

**TEACHING OF CREATIVE WRITING IN URDU  
IN AN ENGLISH MEDIUM SCHOOL: A CASE  
STUDY**

**By**

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES  
ISLAMABAD**

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ENGLISH MEDIUM SCHOOL: A CASE STUDY**

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## THESIS/DISSERTATION AND DEFENSE APPROVAL FORM

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## **ABSTRACT**

### **Thesis Title: Teaching of Creative Writing in Urdu in an English Medium School: A Case Study**

The aim of the present study was to address the teaching methods which are used for teaching Urdu creative writing in an English medium elementary school at Rawalpindi. The objective of the current study was to explore the teaching methods used for teaching creative writing in English medium school. The second objective was to identify the difficulties faced by teachers in teaching creative writing at elementary level. In this research the researcher follows the conceptual framework of this study. The population of this study was consisted of 4 Urdu teachers who are teaching in English medium school in Rawalpindi. The Purposive sampling technique was used by the researcher. The present study was a qualitative, and a case study; therefore, the researcher took four Urdu school teachers as a sample, to conducted the semi-structured interview. The findings of the present study revealed that lecture method, demonstration method and charts, play-cards and simulation help in the creative writing. Through these teaching methods and strategies students get engaged and get ideas to create something new and such strategies help to build up the concept and to write innovative. Finding of the second objective showed that students' lack of interest in the creative writing, is one of the biggest challenge and difficult area for creative writing of Urdu language. Besides, issues of hand writing and pronunciation of Urdu sentences are the burning areas in the creative writing of Urdu language. Efficient and effective teachers are always the facilitator and change agent for the community development. The difficulties faced by teachers in teaching Urdu creative writing in English medium school at elementary level, this research study reveals that majority of the students were facing difficulties, challenges and issues regarding Creative writing related tasks. For developing students' interest in Urdu creative writing, instructors may teach the lesson in an attractive way with the use of modern technology. It must be kept in mind while planning a training program for teachers that they are practically involved in creative writing related task and effective use of resources.

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# DEDICATION

*THIS THESIS IS DEDICATED TO MY LOVING PARENTS AND CARING HUSBAND FOR THEIR ENDLESS SUPPORT AND ENCOURAGEMENT. TO MY BELOVED AUNTY (KHALA) FOR FOSTERING, CHERISHING AND MOLDING MY LIFE ON THE RIGHT PATH AND THEIR PRAYERS CONSISTENTLY CONTRIBUTED TO MY SUCCESS.*

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the study

Teachers play vital role in rendering the quality of education in an institution, without the teachers, institution is nothing, because teachers are professionals who produce skillful students. Moreover, the students of an institution are unhappy, demotivated, then they will not take part in the creative writing for the sake to produce innovative writing task. Besides it, the learning environment plays influential role for developing and producing skillful young generations in the schools, however, research indicates that our schools are not producing skillful generation (Memon, 2007). Keeping in the view the problems, issues and challenges in the subject of Urdu language in English medium schools, the management of institutions needs to know the contributing factors for lacking of Urdu language, hence the institute may plan accordingly. The research has been aimed to explore teaching strategies for creative writing and to determine the contributing factors for creative writing in one of the English medium elementary schools at Rawalpindi, Pakistan. The teaching strategies and information regarding problems/issues and hurdles to implement creative writing in the subject of Urdu language based on the research results, will provide a base to teach Urdu subject accordingly and will enhance skills of creative writing among young generations.

In this educational domain, response of student's rises, all at once the trials, struggle between students and institutions are increasing day by day. The competition among students of different institutions is based on many factors including creativity,

reading, writing, vocabulary, quality and competitive environment. This is the requirement of society, to survive in the age of computational educational domain.

Researcher personally working as an Urdu Language teacher at English medium elementary school, realized that teaching strategies and motivation of students towards Urdu subject is a matter of discussion, because many students does not take any interest in the Urdu creative writing task. Keeping in view all situation of my own school, it was felt important to work on this burning issue of creative writing in the subject of Urdu language. It is not only the issue of my own school, but it is the issue of many English medium schools now a days. Therefore, my research will offer awareness of innovative concepts, thoughts, standards, commendation to improve the skills among students through effective teaching strategies and minimize the hurdles, problems and issues of creative writing in the schools.

Urdu is the basic language and is the mother tongue of many people who are living in Pakistan and even they belong to different group of ethnicity, ethos, customs and societal perspectives. Teaching is prophet hood profession and always given respect in Pakistani culture. Teaching at elementary level requires many skills such as pedagogical content knowledge to teach effectively in the school. Besides the teaching of other subject, Teaching Urdu language at English medium school require more energy, motivation and skills to achieve the objectives and deliver the task accurately and effectively. Researcher being an Urdu language teacher experienced in the school that it is the prime responsibility of the Urdu teachers to bring the motivation among students and make them skillful in writing task especially in the task of creative writing. Because writing stands one of the major skills in the language learns and the ability to teach writing skills at the elementary level in the subject of Urdu language required necessary teaching skills.

The writing task should be started from the early classes, so that students may get required skills of binding letters and making words and sentences till the elementary level. Writing helps students to express their thoughts and feelings on paper in order to show their views to readers in the form of writing. However, English medium students face real problems in Urdu writing mainly because they lack the knowledge of the language. There are many reasons of low academic performance of students in the school one of them is the deficiency in the writing text task. Text is not only compulsory to improve the students' academic performance furthermore it helps in development of student's cognitive, emotional and societal development (Afrin, 2016). Besides it, writing skills required to be excel in the competitive age, where ever one is trying to supersede the others. The inability level of students in writing may affect their chances of success in the future and decrease the chances of job security. Therefore, there is dire need to work on this issue to make the teaching and learning effective.

Accomplishing the task of writing effectively in the subject of Urdu language can require extraordinary verbal abilities and knowledge, and this can suppose as a task for English medium school students. Upon explanations, it was exposed in the current framework that fixed teaching design occurs with the progressive demand of four language skills within teaching programs. This chronological demand is in language skills which are taught, writing arises as the last skill although this ability cannot be ignored and needs significant attention from both teachers and students in their daily academic lives. In such platforms, students are usually anticipated to learn in what way to be good writers.

Writing is creative ability in the written approach. Writing is deliberated as a productive ability because the writer generates new etymology. It is believed to be the

most problematic of the four linguistic skills. Script writing is indispensable to communication and erudition. It is measured as an influential approach of communication (Gollie & Keamu, 2017). Like speaking, writing assists to yield the linguistic. It is measured that students can prompt their opinions through writing in a systematized way. It supports us to deliver notions, resolve glitches and comprehend our fluctuating world. When we inscribe, we go through a cerebral progression which is more multifaceted. We have to contemplate, consolidate the impression, write, review, and edit to acquire a faultless writing and consequently we can quintessence in language and use more specifically. However, writing is measured much more challenging linguistic approach to study like talking rather than listening and interpretation. Most of the students need more time in obtaining writing ability efficaciously. It is also significant for professional improvement. Individual who is able to write sound is alleged and well educated, an actual conversationalist and a proficient, and this will always substantiate to be an improvement.

Writing is important as teaching speaking, reading, and listening because the learners can express their ideas, feeling, and experiences in certain place, time, and situation in written form. Therefore, writing skill need to be taught to the student. According to Afrin” the teaching of writing is important because of the reasons: the first reason is writing reinforces the grammatical structure, idiom and vocabulary that teacher has been working within the class (Afrin, 2016). The second reason is when the student writes, she or he has a chance to be adventurous with the language. Finally, the student becomes involved with the language, with himself or herself and with his or her readers.” However, maximum language students understand the learning to write easily and blandly are difficult. Because writing requirements immediate control of total variables. This is supported by Gündogmus; some phases



are involved in writing for example, control of content, rubric, sentence format, language rules, punctuation, vocabulary, and spelling (Gündogmus, 2017)

The students' writing abilities are quiet away from what is being expected unluckily. This situation was creating in English medium school, where several pupils barely write a paragraph in Urdu. They cannot write well-formed sentences, meaning, punctuation, and incomplete terminology. Students become fed up and they lose their concentration in joining the class. In reality, several pupils fail to touch the ordinary score (minimal completeness criterion score) on behalf of everyday tests. The mean score of the students' daily test is 70. These scores are lower than the minimal completeness criterion score. Since the minimal completeness criterion score for Urdu as stated by the school for seventh grade is 7. In other words, the students can pass just because they join the remedial phases. These problems are caused by some factors, such as; first, the implementation of teacher central learning. Students have a little chance to express their opinion because the teacher only speaks all the time. They get knowledge just from the teacher's explanation. The students focus all attention upon the teacher and discourage communication among students. All that they have to do is just listen their teacher and make notes for useful information (Gündogmus, 2017). The learners merely get the information from their tutor: they do not discover the knowledge themselves. Secondly, pupils still absence of vocabulary which makes them tough to comprise any writing. The lack of the words can be seen when the teachers ask them in Urdu and they do not even understand. Thirdly, the students have lack interest in Urdu. Hence, many pupils reflect it is the toughest subject to learn

The existing conditions of instruction and erudition Urdu as an instant linguistic in English medium elementary school of Rawalpindi is pitiable. Urdu is

frequently educated as a gratified matter. To mark learning tranquil tutor continually select mother-tongue in elucidation lessons. Numerous instructors reflect teaching Urdu means elucidation the gratified of the textbook to the learners and provide them handy- model solutions for the examination. As a result, students' emphasis on remembering the designated responses from the manuscript and imitate it in the examination. The learners seemed to have numerous hitches while writing in Urdu, like not knowing how to acquire concepts, in what way to establish thoughts and practice appropriate language. In current setting, English medium school is measured than it can be perceived that writing ability has been assumed much prominence than the other three abilities: listening, reading and speaking (Afrin, 2016).

However, it is very difficult to teach the language skills specially the skills of writing as observed by researcher being an Urdu language teacher in one the English medium school at Rawalpindi. Students face many challenges in the learning skills of writing. Though there were many challenges faced by the students in the language classroom. However, few other challenges as mentioned as under.

The absence or deficiency in vocabulary, deprived grammar abilities, meaning issues, reading skills, student's preparedness and deficiency in exposure of difference resources of reading criteria. The challenges made the students lazy, un-comfortable, and demotivated; they found writing of Urdu language a challenging task for them. The constraints confronted through instructors to impart text writing capabilities that were complex in improvement of their level of motivation. Various levels of students in the same class, lack of resources in creative writing task and time constraints to provide guidance and support to each student. However, the improvement in the writing skills required providing more attention to students from the teacher side and it is required for the teachers to enhance their personal capacity through various

teaching pedagogies and provide support to students in the writing skills through proper guidance, support and timely feedback.

Furthermore, it is necessary for a teacher to make him/her aware about the challenges and their solution faced by the other teachers of Urdu language. This awareness and update of other Urdu language teachers will enhance the capacity of teachers through self-grooming and it will help him/her in their own Urdu language classroom teaching.

## **1.2 Rationale of the Study**

Education develops skills among students, which brings new ideas and notion of invention, to make the life of people easy and luxurious. Education is considered as a prevailing tool in reducing poverty, enhancing economic development, stimulating a flexible and healthy environment and producing competitive nation (Afzal, et al 2008). It plays a vital role in shaping the ways in which future generation learn to deal with the complexities of economic sustainability. It is the education that crops the comprehensive person, a well-educated that is intellectually, ethically, physically, passionately and socially developed. Thus, education inculcates in the learners' dignity of labour, esteem, moral value, religious tolerance, self-sufficiency, political constancy, security, quality leadership and educational harmony (Akpan & Ita, 2015). On the contrary, the teaching practices of education in Pakistan are very poor and the quality of education has declined because of lacking professionally trained head teachers, teachers, and poor physical infrastructure of schools, poor monitoring and evaluation system, deficiency of teaching materials (Memon, 2007). It emphasizes that teaching has reached lowest ebb and needs to be improved.

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a prevailing tool in reducing poverty, enhancing economic development, stimulating a flexible and healthy environment and producing competitive nation (Afzal et al., 2010; Zaman & Ikram, 2008). It plays a vital role in shaping the ways in which future generation learn to deal with the complexities of life. It is the education that crops the comprehensive person, a well-educated that is intellectually, ethically, physically, passionately and socially developed. Thus, education inculcates in the learners' dignity of labour, esteem, moral value, religious tolerance, self-sufficiency, political constancy, security, quality leadership and educational harmony (Akpan & Ita, 2015). On the contrary, the teaching practices of education in Pakistan are very poor and the quality of education has declined because of lacking of skills among teachers, poor monitoring and evaluation system, deficiency of teaching resources/ materials (Memon, 2007). It emphasizes that teaching has reached lowest ebb and needs to be improved.

In addition, thinking about the desired outcomes of education for all citizens emphasizes that every student should be well-educated and skillful. Because teaching and learning without fun and skills, ignores one of the most important features of the character building, attitude and life skills among new generations to grow in this modern era of educational development (Hofstein & Kesner, 2006). Education should be presented to the students not only as a body of knowledge but must also be used as a vehicle to survive their life in this society (Jessani, 2007). It influences on the student's personal life and the society in which s/he lives. There is no doubt that the education provides an opportunity for relevant concerns to school students in an interesting and useful way to solve (Hofstein & Kesner, 2006). Unlike the highlighted significance, the situation of education is poor in developing world particularly poorer in Pakistan (Afzal, Shahid, Khalil, Begum, & Abdul, 2010; Memon, 2007). One of the

reasons could be lacking of professionally trained school leaders and teachers. Focusing contextual realities and needs, it is helpful to enhance learners' skills, creativity, attitudes towards learning (Hofstein & Kesner, 2006; Memon, 2007; Tsai, 2001).

Teaching Urdu subject is one of the subjects, which consider to be weak area from all subjects at English medium school. Previous studies have been conducted on teaching strategies and problems faced by teachers in teaching English medium schools. However, very few researches have been conducted in teaching of Urdu in English medium schools in Pakistani context. These few researches indicates that what an importance have been given to subject Urdu in the Pakistani education system, where Pakistani National language is Urdu. These few researches have been conducted on the primary and Secondary school level. Few studies have been found at elementary school level therefore the present research work will provide benefit to cover the hole as mentioned above in the teaching and learning subject of Urdu in Pakistani English medium schools.

According to Fareed, Jawed, and Awan, (2018) that the process of reading the English language involves reading the text aloud, translating the chapter, and providing the students with the core idea and meaning of difficult words. The key challenges that teachers face in teaching reading skills are the lack of interest of learners in reading, lack of focus, and poor understanding skills in reading. Lack of pre-writing, a lack of language awareness, grammar, spelling & punctuation, long curriculum, and insufficient time are the main difficulties in teaching skills.

Zaidi (2018) conducted a research study and found that blended learning is more successful than the conventional method of teaching in order to improve the basic skills in Urdu reading and writing at the primary level. Furthermore, researcher

tried to inculcate the understanding of students writing ability in the subject of Urdu. The researcher emphasized that Urdu-speaking children are no less than children in any other language. The only thing is that they have less resource. The investigator found that students in Urdu medium are naughty, distracted, disturbed for different reasons but at the same time they are very creative in writing skills (Saleem, 2017). On the basis of above discussion, there is essential to conduct research study for creative writing in the perspective of language literacy in the subject of Urdu. Because this research study will provide base for further improvement in the subject of Urdu language. In addition, it will provide insight for creative writing skills with appropriate teaching strategies and will inform, what problems, issues and challenges are facing students of Urdu language.

Writing is a mean to explicate ones thinking on a piece of paper. It is the mean to express or explain the thoughts and ideas to people around. Creative writing in Urdu means a lot more than the subject it is. It is the sequence of thoughts with great volume of vocabulary up the sleeve of the writer, with a polish idea or theme which will make a writer creative. Creative it means an ideal thoughtful and meaningful write up which make the reader understand the theme and the reader read it with interest. The writer with good education, good positive ideas, better writing skills, vast vocabulary and methodical presentation of the theme in a sequential way will always need to have practice, concentration and knowledge of tables related to better writing. Indeed, by practicing it regularly it is deemed necessary that the student will learn to express in a creative way.

### **1.3 Statement of the Problem**

Difficulties in teaching regarding the writing skills of the Urdu language were reported badly especially in the English medium school where institutes given the

preference for the English subjects and less importance for the Urdu Subjects. So, in this way the students suffer in the Urdu subject. They have many issues with their Urdu subjects, such as creative writing skills and spoken skills, etc. Teachers often follow the policies of private institutions such that both students and teachers struggle a lot in the policies of private institutions.

A very short number of studies were observed in teaching of Urdu creative writing in an English medium school at Elementary level. Due to the increasing demand of academic writing in all languages, it is important for students to take interest in the creative writing skills and it is the prime responsibility of teachers to teach the writing skills with innovative teaching strategies and take attention of students in the academic writing processes. Keeping in view the importance of Urdu language which is national language of Pakistan, there is a significant need to focus on teaching and learning processes in the Urdu language, particularly for creative writing purposes.

This study aimed to discover the teaching strategies and methods used by teachers in teaching Urdu creative writing. The second problem which was discussed in the current study was the difficulties faced by the Urdu instructors. To fulfill such conception, gaps and new ideas of creativity, teachers have a significant role to play for nurturing the children to grow and bring new ideas for creative writing skills at school level. Teachers provide the bedrock for the advancement and developing skills, attitude among children, for quality education.

## 1.4 Research Objectives

1. To explore the teaching methods used by teachers for creative writing in Urdu in English medium school at elementary level.
2. To identify the difficulties faced by teachers in teaching creative writing in Urdu an English medium school at elementary level.

## 1.5 Research Questions

1. What are the teaching methods used by teachers in teaching creative writing in Urdu an English medium school at elementary Level?
2. What are the problems faced by teachers in teaching Urdu writing skills in English medium school at elementary level?

## 1.6 Conceptual Framework

For the sake of assigning teaching of creative writing in Urdu the researcher makes the Conceptual Framework for this study. The conceptual framework is given below:

### Factors Affecting Teaching of Urdu Creative Writing

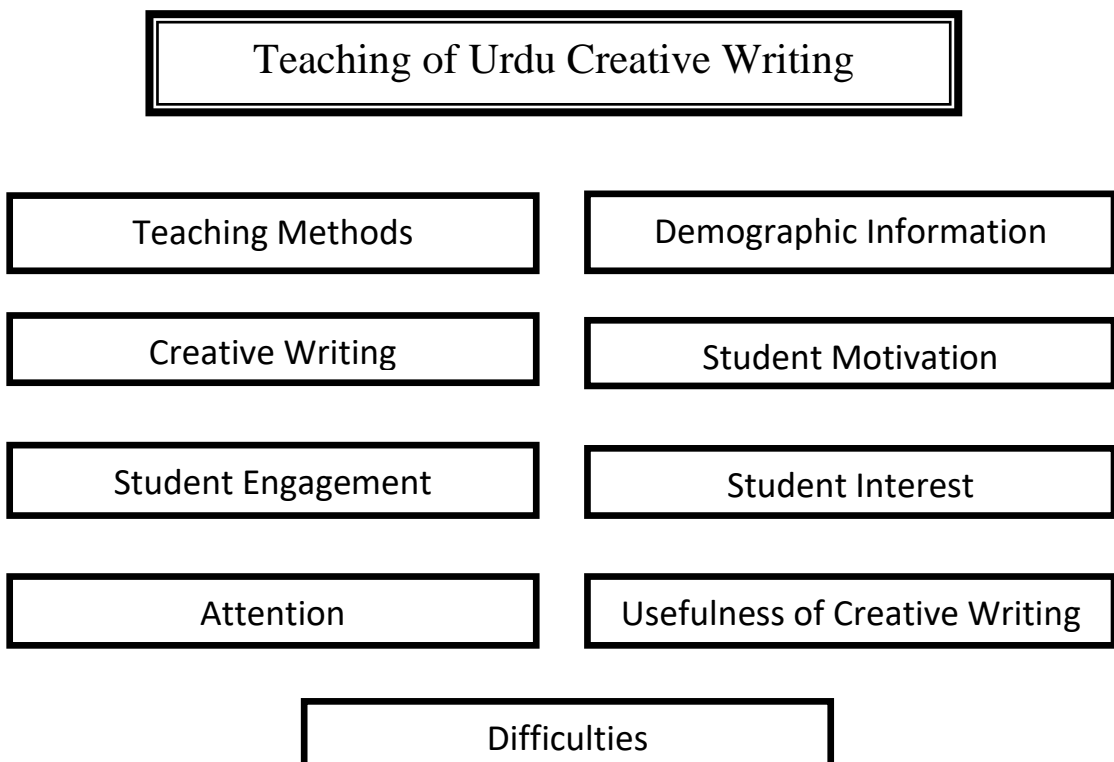


Fig 1.1 Conceptual Framework



### **1.6.1 Demographic Information**

In general, teaching can be viewed as a relatively stable career with strong job security (OECD, 2005). This can be attractive for those in the profession. The teacher's qualifications related subject and experience effect on teaching process.

### **1.6.2 Teaching Methods**

The teacher's method in teaching learning process also could influence the students' creative writing skills. The teacher's strategy helped the students comprehend about the material more active and independently.

### **1.6.3 Creative Writing**

Creative writing is all about using your imagination and creativity to express ideas and thoughts in a way which is personal to you. Quite simply, it's about adding your own 'flair' to writing, going beyond the traditional boundaries of academic or other technical forms of literature.

### **1.6.4 Motivation**

Motivation is one of the processes which intend to provide guidance and maintain good oriented behavior. Teachers' motivation plays an important role in promoting a healthy teaching environment. Self-determination theory (SDT; Deci & Ryan, 2000) can provide important insight into the understanding of teachers' motivation, including the reasons they do their work, continue to teach, experience success, and enjoy what they do.

### **1.6.5 Student Engagement**

Student engagement has come to refer to how *involved* or *interested* students appear to be in their learning and **how *connected*** they are to their classes, their institutions, and each other.

### **1.6.6 Student Interest**

In education, student interest refers to the inclination of the student towards a particular subject in which he or she is easily able to connect without any hassle or hurdle. The student may develop an interest in any specific content or work in education.

### **1.6.7 Usefulness of Creative Writing**

Creative writing will also help to improve intellectual skills. Their sentence structure, vocabulary and use of punctuation will be notably more advanced than others of the same age who do not practice creative writing. In a world where text speak and emojis are so common, creative writing helps to develop writing skills that are being forgotten about.

### **1.6.8 Attention**

The selective use of teacher attention is a positive reinforcement strategy for building up and maintaining appropriate classroom performance and behavior. It involves increased monitoring of student's behavior, systematically attending to appropriate behavior, and ignoring inappropriate attention seeking behavior.

## **1.7 Significance of the Study**

This study intends to explore the teaching methods and difficulties faced the teachers during teaching creative writing in Urdu in an English medium schools. It is the researcher's belief that this exploration will cast light onto the teaching of creative writing at elementary level. It is hoped that the outcomes of this study may serve as guidelines to the administrative authorities of English medium school to help and facilitate both the teaching and learning of writing skills at the elementary levels for teachers, students, parents and administration.

The study may also be useful to curriculum developers as they may see the need to amend or revise their curriculum to improve the teaching of creative writing at elementary level. This research is considered a step to point out the deterring elements, which touch the teaching and the learning methods of the Urdu language especially in writing skills. The main contribution of this research is to highlight the most challenging aspects in relation to the environment and the learners due in many cases/areas influences the teachers in developing the Urdu language writing skills. Instructors at secondary level may also get benefits from the results of this research to change their teaching approach in EFAL in order to improve the learner performance in creative writing. It is therefore important to look at the objectives of the study and the critical questions.

## **1.8 Methodology**

### **1.8.1 Research Design**

A qualitative research design was used to investigate how an educator of school shows creative writing abilities in Urdu an English medium s homeroom. Information was gathered through self-Developed semi-organized meetings of the examination members, and by investigating significant archives, which incorporated the educator's week after week and yearly organizer, exercise plans and understudies' bits of writing in the genuine homeroom circumstance. Exploration members included according to the rules an accomplished instructor (3-5 years) in the language and proficiency region working in the Silver Oaks School

### **1.8.2 Population**

Teachers of Urdu creative writing in English medium schools in Rawalpindi were the population of this study.

### **1.8.3 Sample of the study**

Researcher purposively selected the four teachers from silver oaks English medium school who were conveniently available to participate in the study. In this research, 4 elementary level teachers were used because of their professional role and experiences in the teaching of creative writing over a number of years.

Researcher selected the 4 teachers as a sample because the current study was case study.

### **1.8.4 Sampling technique**

Purposive sampling was used to communicate with participants that have a deep understanding about the phenomena. Researcher purposefully selected teachers because of their specialized role to get deep understanding about the teaching of creative writing at elementary level. Purposive sampling is used to access well-informed people for a specific purpose. The selected teachers had different qualifications and years of experience. The aim of purposive sampling was to identify people with a series of experiences and opinions. Participants were experienced in teaching creative writing to grade 10 and were easily accessible, in order to obtain in-depth information. Present study was a case study that's why researcher selects 4 teachers through purposive sampling technique.

### **1.8.5 Research Instrument**

Self-Developed semi structured interviews were used as research instrument.

### **1.8.6 Data Collection**

Researcher was used the Focus group discussion to collect the data by personal visit and through self-developed semi-structured interview from Urdu subject teachers of Silver Oaks School.

### **1.8.7 Data Analysis**

For analysis of data thematic analysis technique would be used. Thematic analysis is a method for identifying, analyzing, and interpreting patterns of meaning ('themes') within qualitative data. Thematic analysis was used to identify patterns within and across data in relation to participants' lived experience, views and perspectives, and behavior and practices; 'experiential' research which seeks to understand what participants' think, feel, and do.

## **1.9 Operational Definitions**

**1.9.1 Writing.** Writing as a system of symbols which represent an expression of the writer's and it must be clear to the reader without the writer's intervention.

**1.9.2 Creative Writing:** Creative writing is a form of writing that is written with a descriptive and creative mind.

**1.9.3 Teaching Method.** A teaching method comprises the principles and methods used by teachers to enable students learning.

**1.9.4. Attention:** Attention is the behavioral and cognitive process of selectively concentrating on a discrete aspect of information, whether considered subjective or objective, while ignoring other perceivable information.

**1.9.5 Difficulties:** Difficulties is the state of being difficult, or hard to do.

**1.9.6 Motivation:** Motivation is one of the processes which intend to provide guidance and maintain good oriented behavior.

**1.9.6 Students interest.** Student's interest refers to the inclination, of the students towards a particular student in which he or she easily able to connect without any hassle or hurdles.

**1.9. Teacher:** Teacher is the organizer and controller of the classrooms. He builds future citizen of the country.

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

Education shapes new generations within societies through a process of learning that enhances their understanding of language skills, creativity, values that provides them intellectual tools to effectively apply and integrate in the society. In this context, the education cycle, more specifically secondary, covers essential sequences of the process of socialization such as self-efficacy, learning techniques, and knowledge to promote and develop students' creative writing skills.

This chapter explores the research literature relevant for understanding teachers teaching approaches for creative writing and students challenges while working on creative writing skills. The review of literature focuses on the teaching strategies of Urdu language teachers working for creative writing in the subject of Urdu and problems, challenges faced by the students working in the subject of Urdu especially working for creative writing task. Through this chapter, the literature review, along with the theoretical framework, will provide an examination of Creative writing in detail in the languages especially in the subject of Urdu language to understand the phenomena of creative writing critically.

#### **2.2 Language**

The communication among people held together through the language. Language plays important role of communication either in speaking or in writing. The human languages are known with the properties of creativity, displacement and on

social convention and learning. Urdu language is spoken in many countries especially in South Asia and widely used in the Pakistan.

**2.2.1 Literature Search Strategy.** The search for literature review included various multidisciplinary sources, which consisted of peer reviewed journal articles, books, and public and private electronic searches retrieved. The keyword searched Teaching Urdu language, Creative writing in the subject of Urdu, Language teaching, issues and challenges in the language teaching. While writing the research proposal chapters, it was felt to read more literature to enhance the knowledge and information regarding Creative writing in the subject of Urdu and English language, as there was no any sufficient literature available in the subject of Urdu language.

**2.2.2 Origin of Urdu Language.** Pakistan is the country, where six major and 58 minor languages are spoken. Urdu language is the national language of Pakistan and more than 11 million people having mother tongue is Urdu, whereas, more than 105 million people are speaking Urdu. Urdu language was born in sub-continent. Sub-continent was considered a big place of business due to fertile land and man power before the partition. People around the world were visiting India for business, in the business they were selling and purchasing things. Besides the selling and purchasing people from for-flung areas were bringing their language too in the India. Different people around the world brought different cultures, customs and language such as Arabs, Persians and Turk, who intermingles with the people of India and mix their language in the existing language of sub-continent. After mingling of language, a new language emerged called Urdu language. The Urdu language is derived from the Turkish word Urdu (army), which means troops. Urdu language was emerged in the rule of Mughal emperor and initially it was termed as the language of Musalamani.



After the Mughal emperor some Arabic words were replaced with Sanskrit language. It is also called *Lash-Kari* zaban.

Urdu is the national language of Pakistan; it is used verbally in the Government offices of institutions as well as mass media. Urdu language is also spoken in the surrounding areas of Pakistan such as India, Afghanistan, Bangladesh, and Nepal. Practically Urdu language considers being the cultural language of Muslims of South Asia, in the Middle East, Western Europe, USA and Canada. Furthermore, 18<sup>th</sup> and 19<sup>th</sup> centuries were the golden period of Urdu language, because Urdu poetry reached at the highest position and because of the fame and name of Urdu poetry, Urdu language got the highest position in the levels of the languages. The famous poets in that period who did poetry in the Urdu language, they were Mir Taqi Mir (1810), Ghalib (1869), Khawaja Mir Dard (1784), Nazir Akbar abadi (1830), Nawab Mirza Shauq (1871). These were the folk poet and because of those poets Urdu language reached at the highest peak, creative poetry affected the heart of people and motivated the people around the religious and brought positives among the people of the continent.

Allama Iqbal (1938) is recognized as the national poet of Pakistan and considered to be the outstanding poet of 20<sup>th</sup> century followed by Faiz Ahmed Faiz (1984), Makhdoom Mohi-ud-Din (1969), those were the poets, who won the hearts of people through their poetry and in the struggle of independence Urdu language plays an important role. It was considered that Urdu language is the language of Muslims and the lyricist in the language of Urdu participated in the independence movement. The Urdu language excited the people for freedom through lyrics, poetry and songs. It is the language which plays an important role for the human development and motivation. On the basis of language, Sir Syed Ahmed Khan given the concept of two nations. He

said that Hindus and Muslims are two distinct religions and people of both religions are different in culture, language and customs and they both need a separate home land and cannot live together. Urdu language not only used in the poetry but it played vital role in the separation of two nations in their separate home land.

### **2.3 Importance of Urdu Language**

In our country Pakistan, people are crazy of English language. As we all know that our national language is Urdu and then a question arises that why we are running behind English language and why we are giving more importance to English language. The developed countries such as Japan, China, Germany, Korea and Russia, they all are well developed, even they do not focus on English language and many of the people of those countries doesn't know the ABC of English language. It is the requirement of above-mentioned countries to learn their language of country; if we want to work there than is necessary to learn first the language of those countries and then someone will be able to work over there. These countries told that development does not mean that every one of us speak in English and even the development of country does not depend on the learning on English language but it depends on the skills and creativity and that is possible in the mother tongue and in the language of country. Because it is proved that students learn more and critically in their own language. Urdu language has been given less importance due to more focus on English language. If the situation remains continue then that day is not far away, that we will forget our culture and Urdu language and we will follow the culture of other countries.

Today our institutes are giving more importance to English language compare to Urdu language, it is because of such less importance to Urdu language, and our students are facing many issues and challenges in the subject of Urdu language.

Students are demotivated in the subject of Urdu language and even the management is taking less interest in the development of Urdu language. Because of such lack of efforts from the management as well student's side in the subject of Urdu language, brings demotivation among the Urdu language teachers and they suffer a lot in the development of Urdu language among the new generation. Such de motivation and lack of interest brings hurdles for teachers to develop reading, speaking and writing skills among the students. Researcher being an Urdu language teacher in one of the English medium private schools, has observed that students and parents does not take interest in the learning and teaching of Urdu subject and administration does not emphasis more on the Urdu language, though Urdu language is national language of Pakistan. Lack of interest in the subject of Urdu from parents, teachers, students and administration bring low levels in the subject of Urdu language and such demotivation brings difficulties and hurdles in the Urdu language learning. Students feel difficulties in the subject of Urdu language especially in the critical writing task and creative writing task is a typical issue now days in the English medium schools.

A research study conducted by Zaidi and Khatoon (2018), with the research title "effects of integrated lesson on learning Urdu language skills of students at primary level". This research study was conducted with 76 students of class IV, studying at public sector in Islamabad, Pakistan. The purpose of this research study was to analyses the effectiveness of integrated and traditional instruction method in enhancement of basic literacy abilities in the subject of Urdu language. This research study was based on basket method of experimental design for a period of 12 weeks. In this quantitative study of experimental approach control and experimental group were comprised of 38 students respectively. The research study found that integrated research method is more effective for developing basic language skills such as reading

and writing among students. On the basis of above-mentioned research study, researcher recommended that content of curriculum at primary level may be integrated with language skills, in order to develop basic concepts clearly. All the institutions should adopt the integration approach which is very helpful for students learning and it is the shift from teacher center learning to student center learning. Through this integrated approach, students become able to freely read and write.

Furthermore, a research study conducted by Nazir, Ahmed, Saifuddin and Nafees (2018), in Gilgit Baltistan, Pakistan with the research title “Language attitude of adolescent Shina speakers towards Shina, Urdu and English in schools of Gligit, Baltistan, Pakistan”. The main objective of the research study was reconnoitering language attitude of 50 adolescents of Shina speakers living in Gilgit Baltistan, Pakistan. The research study found that Shina language is negatively evaluated and Shina language people are shifting from their language. Besides it, research study found that students were shifting from one school to another school due to language empower and people were shifting their language due to minority and lack of worth of their language in the society.

It is fact that our identity is our language and our national language is our Urdu language. These are the languages which carry the culture from one nation to another nation and from one era to another era. If the situation remains same as now existing in the English medium private schools, then the time is not away to say good bye to our national language. Because today in our schools the attitude of students, parents and community is about the same as mentioned in the research study about the language of Shina, due to lack of worth, they are shifting their language and even culture.

### **2.3.1 Shifting of Urdu language**

A research study conducted by Haidar and Fang (2019), with the research title "Access to English in Pakistan, a source of prestige or hindrance to success". The research study was conducted through phenomenological case study. The research study was steered in Khyber Pakhtunkhwa town and the sample of the study was based on administrators, teachers, and students of different schools such as elite private, elite public, general private and general public schools belonging from different social classes.

The research study found that English is proving linguistic capital for elite schools and lack of opportunities of English in general schools became the reason of failure. Furthermore, the research study reveals that there is need to empower Urdu language and the Urdu language is at the lowest ebb.

The situation of English medium private schools is same as mentioned in the research study. In the English medium private schools, Urdu language is at the lowest ebb, and national language needs to empower there for the sake of nation. No doubt first pillar of any nation is its language. Because language is identity and our national identity is our national language that is Urdu. The declining trend towards Urdu language from student side is an alarming situation for all stake holders' parents, teachers, students and community. Being a researcher and Urdu language teacher, it has been observed that students are not getting much interest in the subject of Urdu and their reading plus script writing abilities in the subject of Urdu is weak and needs more attention towards from the parents. Because less interest from parents makes them low motivated towards Urdu language and they show lack of competencies in the reading and writing task of Urdu language. Creative writing task always become

the hard and tough areas in the subject of Urdu due to lack of vocabulary and motivation towards learning of Urdu language.

A research study conducted by Ambreen (2014), with the research title “the influence of English second language learning on Pakistani University students’ identity”. The main purpose of the research study was to investigate the influence of English as a language of foreign on identity of Pakistani students. The research study was based on 40 students, who were studying in the women university Lahore. The research study was based on qualitative case study approach. Data were collected through interviews, questionnaire, diary writing. The research study found that teachers and policy developers required to design such policies, plans, guidelines that may heighten the individuality of learners and in this way, students will be able to identify themselves as a peaceful citizen of Pakistan in the global community. The above research study explains that Pakistani student should identify their national language. However, the increasing ratio of interest of parents, community members and students towards English language and giving more importance to English language as compare to Urdu language is an alarming situation to update national Urdu language.

In addition, a research study conducted by Rashid and Ahmad (2018), with the research title” Pakistan’s bilingual undergraduate student’s language preferences on social media”. The research study was qualitative in nature and employed semi-structured interview as the data collection tool. The research participants were the bilingual users of face book and they were connected three different universities of Pakistan. The data was cross validated through face book posts. The research study found that student prefer Urdu language over English language due to ideological reasons, because students believe that Urdu language is easier language in

communication and it helps in communication with friends easily as compare to English language. However, some students preferred English language over the Urdu language, they pointed out that they want to learn English writing skills, because of this reason; they prefer to write in English language and even prefer to English writing scripts in the social media.

This research study emphasizes more on English language as compare to Urdu language though Urdu language is easy to understand and helps in communication with friends. This type of phobia that only English language helps students to reach at the top of the world and help them to become famous in the society, whereas, Urdu language will decline them in the society. Therefore, there is dire need to work on such thinking of people and need to initiate work from homes, parents and community, because these are the stakeholders, who can arise the importance of Urdu language among students and can help for Improvement of Urdu language through motivation and encouragement (Ahsan, Ghania and Khaliq, 2016).

Moreover, a research study conducted by Malik (2013), with the research title” an analysis of factors affecting the tendency of language shift from Urdu to English language among the students of English medium schools of Multan at secondary level”. The main purpose of the research study was to determine the factors which affecting the tendency of language shift from Urdu language to English language. The quantitative research study collected the data from 90 research participants including class 8 students, teachers, and parents. In the study three private schools of Multan were selected. However, questionnaire was prepared separately for teachers, students and parents. The research study found that social and economic factors are involved and these factors influence the process of language shift from Urdu to English language among elite English medium schools.

Furthermore, a research study conducted by Shamim (2019), with the research title "the English/Urdu medium divide in Pakistan, consequences for learner's identity and future life chances". The research study was based on small scale qualitative exploratory study, and data was collected with the perceptions of research participants through interviews. The research study found that English- Urdu medium divide is a policy debate to challenge the inequalities of language learning opportunities in the school. Furthermore, research study reveals that bridging the gap of English, Urdu medium divide requires further research and a deeper understanding to inform future policy decision regarding medium of instructions in the schools.

Moreover, research study conducted by Aslam (2013), about linguistic study borrowing from English to Urdu scripts. This desktop research study discusses the various factors involved in the borrowing of words from English to Urdu language. The researcher discussed that mostly elite school children visits abroad and when they return back, they come with some vocabulary of English language. After reaching to their particular schools, universities they use the English language words in the Urdu language and because of this reason Urdu language become the mixture of many other language words. Furthermore, researcher reveals that this enrichment of borrowed words effects the original speakers of Urdu language an essence of original Urdu has lost. Moreover, due to borrowing words of English language in the subject of Urdu teachers of Urdu language suffer a lot, while teaching the Urdu language. This is not only the situation of school, but in the families most of families who visit abroad and bring with them English language words and in the home, they use the borrowed words of English with Urdu language. These borrowed words create the problem in the Urdu language. Because of this reason, it is impossible to maintain the standard of Urdu language. Furthermore, these borrowed words and their mixing in the Urdu



language creates painful situation for the Urdu speakers especially for Pakistani people, whose national language is Pakistani.

The researcher being an Urdu language teacher was the witness of this situation that students are suffering in the Urdu language. There were multiple factors, but one of them was of the borrowing words from other language to Urdu language. In the English medium elite schools, today students were suffering much in the subject of Urdu due to this reason that most of the families visiting abroad and bring with them the vocabulary of English language and mixture of words in the Urdu language provides difficulties for Urdu language teachers.

### **2.3.2 Benefits of Urdu language**

Research study conducted by Ahsan, Ghania and Khaliq (2016), with the research title "teachers' perception about the use of Urdu language in English classroom." The main objective of the research study was to determine the viewpoints of instructors towards the speaking and using of Urdu as a language in the English language classroom at degree level. Quantitative research study with survey questionnaire design was applied with 156 teachers of southern Punjab, Pakistan.

Furthermore, research study reveals that Urdu language helps teachers to discuss course policies regarding attendance, and other information regarding administration. Urdu language also helps to explain the difficult concepts easily and accurately. Moreover, Urdu language helps in the test, quizzes, and other assignments work properly.

Besides it, participants were highly motivated while using of Urdu language, comprehension of summaries, short questions, letter writing and paraphrasing the text of the course. Research study concluded that Urdu language helps to understand the

process of learning and make teaching and learning effective and fruitful, without any disturbances.

Furthermore, there are many advantages of Urdu language such as

- i. The learning of Urdu language helps to improve cognitive skills. It trains the brain and keeps the brain strong and healthy. The exercise of rules, vocabulary, and grammar and sentence structure of Urdu language helps good practice of brain.
- ii. It increases the skills and diminishes the boundaries, in order to survive and having more chances for the professional jobs and duties
- iii. The learning of Urdu language will open new doors of fascinating the language in those countries where Urdu language is being practices.
- iv. According to neuroscientists the graphic structure and sound system of Urdu language is unique which activates front part of brain that helps to improve analytical skills and increase the capacity of decision making.
- v. Urdu language helps to understand the concept clearly, as students become able to learn effectively in their mother tongue compare to other languages such as English.

A research study conducted by Bahadur, S, P. (2017), about multilingual writers' perceptions and the use of language one (Nepali) in United State (US) composition class. The data for the research study was conducted from nine research participants through different types of tools such as questionnaire, written artifacts and interviews. To elicit the perceptions of Nepali students regarding the language composition, a questionnaire was administered. The data collection process was continued for one academic semester. Research study found that research participants perceive their own language (Nepali) plays essential role while writing assignments, papers. The

research participants viewed that they get help from their own language (Nepali) while language related assignments. In this regard they get help from selection of topic to brain storming, outlining the ideas for the composition in the English language. Though Nepali language is being used in the composition but it provides help in bridging the ideas for writing purpose. They found Nepali their own language an asset for them in the composition. During interviews, the research participants viewed that shifting from one language to another language, it is the time-consuming process. They mentioned that various language strategies helped them in writing composition in the English language.

The findings of the above research study reveal that mother tongue plays vital role in the composition and writing task in any language. If the students are fully aware in their own language they may perform better in the task of any language. Therefore, it is the responsibility of teachers and parents and school administration to make the students strong in their own language, because mother tongue helps in developing ideas, concepts, and helps in the composition of language related task. Urdu language is the national language of Pakistani students, if Pakistani students are strong enough in Urdu language, then they can get sense of writing task easily and will develop and create writing composition task in any language, because personal language helps to develop ideas for composition as mentioned by the above research study.

#### **2.4 Teaching of Urdu as a language**

Urdu considered a national language of Pakistan and Urdu is being articulated, pronounced and implicit in the provinces of Pakistan (Punjab, Sindh, KPK and Baluchistan). It is the matter of concentration that till today Urdu language has not reached to its position. The key object of educating Urdu is to improve aptitude of reading, speaking, writing and listening among students, for the reason that Urdu as a

national language will develop harmony and helpful in creating integration among the people of the country.

Considering Urdu as an easy language, proper attention has not been given in the teacher training programs for the development of Urdu teachers in the country. Most of the Urdu teachers of the country are not well trained in the Urdu language subject and they are un-aware about the rules and structure of Urdu language and because of this reason most of the students feel difficulties in the subject of Urdu language. And students unable to write even a single paragraph or letter in the Urdu language, such situation arises difficulties for the Urdu language teachers and such situation of students' progress arises a question for teachers as well as on the intuitions progress and quality (Zaidi, Khatoun, 2018).

There are different teaching strategies which can be utilized for teaching subject of Urdu language. In most of the schools' children are bilingual and research informs that bilingual student having more creative brain as compare to those students who just know single language and bilingual students are good in problem solving skills. Teaching Urdu keeps the student connected with their cultural heritage. In the teaching Urdu, it is the first responsibility of teachers to love and respect the language. In this regard, teachers required to take interest in the subject of Urdu language through listening some beautiful songs, Ghazals and Qawalis and thinking about the famous dramas, writers, plays. This type of conversion with students will bring interest in the subject of Urdu and in this way, students will be towards teachers and with the love and respect students will be engaged in the teaching and learning process of Urdu language. Teacher is one of the essential tools of interest for students before purchasing other tools of teaching such as books, Apps, software's, CDs etcetera. If teacher speaks Urdu in the classroom, then it will take attention of students

towards the teacher. It is the responsibility of teacher to make teaching and learning affective and fun. Singing a song in the Urdu language will enhance the vocabulary of Urdu language and play games with students to teach the Urdu language. There are many teaching strategies which can help teachers to develop their Urdu teaching skills. Besides mentioned above teaching strategies, teachers of Urdu language should focus first on verbal skills, talk and chalk, talk and teacher and make teaching Urdu as a social activity. Students enjoy learning through socialization and storytelling is one of the best teaching strategies in the subject of Urdu language. Because story telling not only motivates and stimulates brain for learning but it also helps to learn creative writing skill task such as story is one of the creativities and such creativity helps students to develop their own stories on different topics and issues in the teaching subject of Urdu language.

Besides story, if teachers start reading with the students and this combine reading activity will bring fun and enjoyment and students become able to learn comprehension skills and this gate way of learning will bring vocabulary among students. Besides the role of teacher in enhancing kills in the subject of Urdu language, parents also play essential role. If parents speak Urdu language in the home, it will affect on the motivation of students and they will take more interest for learning process during the teaching subject of Urdu language. The above discussion clearly identifies that Urdu is essential language and teacher plays vital role in the learning process of Urdu language.

## **2.5 Writing Skill**

Language has four main skills such as reading, writing, talking and listening. Writing is one of the core and complex ability of the language as depicted by Ling (2016). Teachers, parents are working with students for their writing task since their

schooling time, with the purpose to develop skills of writing among students, so that they may generate a good piece of writing passage at elementary level. There are various subjects being taught in the schooling, however, writing has been given more importance at the elementary level, due to its dynamic approach in the academic performance. It is considered to be the most important skill for students, which help the students at every field of life. Story writing and storytelling is one of the beating hearts of Urdu subject. Stories affect the language learning and reading of stories help them to write their own story. Stories in the classroom work as a fundamental technique of amplification and fleeting information with the specific purpose. Therefore, the entire writing task may be aligned or integrated with the stories in the benefit of students.

Linguistic abilities: It is well-thought-out that there are four elementary abilities of each language. They are listening, talking, reading and writing. These abilities additionally distributed into two types: prolific (talking and writing) and receptive (listening and reading), contingent on whether learners yield the linguistic by themselves or not (Abrar, 2016). All these four abilities are likewise significant and these are interconnected in a language erudition situation. In his manuscript "The Practice of Urdu Language Teaching," Harmer stated that it creates diminutive intellect to discuss about abilities in sequestration because in an actual conversation, we are inevitable to pay attention as well as express (Harmer, 2007). In actual life, it is not tranquil to distinct these four abilities, as most language abilities are heralded or shadowed by a diverse ability. However, conventionally the teaching guiding principle for the abilities of language possesses distinct skills. The key object for this is to establish learning activities into some order, and to support educators in determining the objective of their teachings and the technique to do it. Utmost

learners of Urdu find it stress-free to master receptive abilities, such as sympathetic grammar, reading Urdu text, and pay attention to articulated Urdu, then fecund abilities, talking and writing. This does not mean that talking and writing are more challenging to them. It is just because in Urdu Language schoolroom, learners are mostly visible to target language substances through grammatical drills, reading conception, and listening to tapes or instructors without learners being penetrated in how to prompt their thoughts both in writing and talking. Writing can be explained by series of disparities.

According to Abrar (2016), writing is a premeditated, communal message that contains literacy as well. Just in case of writing, it demands vibrant and comprehensive memorandum as there is no direct interface between author and readers. Through writing we depict our opinions and ideas in a systematized way and to make an effective writing we go through a intellectual progression. As soon as we write, first we associate our thoughts and opinions and then assemble them in the form of sentences and consolidate the sentences into a interconnected text (Abrar, 2016). This intellectual process of writing ascends some sub-skills like- drafting, consolidating, excision, revising, etc. Furthermore, writing includes composing, evolving and examining ideas, inferring the aptitude to restate information in the form of stories, or converting information into new texts as in confrontational script. Therefore, frequently it appears that language apprentices face more challenges to cope up writing ability than other three skills.

Writing could be a problematic skill to be educated or taught due to the datum that it is not a simple intellectual activity; rather it is believed that writing is a multifarious cerebral creation which needs “careful rumored, chastisement and attention” (Gbollie & Keamu, 2017). Furthermore, writing can be understood only

from the viewpoint of a society rather than a single individual. When a youngster writes, views and information are combined together generating a unique connotation (Asep, 2014).

**2.5.1 Reasons for Teaching Writing.** Agreeing Adas and Bakir (2013), Learners do not write very frequently and most of what they write is classroom-bound. The most significant reason in writing drills is that learner's requisite to be personally convoluted in order to make the learning involvement of great worth (p. 254). Al-Khasawneh (2010) contended that enormous number of international associates, regarding non-native-to-non-native communication and pacts are carried out via Urdu in a huge number of settings, including profession, mediation, travel, broadcasting, science and technology, legislation, etc. hence, the existence of proficient writers and utterers of Urdu is of a prodigious importance for today's world. Conferring to Hammadi and Sidek (2014), Urdu as a Second Language (ESL) as well as Urdu as a Foreign Language the aptitude to write academic manuscript efficiently integrates one of the most substantial skills required. Chou (2011) conducted a research study on the learners' viewpoint toward academic writing and the investigators find out that they contemplate academic writing of prominence since it is a preliminary point for dissemination of their work and an approach to let other people recognize their benefits. In crux, the gratitude and amalgamation of inscription in all educational courses' reposes on the credence that "effective writing abilities are significant in all steps of life from primary education to upcoming professional life" (National writing project & Nagin, 2006). Moreover, inscription sound is of "critical prominence for achievement in an extensive diversity of circumstances and careers" (M.C. Namara, Crossley, & Mc Carthy, 2010). Conventionally, inscription has been directed and observed as an unsociable action (Crème & Lea, 2008). Concentrating



mainly about the last creation and highlighting sentence perfection level. Nowadays, an operative and pertinent writing teaching is the one which empowers learners to perceive inscription as “a multifaceted process composed of numerous dissimilar types of actions that ultimately outcome in that product” (Nightingale, 2000). Tahaineh (2010) restated that the writing ability is required for taking minutes, unfolding writing investigational information’s etc.

**2.5.2 Writing Approaches.** As for as the concern of history of teaching in writing, it was not given considerable attention to obvious from dearth of research studies linked to this ability till the commencement from last decade of the twentieth century (Abrar, 2016) Gardam, and Richard (2003), stated that writing abilities through teaching was given prominence during 1990s when Urdu recognized its status as a language of international communication and subsequently “Urdu as L2 writing abilities do not only- perform an progressively imperative character today in the lives of professionals in nearly every field and meadow”. There are different ways and approaches of writing in the schoolroom. The best exercise in any condition will be contingent on many reasons such as the sort of learners, the manuscript being studied, the school structure etc. A closer look via history of education of writing abilities discloses that amongst the various approaches that have been investigated to teach writing efficiently, three methods have been the most persuasive which are product methodology, process methodology and genre methodology. Ample research studies strongly recommended that all these approaches and methodologies carry their own faintness and strengths but they are complementary to each other as well (Asep, 2014).

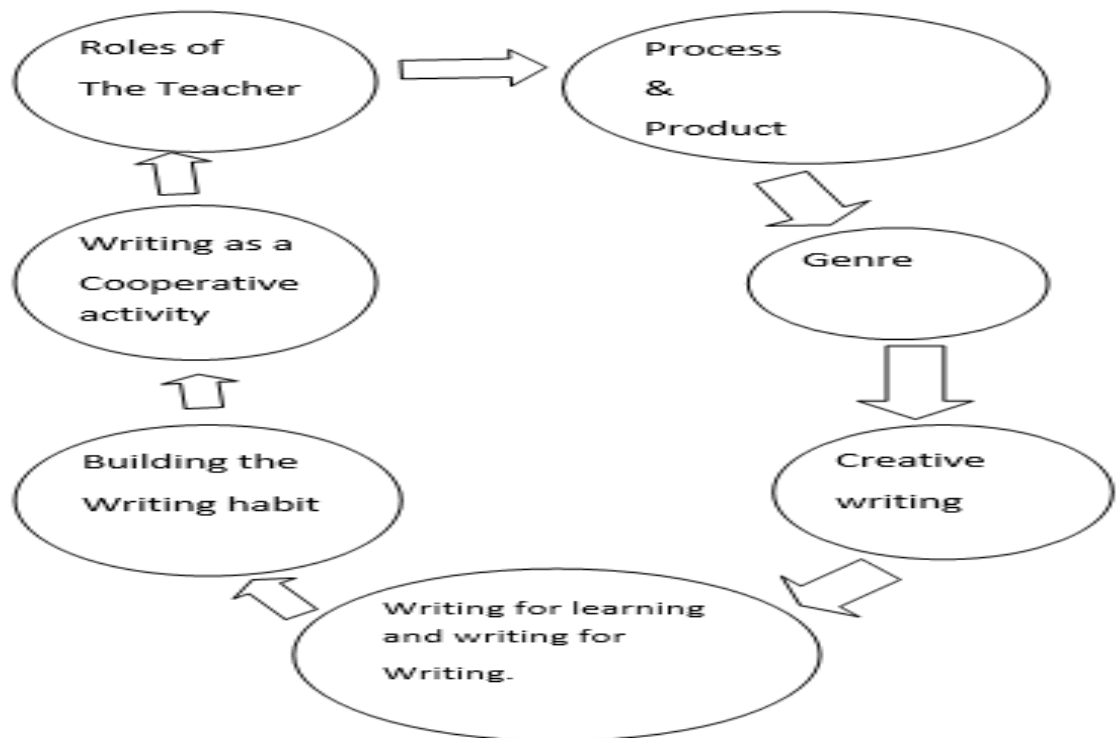


Figure No. 2.1 *Writing Approaches*

Conferring Harmer, there are a plenty of different methodologies to the exercise of writing abilities in the schoolroom but to select the suitable method for the learners, instructors have to decide whether they want learners to emphasis on the procedure of writing more than its output, whether they want them to learn different written types or whether they want to boost writing by means of their creativeness. Among diverse types of methodologies, over the last 20 years phase and performance methodologies are more prevalent in teaching writing in the ESL schoolroom. The process of the product focuses on the design of the final product of the writing rather than the writing technique. On the contrary, process method of writing pays consideration to the numerous steps that any piece of writing goes through it. However, Tribble (1996), reveals that in the last ten years, genre methods have gained adherent to another method of writing that has been leading in the ESL schoolroom for current few years is creative writing. Writing proposes creative tasks such as writing poetry, stories and plays which endorses real education through self-

discovery. Besides it, there are numerous teaching approaches which teacher uses in the schoolroom for educating creative writing abilities such as Lecture Method, Demonstration Method, Problem Solving, Group work/ Peer work, Picture/ Charts and Models, Situational Analysis and encouragement and motivation among students for creative writing task.

## **2.6 Creative Writing**

The term creativity connotes a different meaning. It may be associated with various areas of arts and crafts. Writing poems, songs, drama, stories any other relevant material. It is generally seeming in the creation of any individual through which he or she express his or her originality and uniqueness of thoughts and ideas. Azam (1998) brought attention to the very critical idea of creativity, which is the innovation of artists in the United States. It is evident in our creative arts and skills. One of the preeminent examples is creative writing through which one's creative thoughts and ideas are reflected and where the act is not considered right or wrong. He further emphasis that creativity is natural in human nature and is innate in every one of us. Its need to be attuned for development of various skills what is required in in the environment in which these skills are nurtured.

Creative writing has different meanings and different authors have explained it from different perspectives such as Dawson (2005), explained that creative writing is the fiction, poetry and drams which students produce individually without looking into others or copying others. Mostly students in their particular course, produces something new in the shape of writing and it consider being creative writing.

Besides it, creative writing considers to be an innovative writing which out of the everyday writing of professional, academic and journals or any other technical writing as explained by Keyttyland (2002). Furthermore, he explained that novels, short

stories, poems, poetry are the categories of creative writing. According to him creative writing is different from the academic writing, which is present in the course of curriculum. In the academic curriculum creative writing is often explained by the words that it is the free write-up, expressions, by which learners prompt their philosophies, opinions and emotions. Additionally, it is depicted that creativity is the aptitude of students to generate, write, and provide something innovative and novel. It is the reflection of mind in the form of written documents or something else then writing. Creativity is the production and expression of an individual without copying from any source and produce real image of some ones thinking ability.

Furthermore, a research study conducted by Qamar (2017), with the research title “a study of creative writing in Urdu of the secondary school students”. The research study was conducted at Mumbai, Navi Mumbai and Thane district of India. The research study was conducted with 40 schools and students of class ninth. A survey and test approach was applied in the research work. Research study randomly selected total 400 research participants for research participants.

The research study found that student prefers to learn in creative ways rather than memorizing and copy and paste the information from black board as provided by the teacher. Besides it, research study found that students learning by connecting individual words with objects, ideas, and actions.

In addition, research study found that Urdu medium students are naughty, distracted, disturbed due to different reasons such as less opportunities for them to learn freely. However, Urdu students are highly creative in creative writing and work properly. Besides it, research study reveals that language allows students to talk to each other, to write their thoughts, values and expressions. The national language of

Urdu is the most important and detailed medium of speech and needs more importance for future growth.

In addition, Irfan (2012) has developed a research paper on the views of English-language teachers on creativity and teaching creative writing practices in Pakistan. The research was to discover the affinity of creativity and creative writing in Pakistan. The research study was conducted in Lahore Pakistan after the approval of Glasgow University. Closed and open-ended questionnaire were used for data collection. The research participants were selected randomly 70 in-service teachers, besides of questionnaire an interview was conducted to support the research data. The research study reveals that teachers were confused while taking topic from text books, and assigning the task of creative writing. Furthermore, teachers were confused about the use of teaching strategies for creative writing task. Therefore, research study recommended that teachers must be trained and encouraged to engage in the activities, which are very essential for enhancing creativity and creative writing.

Moreover, a research study conducted by Vazir and Ismail (2009), regarding creative writing skills in early childhood in Pakistan. This qualitative case study explored the teaching strategies of teachers while teaching to young children in the early child development (ECD) classroom. The researcher selected research participants based on criteria such as those teachers who having experience of teaching more than 3-5 years in the language and literacy skill development, working in the ECD section. The data were collected through classroom observation, semi structured interviews, document analysis including lesson plan diary, weekly and yearly planner, students work in the classroom. The research study found that teacher was facing problems in development of creative writing skills to younger children due

to bilingual students. In the English medium school, teacher was shifting again and again English to Urdu language and Urdu language to English language.

Besides it, teacher was reinforcing and emphasis on the grammar, spelling of words, and sentence structure to make the foundation of strong in creative writing. The researcher concluded that there is dire need to work on creative writing skills through teaching practices of teachers. On the basis of the research study, researcher recommended set direction for the teachers in the context of Pakistan such as

- i. Especially considering the importance of creative writing, which is important to enhance the teaching of teachers, the need to develop language skills among teachers who study language classes. Parents need to be oriented due to provide importance to children in the creative writing assignments.
- ii. Bilingual and translation method should not be confused. As student learn better creative writing skills in their own mother tongue.
- iii. Teachers need to use sequential bilingual process based on three stages. Mixing, separating and finally writing in the main language.

The above research study indicates that creative writing is an essential technique of writing and all the teachers need to be developed accordingly. Study reveals that in the early classes if teachers are highly qualified and providing facilities to students properly to develop creative writing paper and there is important role of parents for creative writing. If parents are oriented, they can provide support to children in their home and in this way, they may take interest in the creative writing assignments in the school and teacher will not suffer much during teaching creative writing task.

Creative writing helps students to practice writing as a skill as well as enhance the skills of grammar, vocabulary, visualize the things and bring creativity among young generations. Besides it, creativity promotes self-confidence and self-

expressions (Maley, 2009). The improvement in the writing skills helps the students to get success inside as well as outside of the classroom. Moreover, the effective writing skills are the important component of literacy among students. Furthermore, writing skills become the communicable tool for students to bring out their thoughts and opinion and analyze the information (Applebee & Langer, 2011).

Additionally, a research study conducted by Akhter (2014), with the research dissertation title” the effectiveness of creative writing in language learning “. This qualitative study was conducted with 40 students of Bangla and English medium schools and the data collected through interviews. The main objective of the research education was to determine the effectiveness of creative inscription in language learning. The research study found that imaginative writing can be used as a real linguistic erudition device, because it effects on both languages English and Bangla. The research study recommended that creative writing should be adopted or interpreted in all languages, because it helps the learners in developing cognitive and communication skills. Besides it, Creativity builds the interest and confidence for language learning.

Moreover, a research study conducted by Barbot, Tan, Randi, Santa-Donato and L-Grigorenko (2012), with the research title” essential skills for creative writing: integrating multiple domains, specific perspectives”. The main persistence of the research work was to get the evidence about the key ingredients involved in the creative writing by children, teachers, writers and art educators. The research study found that the key ingredients for creative writing are intrinsic motivation, imagination description and conducive learning environment. If all the ingredients are provided to students, then the student perform better in the creative writing skills. Therefore, it is the responsibility of teachers who are dealing with the creativity; they

should provide all the ingredients to students so that they may produce a good creative writing paper.

### **2.6.2 Creative Writing in Pakistan**

Creative writing can be explained in a way that it is the writing task, which involves thinking skills and imagination to produce something innovative. The creative writing required thinking level for composition of any relevant task. This type of writing generates many ideas as possible. It is the cognitive level task, and is based on innovative and imaginative ideas.

Harmer (2004), explained that there are four steps involved in the creative writing, such as thinking about thinking called Meta cognition, organization of ideas called structuring the ideas, expression of ideas in a paper and revising the concepts and ideas. Therefore, thinking is the base for creative writing task.

In Pakistan, number of researchers pointed out that majority of students are lacking behind in creative writing. Rahman (2002) depicted his idea that most of the Pakistani students learn through rote memorization rather than conceptual understanding and thinking. Furthermore, he claimed that major reasons for rote memorization are teaching strategies being exercised in the classroom. It is because of teaching pedagogies and teaching styles creative writing skills have not been developed yet in Pakistan (Rahman, 2007). Whereas, Arifa (2009), argued that the level of creative writing skill is better in some of the schools. Those schools where the resources are utilized [properly, they show better results in the creative writing task. However, students remain in fear in the writing task development in the classroom level due to phobia of examination.

In addition, Siddiqui (2007), claimed that students are poor in creative writing task due to traditional classroom teaching, because most of the time teacher remain



active in the classroom, whereas, students remain passive learner in the classroom. Student just listen the teacher silently in the classroom their thinking level remains dull and student just copy write from the black board. On the other hand, Husain (2009) pointed out that teacher is the only responsible and he mostly takes classroom in traditional way and no any teaching activity regarding creative writing skills have been observed in Pakistani classroom.

Whereas, Bashiruddin (2009), expressed her point of view that mostly teacher teaches the same way as they were taught in the classroom. Furthermore, it is the responsibility of teachers to explore the hidden talent of students, nurture the skills and make them capable for creative writing task. However, these skills have not been observed in the teachers of Pakistan. Lack of guidance and support from the teacher's side, students suffer in their creative task. Rahman (2009) claimed that most of the Pakistani schools, teaching through cramming and rote memorization without utilizing their thinking skills and students rely of memorization only.

Furthermore, they explained that large class size, lack of resources, un-qualified teachers and time constraints are the major hurdles of creative writing in the schools.

As creative writing in Pakistan is mainly regarded as literature, despite its many forms, Pakistani teachers and students are therefore uncertain about the word creative writing. It is because of the reason many students and teachers are facing problems, issues and challenges in the classroom while working on creative writing skills. Looking into the importance of creative writing in the teaching and learning process, it is the key responsibility of instructors to provide value to creative inscription and recognize the complexity of inscription improvement. Nadeem (2007, P.2), explained in his research study that while teaching creative writing in the subject of Urdu language, teachers should analyze the need and interest of students, because

motivation and interest will enable them to express their views in the form writing. It is believed that creative writing is self-developing, if our expressions and communication motivates us to develop something new and innovative. In Pakistan creative writing has been widely used and recognized at classroom level. However, in the given task at classroom level creativity has been decreased due to certain uses of formulae (Mayhill, 2001,). In Pakistani schools, various forms of creative writing are being used and included even in the text books such as story writing, essay writing, letter writing etcetera. However, Warsi (2004), stated that due to problems and issues in the education system of Pakistan, schools are failed to promote creative writing skills among the students. These shortcoming and gaps have been found in the curriculum and assessment system. It is the fact that above mentioned issues and challenges demotivated the students and brings confusion among students for creative writing task. It is the prime responsibility of Pakistani teachers to apply suitable teaching approaches and practices to enhance the interest of students and develop creative writing skills.

### **2.6.3 Teaching creative writing in the classroom**

The thesis study focuses on the creative writing skills in the subject of Urdu at English medium school, taking into account the experiences of Urdu language teachers as well as the views on creative writing. Besides it, the teaching of teachers in Pakistan depends on the number of factors such as curriculum and assessment methods and the instructions of management. Because teachers are bound and are not able to create something new and even teach through their own perspective, without the permission of school management and rely totally on the instructions and guidance of school management. These impositions of perspective curriculum, limited assessment system of the non-government schools, do not provide any choice to

teachers for creative writing skills. Teaching techniques and teachers become demotivated in the teaching creative writing skills development task in the non-government schools (Borges et al., 2002; Fisher, 2004). In contrast to it, Hanke (2002) noticed that if the curriculum and assessment system of the school, do not permit and provide opportunities to take decision independently, then definitely their professional and creative thinking skills will be in constrained. The mentioned situation is aligned with the education system of non-government schools in Pakistan and various researchers and educationist pointed out that Pakistani system is weak at is at alarming situation (Memon, 2007). The teachers play vital role as mentioned by Grainger et al. (2005), that creativity among students does not occur independently because the talent, understanding, motivation, knowledge and skills of teachers directly effects on the students' progress development and creative thinking. Students reflect the vision, imaginations of their teachers' competency in the shape of creative writing (Moss, 2001.).

All those teachers who provide knowledge, skills, choice in their work to students while teaching and assist and provides continuous support in their writing task then the students become engrossed in their creative writing task. Thus, the thoughts, ideas of teachers affect deeply in the thinking level of students. Grainger et al. (2005) indicated that creative teacher's uses learner center approach and they teach creative writing skills through fun by stimulating imagination and encouraging critically.

In the classroom at elementary level, students are instructed to learn by creative writing such as letter writing, story and paragraph from text books and even they write story, letter, paragraph remains same for all in the whole class. Instead of encouraging students to write their own stories, letters and paragraph by using process approach, they are encouraged to copy down the all-creative writing task from the

black or board and memorize in the next day. Exercise of such activities, unable the students to understand even the meaning of creativity and imaginations. However, it is true fact that if the teachers teach creative writing effectively and through effective teaching approaches, it provides learners an opportunity of skill building, communication, feelings and thoughts sharing and provides a foundation of world view.

According to Kress (2003), writing skills should be based on different stages such as controlled, guided writing and free writing. The purpose of controlled writing is to help students from committing errors, because in this stage teacher determine content and language. Whereas, in the guided stage, teacher provides the situation and helps students while composition of writing task (Meek, 2001).

Furthermore, the free writing task provides opportunities to students to write their own thoughts, views, expressions, linguistic knowledge and skills (Bajwa, 2004). In this free writing stage, teacher provides bed rock for composition of students. This type of practice in the classroom level helps students to write their own point of views and thoughts. They create something in the shape of composition and develop skills of creativity. This type of activities helps students to create various types of composition in a better way.

The above discussion, clearly points out that first stage of creative writing is accuracy; second stage is based on organization of language or structuring the language. The third level, however, deals with creativity through free writing. Mukherjee (2007), indicated that this stage of creative writing is rarely applied in the classroom level, whereas, it is the stage, which is the most suitable and effective for creative writing composition as compare to other stages of creative writing.

## 2.7 Lecture Method

Many different learning models and theories have been implemented into teaching and learning process of creative writing. There are three learning models for teaching that stand out because of their wide use and impact: traditional, inquiry, and problem solving. These three models are connected to three learning theories, behaviorism, constructivism, and cognitivist.

The traditional model is a teach-center model where the teacher transmits the knowledge to the students through lectures. This model has been widely used throughout history and still dominates in many regions, including the Pakistan. The traditional model is based on behaviorism. Behaviorism was pioneered by Skinner (1938). Rewards and punishments are applied in classrooms. A common implementation is drill and practice over and over with students being rewarded for their competency or punished for their incompetence. An example of this would be direct students' instruction and memorizing facts.

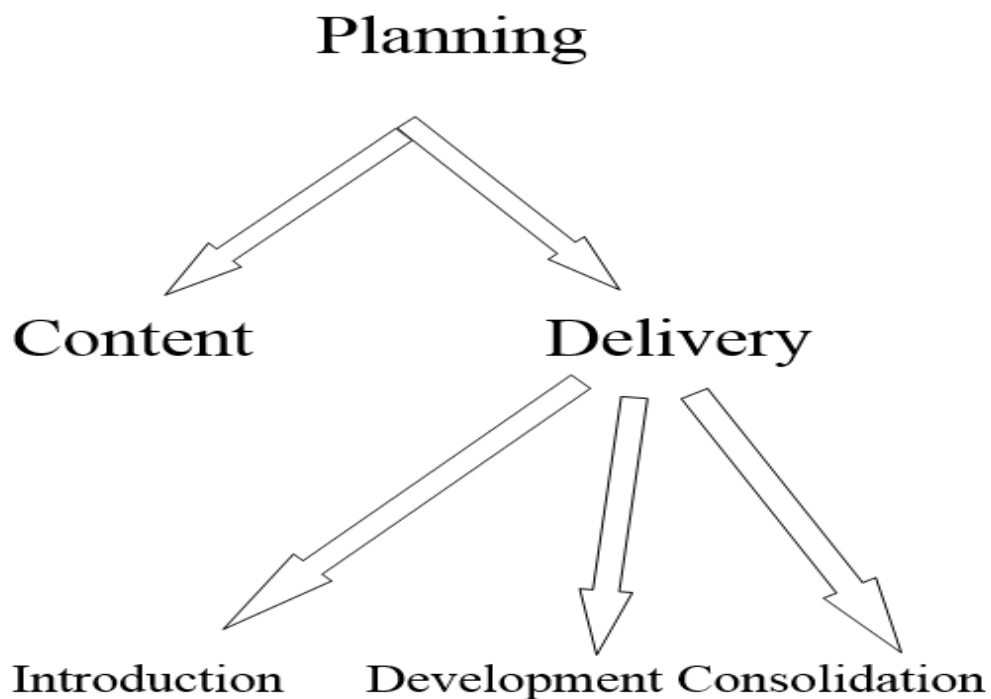


Figure 2.2 *Process of Lecture Method*

Lecture method is one of the old teaching methods, which is mostly being used in the teaching and learning process. Lecture method is considered to be most suitable and useful teaching method in the large number of students in the classroom. Beside it, it provides opportunities to deal all the class students equally and finish the large volume of syllabus in short period of time. There are many researchers who supports lecture method in teaching language classes and it is useful in the teaching creative writing skills among students in language classroom. As we know it is the teaching method which determines either students are learning or not in the classroom and whether students are active in the classroom or passive.

Furthermore, lecture method can be defined as it is the conterminal oral presentation of ideas and information by the teachers. It is the oral interpretation of the reading and experiences of someone. Theoretically lecture method involves no any participation of students or less participation from the participants of lecture. Lecture method is variant from other teaching methods such as discussion method, Socratic dialogues, and project and laboratory method. The lecture method has deeply rooted in the mankind. When man grown and developed, he/she passed her thoughts and views, knowledge and information through telling. This devolved in the preaching and tied to precisely role in the societies.

There are many advantages of lecture method, according to learning system, institute lecture method has following advantages:

- a) It is the cultural norm of adult education
- b) It inflates the trainer's ego
- c) Lecture method do not require more or extensive preparation
- d) Lecture method permits efficient coverage of content in short period of time

- e) Lecture method provides facilitates to reach large group of students
- f) Great lectures inspire the audience
- g) It stimulates the student's prior knowledge and skills
- h) Building student's interest
- i) Gains students' attention
- j) Presenting and explain lecture objectives
- k) Arises students' curiosity
- l) Lecture method can predict what will be achieved during lecture
- m) Lecture method do not make to feel threatened while listening passively
- n) Lecture method provides easiness to listeners and listeners take notes easily
- o) Lecture method do not waste the time of listeners
- p) Lecture method provides maximum control of classroom
- q) Lecture method provides little risk for students
- r) Lecture method appeals to those who learn by listening

In addition, research conducted by Afurobi, et al, (2015), about the effectiveness lecture technique and their effects on concert of learners through the use of Wordle. The researcher selected 100 research participants and divides the participants into two groups. Quasi experimental design approach was applied with pre and posttest. The first group was given treatment or teaching through wordle. The wordle process is very easy. In this method instructor or student first identify the passage for using in the classroom. They copy the passage and then they open the web page of wordle.net. After opening the wordle net, they paste the passage and then after, they click on create button. There are other facilities

available in the wordle such as change in color, structure and pattern. Therefore, first group was experimental group and were taught through wordle. Second group was the control group and were taught through lecture method, so the treatment was given to experimental group through wordle.

The research study found significant difference in both groups. On the basis of findings of the research study, it was recommended that there is need of inclusion of technology in the process of learning. Furthermore, there is need to include social media as a tool of learning and the capacity of teachers may be developed in the use of technology in the schooling system.

The above research informs that technology plays vital role in the development of writing skills, though lecture method is effective teaching method. However, students learn more through technology and wordle proved that students get attachment in the learning process due to technology and its colors, its frame work provides great support to students for making their conceptual understanding the reading passage. Therefore, there is need to equip the teachers with technology and skills of technology, so that they may provide more guidance and support while teaching creative writing skills.

### **2.7.1 Disadvantages of lecture method**

Besides the benefits of lecture method, there are certain disadvantages of lecture method, such as

- a) Lecture method fails to provide feedback about the learning of students.
- b) In the lecture method most of the students become passive learners.
- c) Lecture method mostly gains the attention of students for 15 to 25 minutes.
- d) Lecture method does not provide high order thinking of students.



- e) Lecture method is not suitable method for complex and abstract concepts.
- f) Lecture method emphasis more on listening skills, which more effects on other learning styles of students.

The above-mentioned advantages and disadvantages of lecture method, defines that lecture method is that type of teaching method, where instructor act as the primary role for information provider. The instructor stands front of students and he/she may use variety of tolls such as visuals, power point presentation, chalkboard and handouts. Students are expected to listen lecture attentively and take notes, while the delivery of lecture. Lecture method provides limited interaction between teacher and students. It mostly provides one way communication and those students who are not auditory learners, may suffer a lot in the teaching and learning through lecture method. The above discussion, furthermore, elaborates that lecture method has many types and it depends on the purpose of instructions.

**a) Illustrated lecture**

In this type of lecture method, instructor relies on visual aids to convey the idea to the students.

**b) Briefing through lecture**

This type of lecture method, enable the instructor to pass the knowledge and information to the students without any elaboration of material and supporting the idea.

**c) Formal speech**

This type of lecture method provides information, entertain or just persuade the audience

**d) Teaching through Lecture**

This type of lecture method requires for instructor to plan and deliver concise oral presentation, in order to achieve the desired outcomes of the learning.

**2.8 Demonstration Method**

Nasir, Meeno and Bhamani (2013), conducted a research study with the research title “Enhancing students creative writing skills, an action research project. This research study was conducted with 39 students of 5<sup>th</sup> grade in the elite primary school in Pakistan. In the research study pre-intervention writing skills were measured and after intervention posttest was carried out. The research study found that demonstration method is teaching creative writing skills became the successful teaching method. Whereas Tok and Kandermir (2015) published a research report entitled "Effects of creative writing activities on student achievement in writing, writing and attitude towards English." This experimental research study was conducted with 31 students of 7<sup>th</sup> grade for four weeks in the year of 2012-2013 in an elementary school located in the city of Denizli, Turkey. The study found that the intervention of teachers positively affected the creative writing skills on students and demonstration teaching methodology has positive impact on creative writing skills as per the comparison results of pre- and post-interventions.

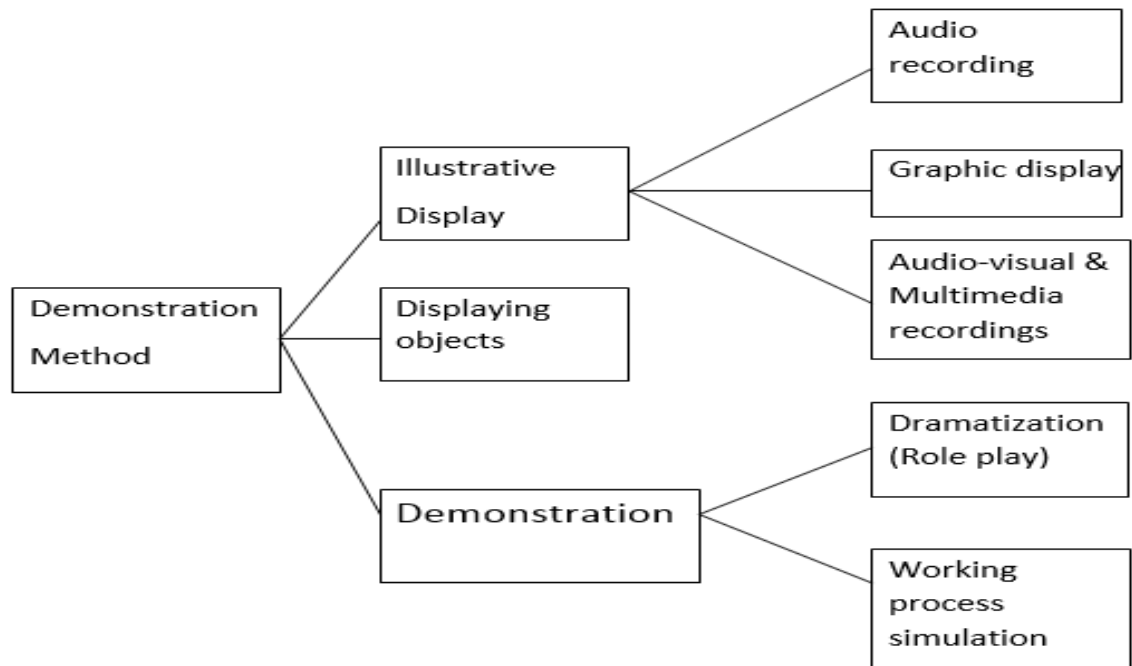


Figure 2.3 *Process of Demonstration Method*

Besides it, Rababah and Bani (2014), conducted research study about investigation into strategies of creativity in EFL writing in Jordan”. The purpose of research study was to examine the barriers that learners face in creativity. This qualitative research study was conducted with 10 teachers and 08 students and research study was based on semi structured interviews and observations. The research study found that there are many reasons which are causes of hindrances in the creative writing such as vocabulary, lack of encouragement, lack of positive feedback and lack of motivations and effective teaching strategies. In addition, Salisn and Ransom (2014), conducted research study with the research title” The role of modeling towards impacting quality education”, in the context of Nigeria. The research study examined that several models of teaching and learning for creative writing skills and found that demonstration method is most suitable and effective method for creative writing skills. Researcher further explained that demonstration method allows students to observe the thought process of teachers. This type of

teaching methodology engages students in imitation of particular behavior that encourages language learning.

Whereas, Smith (2005) in his book “The writing experiment strategies for innovative creative writing” published by Allen and Unwin at page No. 4 explained that language-based teaching strategies encourage students to think nonlinear and they make unconscious connections. These types of teaching strategies coax the associative modes of thinking, which plays vital role in creative writing. Furthermore, he explained that such type of teaching strategies and play based learning brings fun in the classroom as well as the challenging and unusual text, in the form of product in the creative writing.

Furthermore, a research study leads by Tok and Kandemir (2014), with research title “effects of creative writing activities on students’ achievement in writing disposition and attitude to English”. The research education was conducted with the experimental research design, with 31 students of grade seven in Turkey. The research study found difference among experimental and control group, in the writing disposition after getting posttest. Whereas, there was no any significant difference was found in the attitude of students towards language course. Furthermore, research study reveals that the creative writing skills have positive effects through innovative teaching strategies, use of pictures and demonstration method in the experimental group.

Moreover, a research study conducted by Salisu and Ransom (2014), with the research title “the role of modeling towards impacting quality education”. In the research study, researchers examined various teaching models such as disposition

modeling, task and performance modeling, Meta cognitive modeling, scaffolding technique of modeling, student centered modeling.

### **Disposition modeling**

This type of modeling is very essential and beneficial for developing attitude among students. This type of modeling involves personal value and the way of thinking. The teachers, who are kind, empathy and organized using this type of modeling with their personal and students' values and their integration,

### **Task and performance modeling**

This type of modeling involves performing a task followed by teacher. For example, in the science experiment, teacher performs the experiment and student repeats the same. Besides it, the physical education teacher demonstrates a play in the playground, and students performed to play by following the instructions of the physical teacher and same is applied in the mathematics classroom, where teacher solve the mathematical problems and student first understand the problem and then follow the process to solve the problem.

## **2.9 Meta cognition modeling**

Meta cognition modeling informs and demonstrates how to think to solve any problem, what are the steps to be taken, what are the techniques to be used while solving a problem. This type of modeling involves thinking process.

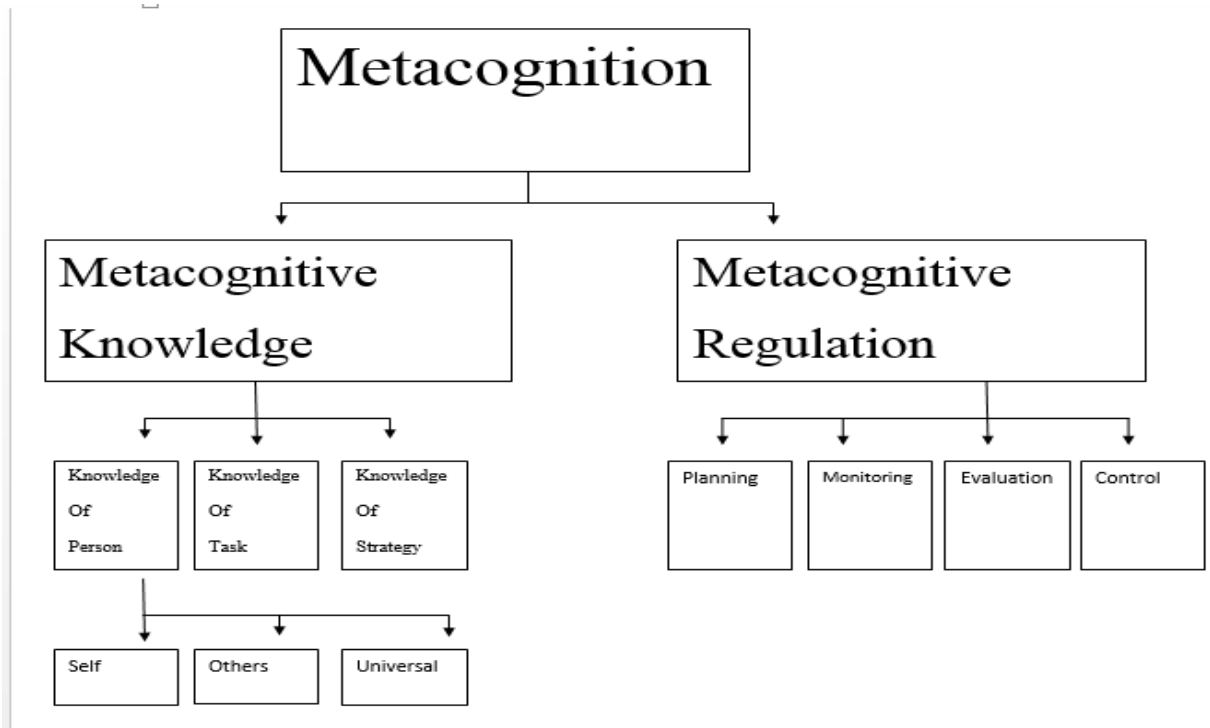


Figure 2.4 *Process of Meta cognition modeling*

### 2.9.1 Scaffolding technique of modeling

This type of modeling, make teachers to think about the position of students, pace of students, because in this type of technique, teacher first demonstrate and then assigned the task as per the level of students. With the same time of task, teacher reaches to students to provide support in the task activity and help them to perform in the classroom.

### 2.9.2 Student centered modeling

This type of modeling is based on student centered approach, where students are expected to demonstrate behavior and thought process. In this type of modeling, teacher engages the students to perform their task, according to their master level.

In the research study, the researchers found various benefits of modeling teaching methods in the education and learning in the classroom for the learners. The researchers informed that there are two main benefits of modeling or demonstration method in the teaching and learning process. The first benefit is that it provides accurate and useful re-presentation of knowledge and information, which requires for students to solve abstract concepts in the classroom. Secondly models provide knowledge in an easier way to understand and inculcate the meaning of it, because visual expression provides more attraction and retention of knowledge among students. Furthermore, on the basis of research study, researcher recommended modeling in the schools due to following benefits.

- a) Modeling and demonstration method provides interactive and engaging learning environment.
- b) Modeling enhances the thinking ability of students.
- c) Modeling helps to understand the statistical concepts such as graph, graphical analysis, mathematics, and computation calculation easily.
- d) Modeling helps to understand conceptual complexity of earth through earth system model.
- e) The knowledge and information received through modeling helps to develop new models and implement the knowledge and skills in the relevant field properly. Besides it, students will be able to integrate the knowledge and skills learned through modeling in other disciplines of the course study.

## **2.10 Discussion Method**

Most of the teachers of Pakistan are using discussion method in the teaching and learning process of Urdu language. Discussion method is founded on processes

which involve two or more than two student's teachers to express their views. Classifying the thoughts, feelings and ideas. On the other hand, Canine and Harold (1977) stated that it is the discussion method by which students' viewpoints are compared and contrasted.

Discussion method provides free discussion platform, where students start their view points between students to students, students to teachers on any relevant topic or any burning issue of education. Through discussion method, teachers elicit the ideas, feelings and thoughts of students regarding any topic. Petty and Jenson (1989), explained that students become able to gain new thoughts, new ideas and learn new concepts through discussion method. Discussion method helps students to reach at their destiny, without any conflict but it helps students to resolve any problem or issue with consensus and discussion and mutual agreement, probing and understanding the issue being discussed.

Teaching through discussion method helps students learn effectively because it helps students to think critically on the abstract concepts and students become able to learn something new and create something through mutual discussion and argument. Edgerand Stanley (1958), said that elaboration on the topic through conducive learning environment and re-arranging the seating arrangement, to allow students to face one another and start questioning, probing and reach at the destiny/ solution of the problem. And that is the essence of discussion.

Furthermore, they explained that discussion is one of the most widely used and remarkable teaching methods in the subject of Urdu language for creative writing task. Discussion represents the team work, and it is based on the principle that knowledge, ideas and feelings, thoughts can be constructed with mutual agreements,



instead of individual thoughts and feelings. The above viewpoints also authenticated by Lowman (1987), and highlighted that discussion is the view point of two-sided communication and it is exchange of ideas and thoughts. It is the teaching method, in which teacher provides opportunities to students to clarify their content, ideas and ask for opinion and discuss on related issue.

Gage and Berliner (1988) pointed out that discussion is a forum, in which students can express themselves clearly and accurately. In addition, Hyman (1980) pointed out that discussion is a method, which aims to arrive a solution through democratic societies. Mostly discussion starts in the group's members. In such group discussion, both roles of moderator as well as participants start simultaneously. Teacher perform as a role of moderator, whereas, students perform role of discussion members. Each group member follows the instruction of group leader and all the participants actively engaged in the group discussion. Group members communicates with each other through speak, speech, facial expressions, gestures and body movement. Other members, listening and seeing the nonverbal signs, such process of learning which involves observation, listening, speaking are the base of discussion method (Vendanayagam, 1994).

There are various types of discussion method such round table, panel discussion.

### **2.10.1 Round Table Discussion**

This type of discussion involves three to eight members. In this type of discussion, moderator is required to introduce the members of group discussion, issues will be discussed and discussion will be continuing. The role of leader in the group should be moderator rather than the dominator. The responsibility of the group leader is to introduce the topic, starts the discussion and keep the group discussion on

the track and to avoid for irrelevance and summarize the discussion and draw the conclusion of discussion.

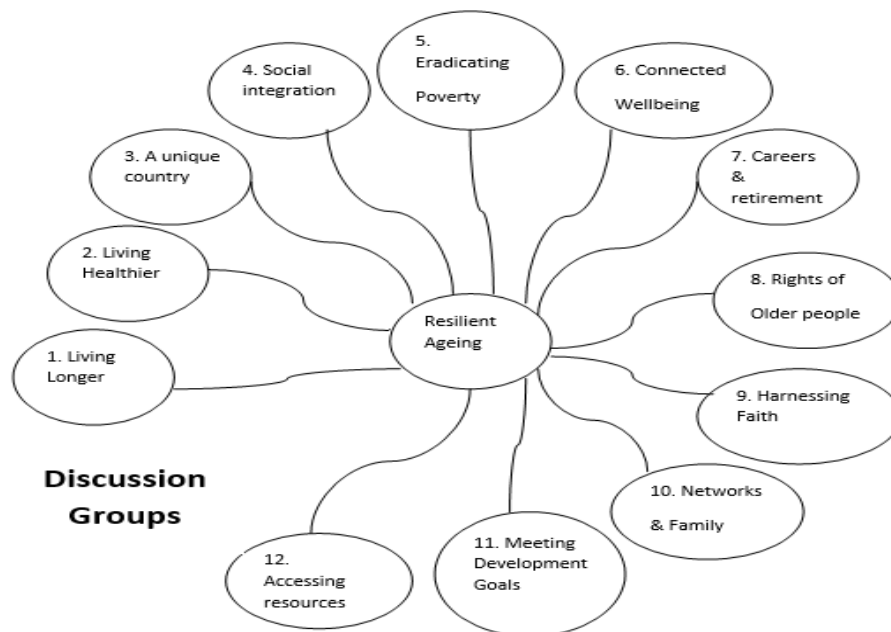


Figure 2.5 *Process of Round Table Discussion*

It is the responsibility of leader to introduce the rules and regulation of group discussion, to avoid the irrelevancy and keeping on track. Discussion with evidences and information, facts and helping the group members to summarize the discussion. This type of discussion demands from the group members to listen attentively, without the questions until discussions completed. Conduct questions for clarification of ideas and evidences. Confine remarks until the topic under discussion.

### **2.10.2 Panel Discussion**

The panel discussion is similar to round table. However, it is slightly different from round table. The responsibility of moderator is same as in round table discussion. In the panel discussion, discussion starts from statement of one member of the panelist.

Panel discussion is more audience oriented, as compare to round table and each member of the panelist consider being the expert in the particular area, where he/she is assigned to discussion (Vedanayagam, 1994). There are many objectives of panel discussion as pointed out by Emmer, Everson, Clemens and Washman (1977), the main objective of discussion is to encourage students to evaluate the topic, provide arguments for judgments and to become aware other points of view.

Moreover, Gage and Berliner (1988), described the following objectives of discussion, such as critical thinking, enhancing the skills of democratic views, complex cognitive objectives, communication ability, participation ability and change in the attitudes.

It is the prime responsibility of teachers to encourage each individual student to participate in the discussion. There is no anyone right answer, but teacher should provide such platform, where every student asked to try communication, participate in the discussion to provide his/her point of view and arguments and do not stick to one point of view but with discussion and the arguments and evidences come to conclusion through democratic styles.

According to Emmer et al. (1997), expressed that student should be provided clear target, so that they may continue their useful discussion. It is the requirement of discussion that every participant must listen to other members attentively, when other are speaking, should be remained at the objectives with open mind, respect the ideas and accept others. However, students are required to think independently. Students are required to prepare the topic adequately with supporting ideas and factual evidences, speak loudly and clearly enough to hear all the members. Probing must be there to make the ideas clear.

### **2.10.3 Role of Teachers in the discussion**

It is the responsibility of teachers to control the group and provide opportunities to each individual speak and express their thoughts and views. The main objective of discussion is to let students talk purposefully with evidence on the topic. Teacher should perform as a role of facilitator in the group discussion. Teacher tries to make purposeful discussion. Keeping all participants on track and develop rules for discussion, speaking such as one student will talk at a time. It is noted that discussion is not only the communication from teacher side but it is the way, by which students talk to each other and discuss with the teacher. Teacher will play a role of facilitator. It is the teacher who set rules before the start of discussion. Furthermore, teacher will summarize, moderate the discussion, clarify the ideas and allow all students to listen each other, while performing a role of facilitator. Teacher should pose a question and wait long enough for someone to answer the question properly and try to provide chance to reserved students who never talked or discussed before. In this way every student will get chance to speak and share their point of view with evidences and arguments.

### **2.10.4 Problem Solving Strategy**

Problem solving model originally introduced by D' Zurilla and Goldfried (1971) and is based on four steps/sources of getting knowledge and skills. According to this theory knowledge and skills can be enhanced through problem solving techniques that are based on the resources, which will be applied while solving the problem. Students will decide on their previous knowledge, what steps will be taken to solve the problem. Selection of suitable techniques is one of the learning steps in problem solving. Also, the theory suggests that there should be a control system

where students will be asked to make choices for the resources and strategies to solve the problem. These four steps of problem-solving help students to achieve the set target of learning by active participation.

Using a problem-solving strategy helps students to learn conceptual understanding of creative writing and builds confidence among students in solving abstract and imaginative problems. Problem solving teaching method also offers logical reasoning, discussion, analysis, categorization and generalization (Watson & Geest, 2005). The teaching of creative writing through problem solving with the use of real-life examples with different representations helps students to develop conceptual understanding. Orton (1996) says that children understand the concepts well by being involved in activities and relating classroom learning with daily life experiences. Furthermore, it develops different mathematical skills and attitudes and brings creativity among children to construct their knowledge.

Problem solving theory is based on the cognitivist learning theory. Cognitivist was a reaction to behaviorism and gained popularity in the 1950, with the development of computers. Theorist could use computers as a metaphor in how humans process information. Cognitivists focus on how humans process information with regards to memory and sequence. Many cognitivists have built their theories from the Gestalt Theory (Wertheimer, 1922). Gestalt Theory focuses on how humans process information due to stimuli. Gestalt Theory proposes that successful problem-solving happens when a person is able to see the entire complexity of a problem without isolating any part of it.

Guzman (2018) conducted a research study through qualitative and quantitative paradigm at University of Mary's Philippine among the enrolled students

in the course of problem solving. In his research, a total of 23 participants were involved; 19 were female and four were male. Different data collection techniques were used such as semi-structured interviews, student output on problem solving, and a questionnaire. Findings revealed that problem-solving strategies are based on cognitive, Meta-cognitive and other related strategies. The students that use cognitive learn rehearsal, elaboration, and organization of learning. Whereas, in the Meta-cognitive strategies students learn critical thinking and self-regulation. Also, students gain knowledge and skills about other strategies such as planning, monitoring and evaluation. The research study suggests that there is significant influence of those strategies on learning, which are received through problem solving, and the positive effect of problem-solving strategies on academic performance.

This qualitative case study found that majority of students was feeling difficulties in solving non routine problems. Whereas, problem solving strategy helps to solve non routine problems and researcher suggested that routine problems must be discussed and solved in the curricula to enhance the skills of creative writing and such strategy helps to enhance creativity among the students.

Besides it, RidongHu, Xiaohui and Shich (2017), conducted research study with the title” a study on the application of creative problem-solving teaching to statistics teaching”, in the Republican of China with experimental research design. This research study was conducted between Xiam University and Fuzhou University, with the purpose to enhance the skills of students understand the world, make reasonable decisions in the life, and behave correctly on important personal and social issues. The research study found that creative problem-solving strategy affects the attitudes towards learning, influence learning achievements.

Furthermore, this study found that problem solving strategy helps and train the students to make correct judgments and solve problems when facing diverse and complicated issues in the society.

Besides it, Nasir (2015), conducted research study in Saud-Al Kharji school Kuwait, with the research title” The consequence by means of brainstorming approach in increasing creative problem resolving abilities among male learners in Kuwait: a field education on Saud Al Kharji school in Kuwait”. The research study was conducted through experimental design and total 47 students were taught brain storming strategies in the course of developing thinking skills, whereas 51 students were in the control group.

The results of the research education reveals that there was substantial difference close to ( $\alpha= 0.05$ ) amongst experimental and control crowd of learners. Moreover, the research studies emphasis that problem solving strategy helps to develop creative intellectual abilities. The researcher suggested these types of strategies to use in the schools of Kuwait.

In addition, Dettann (2009), conducted research study with the research title “Teaching creativity and inventive problem solving in science”. The research was conducted in the United States and found that creative skills are interlinked with cognitive skills such flexibility and inhibitory control. He determined the relationship of creativity and high order cognitive skills, reviewed assessment methods and found several teaching strategies for enhancing the creativity among college students.

Furthermore, he explained that besides other teaching strategies, problem solving strategy helps creativity among students. In addition, a research study conducted by Bishara (2016), regarding creativity in unique problem solving in mathematics and its influence on motivation for learning with 50 students. The

research study investigated that the ability of students to tackle the solving of unique mathematical problems. The research study found that problem solving strategy helps in creativity and upgrading learner enthusiasm and promotes students' achievement and improves their social relations.

Moreover, a research study conducted by Bal Incebacak and Erosy (2016), with the research title "problem solving skills of secondary school students". The study was carried out randomly selected 72 students of two provinces of Turkey. In this qualitative case study, five problems were prepared and translated into Turkish language. It was found that problem solving strategy help students to choose right answers and help them to use the cognitive skills rightly.

Furthermore, study reveals that if students provided with the convenient learning environment, then they perform better and easily solve the complex problems.

Moreover, a research study conducted by Hu, Xiaohui and Shieh (2016), with the research title "a study on the application of creative problem-solving teaching to statistics teaching". The research study conducted with 220 students through experimental design. 110 research participants were selected for experimental group and control group respectively. The experimental group was taught with creative teaching strategies, whereas, the control group was taught with traditional teaching method. This study was continued for 16 weeks, each week 3 hours were taught in both the groups. The research study found that teaching with creative problem solving enhances the ability of problem solving.

Furthermore, it helps positivity towards learning. Problem solving ability helps to solve complex issues of life and statistical concepts and promote ability of problem solving.



Moreover, research study lead by Naser (2015), with investigation heading “the effect of using brainstorming strategy in developing creative problem-solving skills among male students in Kuwait, a field study on Saud Al-Kharji School in Kuwait City”. The main purpose of the research study was to investigate the effect of using brain storming strategy in developing creative writing skills. The experimental research design was based on 170 students of grade seven. The research study found that there was significant difference in the experimental and control group of the study. Brainstorming worked as a discussion strategy, which helped in motivation and encouraged students to get highest numbers, ideas, creative ideas in the learning environment. On the basis of the research study, researcher recommended that teachers and students must be encouraged to use brain storming strategy in the classroom for critical thinking.

## **2.11 Collaborative Learning / Group Work/Peer Work**

A research study conducted by Guerrero, Mejias, Collazos, Pino and Ochoa (2003), regarding collaborative learning and creative writing. In the research study, researchers used CSCL software tools and PBL like tools helped students to improve language and writing skills. Furthermore, the research study explained that the CL required carefully crafted environment that was based on scenario which promoted collaborative learning activities.

In the research study, teachers valued the tool and found a useful for project work in the language and communication area. Whereas, Yusuf, Jusoh and Qismullah (2019), conducted research study with the research title” cooperative learning strategies to enhance writing skills among second language learners. The research study investigated the effects of collaborative learning to improve the skills of ninth grade in one of the schools Kulalumpur. The research study was based on Quasi-

experimental design, in which pre and post test was conducted before and after the research study. The research participants writing skills were scored on five components of language such as vocabulary, organization, grammatical accuracy and mechanics. The research study found that students increased in their result scores after using Collaborative learning (CL) in the classroom. Furthermore, the research study found positive effect of CL in improving the writing skills of students at the school.

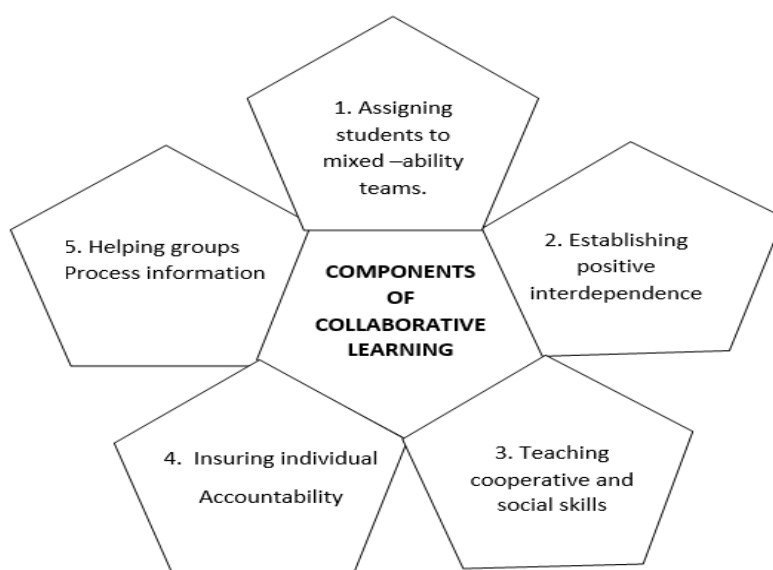


Figure No. 2.6 *Components of Cooperative Learning*

In addition, the researchers recommended that collaborative learning strategies must be used in the language classrooms, to improve the creative writing skills among young generations Besides it, Le- Janssan and Wubbles (2018), conducted research study with 19 teachers and 23 students of pre- teacher education program at the University of Vietnam. The research study was conducted with the research title collaborative learning practices: teachers and student collaboration. In the research study researchers found that there are four common obstacles in teaching and learning process through collaboration. These obstacles are lack of collaborative skills, free riding, competence status and friendship. Furthermore, researchers explained that

three interested antecedents which contribute in the obstacles of collaborative learning such as strong focus of teachers on cognitive aspect of collaboration learning which neglects the aspect of collaborative learning and collaborative skills. There is need to demonstrate in a way that teachers must set goals, provide instructions and assess students through collaborative learning strategies. This study will be useful for teachers, students and researchers to foster the quality of students in collaboration.

In addition, Gull and Shehzad (2015), conducted research study with 63 female students enrolled in grade 12 of public college in Pakistan. The research study was conducted through Quasi-experimental design. The students were observed on the basis of pre and post test results, which helped to identify the differences between two groups' i-e control and experimental group. In the research study multiple cooperative learning strategies such as STAD, TGT and Jigsaw were applied for 8 weeks period of time in teaching classrooms. The findings of the research study reveals that there was momentous change in the scores of controls and investigational group earlier and later interventions ( $p=.000$ ). The research study drew the conclusion that co-operative learning activities have a positive impact in the academic achievements of students.

Moreover, the research study conducted by Backer, Miller and Timmer (2018), with the research title" the effects of collaborative grouping on students' engagement in the middle school students through action research study project. This action research study project investigated the impact of collaborative grouping on students' engagement and learning in the science, Technology, Engineering and Math's (STEM) classrooms.

In the research study, data was categorized into three domains of student's engagement: emotional, cognitive and behavioral. The strategies of team work were

taught in the classroom. The research study found that collaborative learning has a positive impact on students learning and these collaborative learning strategies foster social emotional skills which are necessary in today's competitive age. Furthermore, the research study found that collaborative teaching strategies helps in classroom teaching through group formation, how to participate effectively and increasing engagement of students in the teaching learning process.

Moreover, a research study conducted by Gull and Shahzad (2015), regarding effects of cooperative learning on students' achievement. In this study 63 female participants of public college were selected. The research study was based on quasi experimental design, on the basis of results of pretest, students were distributed into experimental and control group. The experimental group were taught through different active learning strategies such as STAD, Jigsaw and TGT for eight weeks. Whereas, control group was taught through traditional method of teaching. Research study found that there was significant difference in the achievement of experimental and control group. Furthermore, research study reveals that cooperative learning strategies have progressive effect on the academic attainment of learners.

From findings of the research education conclusion can be drawn that teaching creative writing skills through cooperative learning strategies become helpful to get desired results from the students. Because cooperative learning strategies provides better environment of learning and students learn from each other and they provide support to each through group members and peer work, which effects on their creative writing skills. Furthermore, when students observe the work of each other, they get many ideas and on the basis of other group members ideas they built on creative thinking and develop difference and innovative paragraphs. These techniques become fruitful in the teaching concepts of creative writing in the language class. Therefore, it

is highly recommended that teachers of the language class, must apply and use collaborative teaching techniques in their class, to make their teaching effective.

In addition, a research study conducted by Engellant (2014), regarding online collaborative learning approaches in the computer literacy course in the United States. In the research study researcher, worked on four Cs of collaboration, critical thinking, communication and creativity.

The researcher used quantitative experimental design. The research participants were selected from the computer course of the University. There was total 121 students who were enrolled in the computer course study. However, 82 students participated in the research study, from which 39 students who belong to semester of 2013, were placed in the experimental group. Whereas, 43 students who were belonging to semester fall 2014, participated in the control group in the experimental study.

The purpose of the research study was to determine online collaborative environment enhances the learning of students or online without collaborative learning enhances the learning of students.

This experimental design study found significant difference in the scores between experimental and control group. Furthermore, research study found that students of experimental group learn better as compare to control group who were taught without collaborative learning strategies.

Researcher on the findings of the research study recommended that universities and school develop course based on the collaborative strategies because collaborative learning help in conceptual understanding of students. Furthermore,

researcher reveals that online classes through collaborative approaches perform better as compare to online classes with the approaches of collaborative strategies.

From the finding of the above-mentioned research can be drawn that online classes provides better learning opportunities. However, if online classes are interlinked with collaborative learning approaches, then students will learn better. Because collaborative learning approaches help all students to learn from each other and each other's ideas make concept clear as compare to individual learning.

## **2.12 Visual Aids/Charts/Graphs/ Models**

Cognitive Theory of Multimedia was developed by Richard Mayer in 1947. According to Mayer, people create their deeper understanding regarding the concept not only in words, but through the combinations of words and pictures. This theory is based on three assumptions: learning takes place through filtering, selecting, organizing and integrating information based on previous knowledge, there are two separate channels for processing the knowledge and information, and each auditory and visual channel has limited capacity of cognition.

This theory elaborates that the human mind can process limited amount of information in a single channel, and the mind creates mental presentation through incoming information. Mayer Multimedia cognitive theory (1947), expresses the notion that the mind does not understand words, images and acoustic in a high-class approach, relatively that it selects and organizes dynamically to produce logical mental construction. Furthermore, Mayer designed a principle based on coherent verbal pictorial information. In his theory, he guided learners to integrate words and images and also reduce work load on a single channel. It helps learners to make

concepts clearer and more understandable. Also, multimedia learning helps students to retain knowledge and information for a long time.

According to Grazino and Hall (2017) carried out a study under quantitative paradigm with survey design to compare the academic performance of 39 students receiving flipped learning in mathematics and traditional instructions in English language. The study outcomes revealed that students with flipped learning enjoyed the course, showed better performance and more motivation towards learning, and believed that flipped learning was more effective as compare to traditional classroom learning.

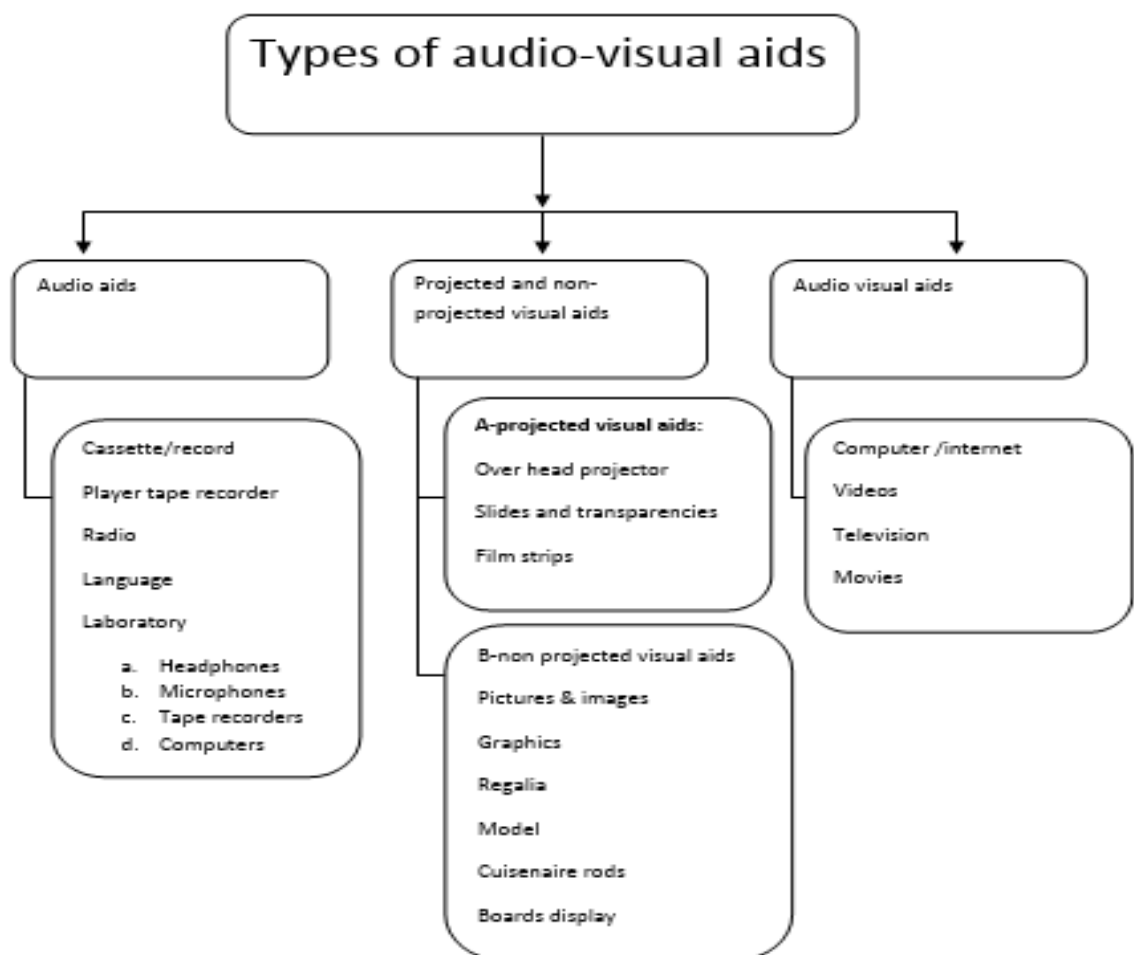


Figure No. 2.7 *Types of Audio-Visual Aids*

Krouss and Lessiig (2019) conducted quantitative cross sectional survey design research study regarding flipped classroom. The research study was conducted with college mathematics students. A total of 329 students participated in the research study from which 165 were present in the flipped classroom intervention and 164 were present in a traditional classroom. The study found that the flipped classroom model promotes active learning in the teaching and learning process. Furthermore, flipped classroom effects positively on the institution progress as well as on the subject efficiency of students. There are many ways to teach with flipped classroom by incorporating other teaching practices, which helps students to get deeper understanding of the subject.

Social learning theory developed by Albert Bandura (1978) depicts that learning occurs through observations, intimations, and modeling. This theory connects the whole idea of modeling and acquiring behavioral change. This strategy is particularly helpful in grasping abstract and complex topics in creative writing. A research study conducted by Shabiralyani, Shahzad, Hamad and Iqbal, (2015), regarding the impact of visual aids in enhancing the learning process case. Research: District Dera Ghazi Khan. The research study was conducted with 200 research participants including teachers and students of Dera Ghazi Khan, Pakistan. The researcher collected the data through the opinion of research participants at given closed ended questionnaire about the use of visual aids such as pictures, animation, videos, projects and films/charts as a motivational tool for enhancing students' attention towards language literacy. The findings of the research study reveal that majority of teachers and students have positive perceptions about the use of visual aids in the creative writing.

Furthermore, researchers recommended that teachers should provide importance to students regarding visual aid understanding and the schools, colleges and



universities required to use visual aids in the teaching and learning process to make the learning effective. In addition, researchers recommended that administration of schools, colleges must initiate refresher courses in which use of visual aids to be used and teach accordingly.

Another research study conducted by Shams, Khan and Imtiaz (2016), with the research title “the impact of Audio-Visuals aids and graphic organizers on the writing skills of ESL learners at AMU+2 Girls”.

The research study conducted with quasi experimental design and same group was taught through traditional teaching methods. Before the teaching pretest was conducted and same post test was conducted after teaching process. Later on, same group was educated thru full of audio-visual resources. In the group, audio visual aids were used as a tool in creative writing activities. However, it was observed in the research study that students writing longer and richer draft with audio visual aids classroom.

Furthermore, the research study recommended that audio visual aids and graphic organizers in the composition class work are operational instruments for improving writing quality of learners. In addition, these audio-visual aids bring motivation towards learning and writing in the language classroom.

Besides it, a research study was conducted by Yunus, Salah, & Signal (2013), and investigated the teacher’s perception on the usages of visual aids such as animatronics, images, films and projectors as a motivational instrument in increasing student’s awareness in literacy writings. The research study was conducted with 52 teachers in the Malaysia with the research title” By means of Graphical Aids as a motivational apparatus in developing learner’s curiosity in reading writing skills”.

The research study found that graphical encouragements facilitate the educators to occupy their pupils strictly with the literacy text, even though they competent to help the pupils of different talent in the reading and writing test with thier concentration. This study furthermore, found that visual aids generate student's creativity and critical thinking skills. The research study suggests that it will be more effective and interesting when teachers teach their students with interest and perceptions of the students change towards more positively.

In addition, a research education was led by Teresa and Luisa (2011), through research heading creative writing for language content and literacy teaching". The researcher presented a report on pedagogies that promote language content and literacy. The researcher found story telling is an effective teaching strategy which moved the students from listening to music, words to sentence level. The researchers discussed that teaching pedagogies plays vital role in in creative writing of students and recommended that teachers must use variety of teaching pedagogies and visual aids because through teaching strategies and visual aids, the learning of students increases as well as their creativity and critical thinking. To strengthen the above research study, a research study conducted by Nasir, Meenoo, and Bhamani (2013), with the research title "enhancing student's creative writing skills, an action research project". The research study was conducted with action research methodology, with grade 5 students for the subject of creative writing skills. In the research study total 39 students of four sections of two elite schools were engaged.

The research study found substantial variance for the improvement of script writing skills with the use of pics, charts and models. The results of the study were based on pre and posttest. The researcher recommended that every stage of writing

process should be studied and demonstrated by the educators and learners, in order to improve writing abilities of students.

In addition, a research study conducted by Gregoria, Nino and Alberto (2015), with the research title "Using picture series techniques to enhance narrative writing among ninth grade students at institution Educativa Simon Arango". The research study was conducted through experimental design, with the purpose to implement writing skills with series of pictures and process-based approach. The intervention of the result was found with the help of pre and posttest and research study were continued for 16 weeks. The research study found significant difference in the writing skills between experimental and control group. Research study reveals that intervention with pictures improve the quality of writing skills.

### **2.13 Situation Analysis**

Inquiry based learning has been used for many decades and has provided successful results for teaching (Orton, 1996). Through this method, students are provided opportunities to discover and find solutions of given tasks and problems. This is connected to constructivism. The constructivist approach was born through the work of John Dewey and Jean Piaget. Many theorists have contributed to constructivism such as, Jerome Bruner, Maria Montessori, and Lev Vygotsky as cited by Gagnon and Collay, (2001).

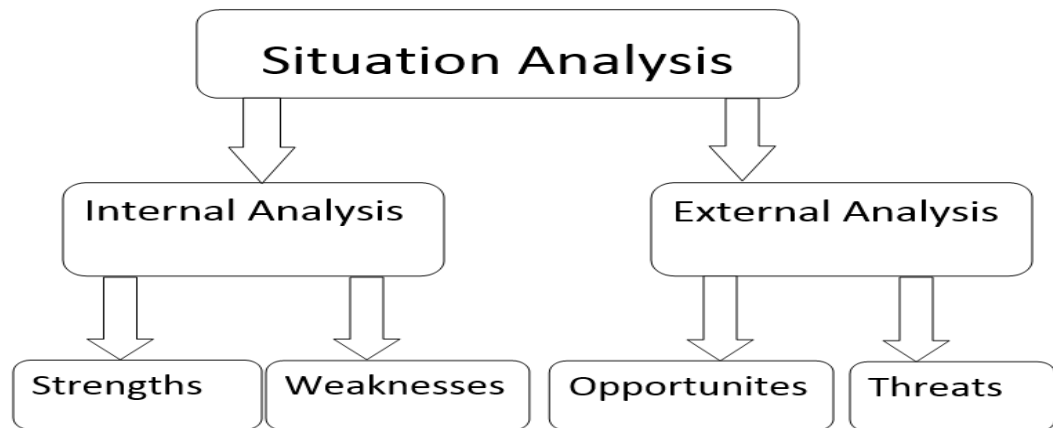


Figure 2.8 *Process of Situation Analysis*

Constructivism emphasizes that students form their own interpretation of evidences and, submit them for review. In creative writing task of situation analysis, learners have to develop their personal understanding of each concept in the given situation, so that the main responsibility of teaching is not explaining, lecturing, or attempting to convey knowledge, but creating situations for students that will promote students making the essential mental structures (Hanley, 1994).

Taylor and Bilberry (2009), conducted a research study to analyze the teacher directed instructions versus the inquiry-based instructions in Alabama for 1210 fifth-grade students. Standardized achievement test scores in math and science were analyzed over a six-year period of time, in order to compare how students received their instructions and their achievement on tests. Data was also collected through surveys and observations from the elementary school serving 1210 students in rural south Alabama to fifth grade. The research study found that there was a desirable increase in the student's performance, for the students who were learning through inquiry-based. Even students who were at the poverty level, demonstrated improvement were observed in their performance. The researcher concluded; the

inquiry-based learning left a positive impact on the learning of students compare to the traditional teaching model.

A research study conducted by Yundayani (2018), regarding present situation analysis: student's early characteristics in writing for academic purposes. The research was conducted at Jakarta, with the purpose to find out the students writing competency level, identify student's behavior and characteristics and students' perceptions about writing skills. The study was conducted through descriptive inquiry method and data tool were used such as survey questionnaire, observation of non-participants and semi structured interviews. In the research study 25 students and 3 teachers were selected through purposive sampling and the research study explored the perception and beliefs of students concerning lack in writing skills for academic purpose. The current competence level in writing was found low level of student's proficiency in writing skills, low motivation and enthusiasm in creative writing skills. Besides it, student's entry level and behavior informed that they came from same background without any experience. The findings of the research study furthermore, informed that situation analysis helps effectively in creative writing task.

Besides it, a research study conducted by Chaiyadejkanjorn, Soonthonrojana and Sangkhaphanthanon in (2017), at Thailand. The research study used instructional model for creative writing and research methodology was based on three steps and 83 samples were selected through random sampling and research study found that three students, who learned via the creative writing model showed higher ability with statistical significance. The research study clearly pointed out that those students who learn or get concept of creative writing through situation or models, they perform better and shows high score in the academic performances.

In addition, a research study conducted by Ryden and Posato in (2020), regarding cultivating convergence through creative nonfiction: identity, development, and the metaphor of transfer. Research study was based on metaphors for creative writing and research found the positive impact of metaphor in creative writing.

In addition, a research study conducted by Anae (2014) with the research title” creative writing ass freedom, education as exploration, creative writing as literacy and visual arts pedagogy in the first-year teacher education experience”.

The study explains that this topic was given at the Sydney writer’s festival on May 25, 2013. This theoretical classroom-based discussion explores the integration of creative writing as literacy and visual arts pedagogy, which is based on arts and visuals pictures, which enhances the creativity among young generation.

Moreover, a research study conducted by Hassan, Ather and Samullah in (2013), creative writing in the North and South Punjab with 9<sup>th</sup> grade students. The research study was based on 238 students from North and South Punjab from six classes of Government and private sector schools. The results of the research study reveal that the creative writing skills are dissatisfactory in the secondary school students. Research study recommended that teacher should use communicative language while teaching creative writing. Besides it, research study recommended that examination paper must have un-seen task to enhance the creative writing skills of students.

## 2.14 Encouragement and Motivation

Motivation is one of the processes which intend to provide guidance and maintain good oriented behavior. Motivation involves the cognitive, affective and psychomotor domain and activates behavior. It is the pushing force behind any action of human. Motivation not only refers to the factors which activate the behavior but it also involves the factors that directs and maintain those goal-oriented directions.

There is main two types of motivation such as:

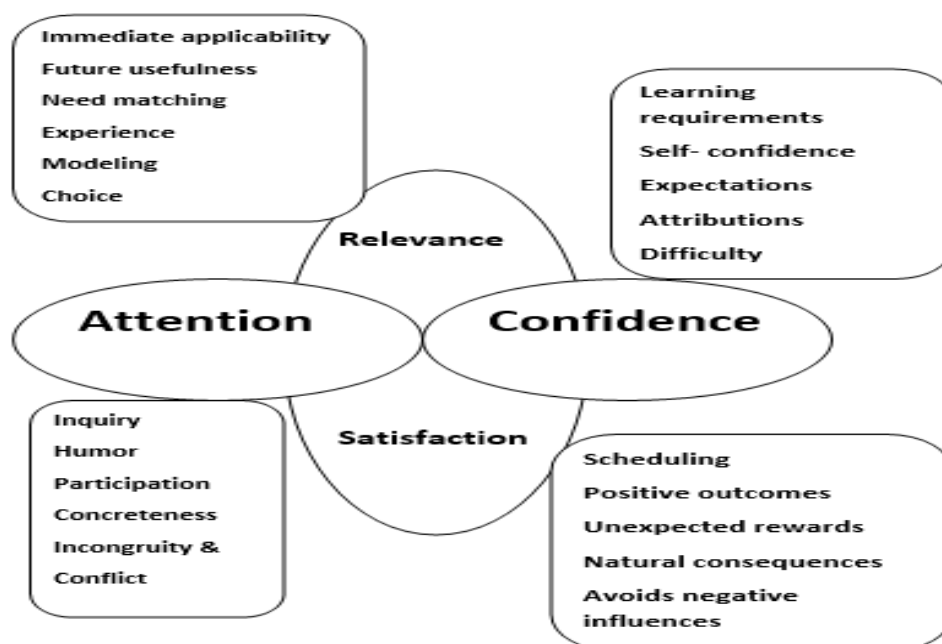


Figure No. 2.9 *Motivation Process and Its Components*

### 1) **Extrinsic motivation**

This type of motivation which arises from the outside of individual and mostly it involves rewards such as trophies, certificates, cash prizes, social recognition, praise and claps etcetera

## 2) **Intrinsic Motivation**

This sort of impetus arises within the individual and such type of motivation never stops the individual and brings change in the attitudes and growth. Through this motivation individual achieve their targets.

### **Uses of Motivation**

There are many different uses of motivation. Motivation serves as a guiding principle after human behavior, and it impact from number of ways.

Motivation helps to:

- a) Improve efficiency of individual
- b) Take immediate actions
- c) Encourage people to engage in health-oriented behaviors
- d) Feel more comfortable in life
- e) Improve in wellbeing and happiness.

There are three major components of motivation such as:

#### I) Activation

It involves the decision to imitate behavior.

#### II) Persistence

It is the counting efforts of individual for achieving the target and objectives. This component requires more time, energy and resources

#### III) Intensity

This component of motivation requires concentration and continuous efforts to achieve the target. Those students who struggling to achieve their targets without looking into the hurdles, issues and problems, they come into the component of



intensity. Motivation increases the energy level of students and enables the students to achieve their objectives. It effects on the learning by involving the individuals into the thinking process.

Furthermore, Encouragement is unnecessary in the steaming procedure. Encouragement understands reinforcement and conversation of concentration in the learning process and teaching or in the performance of action in the school. For example, inspiration and encouragement shows esthetic part in the educational growth and development through motivating the learners in the suitable structure and concentration for educational improvement. The circumstances need care and vitality for proceeding activities of awareness in the development (Bhatia, 1997). One of the most important responsibilities of the teacher is to motivate his /her relevant learner in the society to do so by the adjacent of preminent altitudes. The motivational factor organizes groups to exertion of their effort on a regular basis and creates enlightened supports to the society's mission. Consequently, such sort of learning performance recreate the environment in which the learner are working as well as arranging inspirational condition (Griffin, 2008; Mchane, et al. 2000). Therefore, It is an important tool that is often under- utilized by head and teachers of educational institutions. There must be useful motivational tools in the institutions to inspire learners individually and in groups to produce the best possible results for education in most efficient and effective manner. Approximately the inspiration is produced from outdoor, but others arise from in the interior and specific. In this friendliness situation, it is the In this affection, it is the responsibility of instructors of the institution as well as other relevant supporting departments of education to carefully categorize and talk about these stimulating services (Griffin et al.2000; Griffin, 2008). These ideas of inspiring the learners remain effective for the cause of betterment.

Used for the tenacity of this learning, the exploration wellthought-out the subsequent effort inspiration concepts to be dynamic in this institution, this is the work that the Maslow depicted in the chain of command wants, also Herzberg's inspiration-disinfection concept as well.

A research study conducted by Al-Sharifa (2020) at Jordan. The research study aims to investigate the effects of motivation on writing skills among Jordanian 10<sup>th</sup> grade students. The sample of r search study consisted of randomly selected 198 male and female students of second semester studying in education in the year of 2011-2012 at Al-karak directorate of education. The research data was collected through questionnaire and reliability and validity of instrument was measured. The results of the research study reveal that there was significant difference in the intrinsic and extrinsic motivation, comparison with other variables.

Besides this, research study found that motivation level enhances the creative writing skills. Furthermore, the research study recommended that encourage the students towards writing task through rewards, models, variety of teaching strategies, simulations, so that students take the task with ownership and bring creativity in the given task.

In addition, the research study conducted by Steinmayr, Weldinger, Schwinger and Spinath (2009), with the research title" the importance of student's motivation for their academic achievement. Replicating and extending previous findings, the research study was conducted with 345 students of 11th and 12<sup>th</sup> grade in the Germany. The results of the study reveal that specific ability of self-concept, motives, task values and learning goals explained significant variance in grades, except the performance goals. The research study further explained that with the passage of time

grades and levels, your destination remains same and motivation, rewards, achievements enhance the creativity of students and able them to reach their destination and achieve the targets.

In addition, a research study conducted by Skins (2018), with the research title” creative practice as research: discourse on methodology”. This research study was based on fractioned models of creative cognition sample methodology and found that motivation, rewards offer new knowledge and skills and such motivation and rewards help students to think critically develop knowledge and bring innovation in the creative writing task.

### **2.15 Demand of Writing Skill**

Writing is one of the important skills that provide benefit to the students in their entire life. Introducing innovative and attractive teaching activities in the classroom and implementation of these activities bring the confidence among students and motivate them to attract the writing in the long run. Writing skills plays vital role in the lower primary schools’ students to make their academic areas strong and continue their efforts to make themselves communicative and self-expressive (Abrar, 2016).

Writing helps the students to develop their social and cognitive skills. It helps the students to make them connect with the world, what happens in the surrounding, while writing students focus on reading and writing aim. Simultaneously, it helped the students to bring change in their verbal communication too. Students learn from peers through their feedback and comments on their writing paragraphs.

## **2.16 Purpose of writing for the students by using different writing strategies**

There are various collaborative techniques which helps the students to improve in their writing skills through practice and exercise at the elementary level. Simultaneously students apply different writing methods for the purpose to improve in the writing skills. The different type of writing methods such as pre- writing, writing warm-up, writing with collaboration, use of sentence starter and guided writing, all mentioned writing methods students apply in their writing task. However, the all mentioned writing methods cannot be used at the same time because every writing method has different teaching and learning objectives. These mentioned different types of writing methods will help the students in the improving the writing skills of Urdu, if student employ them for learning practice. The learning process especially creative writing task will be on right track, if students take interest and motivated for active participation in all frequent occurring activities of the classroom. Besides it, various teaching strategies help the students to become active learner in the classroom. Students combine the knowledge, skills and their own perceptions, ideas and opinions for developing piece of paper in the writing task. According to Blooms, Taxonomy, the creative something in the shape of writing, it is the high level of ability (Gbollie & Keamu, 2017).

## **2.17 Challenges while learning writing skills**

Different students face different problems while learning the writing skills in the school, because all learners are unique and special in their respective learning styles. These tasks at some extend be a barrier for students to make the productive

work. Given below paragraph has been given to highlight the main challenges face by the students while writing the creative task.

Misbah et al. (2017) claimed that lack of vocabulary is one of the challenging issues acquired by the students during their writing task. Whereas, language is the basic component in the construction of sentence and it is the elementary element of writing skill (Asep, 2014). Learners on daily basis speak thousands of words and sentences for the purpose of communication and express their ideas, views, opinions and beliefs with the people in the community. Best vocabulary helps the pupils in speaking, writing and delivers their thoughts accurately and effectively.

Electronic dictionary and reading activities help the pupils and enhance their information about every subject. There are different schools that are facing the problems of vocabulary as well as use of grammar in their school. Besides the vocabulary sentence structure plays significant part in the text task. Grammar as a source of information that helps the students to read, know and take the importance of the words used in the reading passage. Because grammar provides the proper structure to the sentences used in the reading passage. It means that grammar provides the structure and forms of words in the sentence called morphology and their arrangement, sequence called the syntax of the written document or written passage. Those students who are having limited knowledge in grammar, faces difficulties in the proper structuring of the sentence in the writing task. Because it is the grammar, which provides information and knowledge regarding the topic, verb arrangement, basic sentence structure and many students make grammatical errors while writing the creative passage in their language task (Anyiendah, 2017). Furthermore, Anyiendah (2017) claimed that grammatical skills of the students may be better over interpretation and reading associated task in the classroom.

Poor spelling in the writing task also a cause of problem for learners because of poor spelling students mostly discouraged and become hesitate while writing any paragraph in the language classroom as discussed by Nyang and Bernard (2014). In contrast to it, the abilities of writing task start with the good spelling, because spelling plays fundamental role in the development of writing paragraphs and creative task and lead the learners towards right directions. If students are struggling with spelling and grammar, it will block their growth and development and will hold them back from further improvement in the language related task. As reported by Afrin (2016), that students mostly pronounce the words according to their spelling and if there are mistakes in the spelling, it will lead the students towards wrong pronunciation and produce language barriers for the teachers and learners. Due to wrong pronunciation, mostly students leave the letter from the spelling of the words, such as “ballon” instead of “balloon”. Moreover, Nyang and Bernard (2014), given their point of view that memorization of the spelling helps the students in reorganization of correct spelling and development of sentence structure.

Additionally, Winarso (2016), indicated that in order to complete the language task successfully, preparedness and motivation towards work is necessary. The motivation towards given task either intrinsic or extrinsic plays vital role in the performance of task. If there is no any motivation in the writing task then there is poor performance and challenges in the writing task. Therefore, willingness and preparedness are necessary for performing of any task in the language classroom and it is need to remain ready while entering into the classroom both for the teacher as well as students. Because willingness and interested towards learning brings readiness, alertness and motivation in designing the writing task through creativity as mentioned by the Arfin (2015).

According to Anyiendah (2016), depicted that many students find difficulties and challenges to get enough resources of information for writing task in the language classroom. Lacking of such wide understanding resources, not only lead the learners towards writing proper sentence or passages. Because written and verbal task are interconnected, if students are habitual of book reading, reading extra resource material, students will not face any difficulty while writing a language task. Because reading habits provides numerous ideas of creativity and enhance the vocabulary level among students. Besides it, neurons become connected to each other through prior knowledge and bring new ideas for writing. However, those students who are feeling difficulties in the reading paragraphs and reading material and are not use to reading resources in their class level, they are suffering while writing task as mentioned by Arfin (2015). Besides it exposure of different reading material helps out learners to make them alert from linguistic skills. Another major problem faced by the students while writing language task, it is motivation. On the other hand if students are not motivated than they loss interest and also it became impossible to continue writing process.

### **2.17.1 Challenges faced by the teacher while working in writing skills of the students.**

Teachers are troubling in the motivation of students, it is not because of their naughtiness or their other related issues, but it is just because of their lack of interest in the language learning and writing task as claimed by Asep (2014). New generation have the perceptions that they can do whatsoever they think and, in this regard, they are supported from their parents and it is because of this freedom. Students are not taking interest in the language learning. When students are reluctant to choose their ease in the learning, then they lose the interest in the language learning and it is

because of less motivation (Asep, 2014). There is different frame mind of students in each classroom, these different levels of students bring another challenge for the educators to communicate lettering expertise in the classroom. In so many rudimentary schools, bearing different level of students are sitting in the same classroom, brings the hurdles and difficulties for the instructors in sort out of their levels concurrently (Asep, 2014). Bearing different level of writing ability requires the teachers to use variety of teaching approaches in the same classroom, to provide facilitation and support while learning the language skills and writing creative task, in order to cater all levels of the students simultaneously (Asep, 2014). In somehow teachers face difficulties while planning the lesson, developing appropriate activities to cater the need of all the levels of the students who are sitting in the same class.

Parental indifference is one of the challenges for the teachers to teach the creative writing task in the classroom. Besides it, deficiencies in parental support make it difficult for instructors and tough to provide support students. Moreover, those students who feel lack of love and affection from their parents discourage them in succeeding in the language education procedure (Gundogmus, 2017).

In addition, lack of professional experience and expertise in the subject of Urdu language is another challenge for the teachers to tackle the multilevel students in the classroom. Lack of professional expertise lead the teachers towards pressure and confusion to demonstrate at rudimentary level pupils, beginner instructors suffering a lot in this situation (Gundogmus, 2017).

Moreover, different roles of teachers are challenging for students and also for other teachers. Teachers experience and expertise based on the previous learning, experience and training him/she received. However, novice teachers require more



time to get all such expertise, experiences and trainings to deal the students who are facing problems and issues while writing any task. Teachers can prepare appropriate activities in those conditions, when they know their students properly, and then when they received high proficiency level in their particular language subject.

Anyiendah (2017) explained that lack of interest for learning is another challenge for teachers. Though developing writing skills remained challenges from the beginning. Teacher when starts the writing task, some student's zone out, and showing their lack of interest in the language classroom. Lack of interest demotivates the teachers and makes them realize that there are factors which are hindering in the teaching and learning process of language class, such as punctuation, grammar, vocabulary, spelling, and sentence structure and many other environment and parental factors are the cause of such behavior and attitude from the students (Anyiendah, 2017).

## **2.18 A Critical Review of Literature Review**

The literature review indicates that language is an essential component in every culture. Every nation must focus on the improvement of national language. Urdu is the national language of Pakistan so every child must know its importance as a subject specially during writing process. Present study was consisting of two objectives first indicates the teaching methods of Urdu creative writing, while the second one explains the difficulties faced by the teachers during the teaching Urdu creative writing. For the elaboration researcher studied and included literature consists of importance of Urdu language, Urdu as a teaching language, writing skills and creative writing. This study focused on study methods and difficulties faced by the teachers during teaching process. Methods include lecture method, demonstration method, discussion method, collaborative learning and audio-visual aids learning.

Researcher also gave details of here regarding situation analysis and encouragement and motivation. Literature of the present study indicates that on Urdu creative writing in English medium schools has lack of literature. Mostly researches have been done on English language.

## CHAPTER 3

### METHODS AND PROCEDURES

The intention of this study was to explore effective learning approaches for creative inscription in the subject of Urdu language at English medium school Rawalpindi, Pakistan. This study will emphasis on perceptions of school teachers regarding the hurdles, problems, issues and challenges faced by the teachers while working on creative writing in the subject of Urdu language.

#### 3.1 Research Approach

This study used a qualitative research approach. In this study, researcher answered the two research questions consists of teaching methods used by the teachers for Urdu creative writing and difficulties faced by the teachers, therefore researcher adopted qualitative research. Qualitative research is a survey in which researchers generate data using face-to-face situations by interacting with selected persons in their environment. Qualitative research is a type of educational research that depends on applicants' ideas, data collection consisting of words from the participants and thereafter articulates and considers these words for themes.

It is essential for a researcher to take conscious decision about the type of study, while planning research. Merriam (1998) presents the qualitative research as an endeavor to understand the situation and interaction in the particular context. The research question demands that study should be conducted in social setting like in the classroom or in school context. Reed (2007) depicted that qualitative research design includes approaches that concentrate on the process of discovery and description in ways that do not look at the quantity of phenomena such as numbers and extent of occurrences but at the quality of work experience such as thoughts, observations,

feelings and experiments in the real context. Keeping in view the qualitative aspects of this study, researcher selected this study on the basis of the following reasons.

Qualitative research design is naturalistic inquiry, Merriam (1998), mentioned that qualitative research design is naturalistic and it takes place in the real context, real setting. Besides this, the nature of the research study requires interviews, observations, field notes and document analysis and Merriam (1998), supports the interviews, observations and document analysis central to qualitative approach.

Furthermore, this approach was selected based on a comprehensive review of literature related to the applicability, appropriateness and usefulness of this approach for the research being undertaken with this study. As reflected above, the qualitative research is founded on a holistic conception of the study of human beings to understand phenomena related to them. This holistic vision permits the researcher not only to attain a detailed description of situations and events, but also to obtain an in-depth understanding of the individuals under study, feelings they experience as well as their interactions within the social environment where they live and work (Creswell, 2003). The qualitative research design of this study is established on a theoretical perspective in which a context or a reality of an individual are not considered as agreed-upon, fixed or quantifiable phenomenon that can be detected using a quantitative approach (Merriam, 2009). Within the use of a qualitative case study methodology, a holistic research method helped to elicit the perceptions of participants, and through an analytical process, identify pertinent themes and patterns among those perceptions to generate meaningful interpretation of participants' diverse perspectives on their life experiences.

Consistent with the qualitative research paradigm, this research study is based on case study approach, because data generation and construction of new information

and knowledge is based on real setting inquiry with teachers, who are practicing and providing knowledge to the students for creative writing.

### **3.2 Research Design**

Elementary school students' work regarding creative writing is a complex contemporary phenomenon that is impacting on their successful transition to the personal life (Conley, 2014; Doe, 2015). To better understand this phenomenon, in this applied dissertation the researcher will conduct a qualitative research case study focused on creative writing in the subject of Urdu language. The findings from this applied dissertation may provide insight to understanding how to work with students for developing their creative writing skills in the subject of Urdu language. Besides it, it will identify the hurdles, problems, issues and challenges while implementing the creative writing skills among future generation at elementary school.

There were several reasons why the researcher selected the qualitative case study methodology. The first reason for selecting this type of methodology a qualitative approach permits exploring a phenomenon within its context by exploiting different data sources (Yin, 2014). Additionally, whereas quantitative research method commonly necessitates an ample number of participants with the researcher asking close-ended questions, a qualitative method necessitates a reduced number of participants and adopting open-ended research questions.

Qualitative case study was one of the approaches of this research study that simplify the phenomena through exploration within the context of research study as depicted by Boxer and Jack (2008). Whereas, Flyvbjerg (2006) stated that case study is the comprehensive investigation of phenomena. This qualitative research will involve using a case study because it aims to examine teacher's perceptions of creative writing in the subject of Urdu language and identify hurdles and issues while

teaching creative writing skills. These topics were explored from the teacher's viewpoints in order to gather data, which may be used to guide future teacher development and creative writing skills among students (Yin, 2014).

Another reason for selecting a qualitative case study is its ability to deeply explore and understanding the meaning of the researched topic. Maree, (2007) explained that case study is the holistic view points of the study how people interact each other and what they taking meaning of the phenomena. This research method is an inductive investigation of complex issues in real world settings and affords, as Merriam (2009) cited "an in-depth description and analysis of a bounded system" (p. 40). The case study permits the researcher to explore a phenomenon in its real-life context to deeply understand the topic (Harrison et al., 2017). Agreeing with Merriam (2009), researcher Yin (2014) contended that case study research affords a deep understanding of the "how" and "why" of a phenomenon in its real-life context because it is challenging to delineate the studied phenomenon and its context.

The third reason for selecting a qualitative case study is, according to Yin (2014) its ability to illuminate truth through the interviewing process. Yin contended that interviews conducted through a qualitative case study are mainly useful in collecting data about the lived experience of the participant. Therefore, the researcher will adopt a case study approach, which will involve interviewing elementary school teachers to gain in-depth knowledge about their personal experiences with the creative writing skills at the elementary school with students.

Furthermore, Case study methodology is that method of inquiry, which enables the researcher to explore in depth the program, event, process and activity. Case study research is time bounded activity and it is based on several steps. In the case study researcher collected the information in the form of data through different

tools such as interviews, field notes, observations, and document analysis, in limited time period. Research study under investigation was how to improve creativity among students in the subject of Urdu language in Pakistan. In this case study, researcher collected the data in depth from research participants, for the purpose to provide rich information, researcher collected interviews from research participants and data was coded through emerging themes.

Yin (2009), briefed that there are five stages of case study research such as

- 1) Research question
- 2) The purpose of the study
- 3) The analysis
- 4) Linking the data with the purpose of the study
- 5) Criteria for interpreting the findings

The most suitable questions for the qualitative case study design were ‘How’ and ‘Why’ forms. Therefore, a question was formulated how students develop creative writing skills in the subject of Urdu language. Additionally, the researcher inquired teaching strategies which is the most suitable teaching strategy for creative writing skills in the subject of Urdu language.

The second step of case study was to define the purpose of the research study. Therefore, it was formulated clearly that purpose of this research study was to determine the strategies, procedures, techniques which help creative writing skills in the subject of Urdu language. Besides it, the hindrances, challenges and issues faced by the research participants while teaching concept of creativity.

The third step of case study research design was to exploration of the research education. Therefore, the analysis of the research was directly connected with the question of the research design.

The fourth step of the research design was to connect the data of research study with the purpose of the research study that was meeting through themes merged. After data analysis, the researcher attempts to connect the themes with the purpose of the research study.

The fifth step of the research design was to interpret the findings. By following research emerging themes, the researcher carefully extracts the meaning from the themes and findings. The researcher recommended practice and future research study on the basis of findings.

### **3.3 Population**

An English medium school in the Pakistan is assisting the state in the teaching and learning process. This qualitative study conducted at one of the Silver Oaks English medium elementary schools at Rawalpindi, Pakistan. The target population for this study was English medium school teachers who are teaching Urdu subject from last two to three years in this school, the sample population will be approximately four elementary school teachers who Teaching subject Urdu language from last two to three years. The general population from which the sample population was derived has a diverse composition of elementary school teachers in the non-Government school at Rawalpindi, Pakistan.

### **3.4 Sampling Technique**

In this study, the research participants were selected through purposive sampling because the aim of this applied dissertation was to have a broader understanding of the phenomenon under examination by exploring the participants' perspectives of creative writing. Etikan et al. (2016), the purposive sampling technique aims to make a conscious decision of choosing participants on the basis of the attributes that they possess. It is a non-random technique that does not



necessitate grounded theory or involve the establishment of a particular number of participants. During purposive sampling, the researcher selects what musts to be recognized and sets out to find individuals able and ready to share information through virtue of their knowledge as well as life experiences.

In this study, the sample population was based on the targeted non-Government school. Given the design of this study, participant demographics was fairly similar because of their experience in: (a) working Urdu linguistic teacher/instructor for two to three years in the elementary school (b) accomplishing identical graduation requirements as all elementary school teachers have; (c) going through similar scheduling procedures of teaching; (d) undertaking the same attendance expectations in elementary school (Etikan et al., 2016).

### **3.5 Research Instrument**

In this qualitative case study, the process of data collection was based on semi-structured interview.

Researcher build up a questionnaire for semi structured interview with respondents Following were the indicator extracted from their discussions used for interview. The following table showed the research instrument and its sections.

**Table:4.3****Research instrument**

<b>Sections</b>	<b>Questions</b>
<b>Demographic Information</b>	What is your qualification? What is your experience?
<b>Teaching Methods</b>	Which teaching method you mostly used for teaching? What are strategies you use in your creative writing class? What do you think what is creative writing?
<b>Creative Writing</b>	What should a teacher be creative?
<b>Difficulties</b>	What are difficulties you face while teaching Urdu subject? What type of mistakes students make in Urdu creative writing?
<b>Usefulness of Creative Writing</b>	What do you think that creative writing is useful skill for the students?
<b>Student Motivation</b>	How to motivate your students for creative writing?
<b>Attention</b>	How much attention do you pay at student's Urdu creative writing?
<b>Student Interest</b>	Why the students take less interest in Urdu creative writing?
<b>Student Engagement</b>	What do you think why students are not engaged in Urdu creative writing?

**3.5.1 Semi-structured Interviews**

Interviews are a powerful tool that is used not only to generate data but to promote social interaction amongst individuals and it provides a comprehensive view of the phenomenon being studied. Interviews allowed the researcher to socialize with participants after the interviews. Qualitative interviewing is a flexible powerful tool to

store the voices and the ways people make sense of their experience in learning. I interacted while interviewing four participants and discovered that interview was a great tool that can be used to study a phenomenon. Through semi-structured interview the researcher obtained rich data from the participants. Furthermore, interviews offer good data when participants were interviewed professionally and if the process has been given serious consideration. All participants were approached carefully and were asked when and where it was convenient to meet for interview.

Semi-structured interviews as open responses to acquire meaningful data from participants and how they make meaning of the important actions in their lives. Semi structured interviews give the researcher social cues such as body language, voice and facial expression etc. of the interviewee. He further states that there is no waste of time between the question and answer.

Using one-on-one semi-structured interviews permitted me to get a true reflection as I was looking at facial expression and body language. This type of interview fitted my phenomena because participants were interviewed one at a time and they narrated their experiences of teaching creative writing. Interview used self-developed interview questions for data collection.

### **3.5.2 Field Notes**

According to Maxwell (2005), field notes are written during the interview and then evaluated and linked to the interview transcripts. In this study, field notes were used as supporting data source. They were formatted based on the suggestions of Bogdan and Biklen (1982). On the initial page of each annotation, the researcher must record the date, time and working title indicating the contents of the transcripts. The subjects discussed in the field notes would include key details that the participants identified the researcher's reflections, clarification points and any similarities that the

researcher found among or between the perceptions of the participants (Bogdan & Biklin, 1982). The field notes should also contain direct quotes that have captured the researcher's interest during interviews.

### **3.5.3 Procedure**

The researcher approached the targeted private English medium school coordinator by phone and explains the purpose of this study, the target population, methods for maintaining participants' confidentiality, and expected use of findings. A letter of support requested from the coordinator that attests to the coordinator's agreement to provide contact information for teachers, with the purpose of soliciting their participation in the study. Before conducting research, the researcher obtained authorization letter for research.

As private school coordinator is frequently interacting and familiar with teachers of Urdu language subject. The researcher requested assistance in identifying elementary school teachers who may desire to share their lived experience regarding the creative writing. After identification of Urdu language teacher, volunteer research participants, the researcher contacted research study participants via phone advising them of the type and purpose of the study and inviting them to join a brief group meeting, create initial rapport, and invite the prospective volunteers to play a part in the study. The researcher then sends the consent form to potential participants. The consent form described the research study, benefits of participation in it, rights of participants, and protection of their privacy. Elementary school teachers who signed the consent form, they considered as participants in the study.

In qualitative case study, sample adequacy refers to the suitability of the sample size and composition (Spencer et al., 2013). Marshall (1996) pointed out that in qualitative case studies: (a) samples are purposive; (b) selected based on

participants' ability to offer richly textured information; and, (c) appropriate to the phenomenon under study. According to the seminal work of Sandelowski (1996), the sample size of qualitative case studies tends to be small to maintain the depth of data analysis. The depth of the data analysis is an important element of sample size instead of the frequency; thus, participants must be intentional and well-selected to represent the case study model (O'Reilly & Parker, 2012). In this context, Creswell (2003) recommended that a heterogeneous population would necessitate between 25 and 30 participants, and semi-structured interviews need a sample size between 4 and 25 participants. Following Creswell's recommendations on sample size for a semi-structured interview qualitative design, in this study, a sample of only 4 teachers, who were teaching subject of Urdu language considered appropriate for conducting the qualitative case study.

After determining the required sample size, the researcher proceeded to contact each participant, thanking them for accepting to participate in the study. A copy of the study purpose, consent form, the interview protocol and confidentiality agreement shared with them. The researcher contacted each participant, to establish a schedule for individual semi-structured interviews. All attempts were made to accommodate the participants' schedules as well as give them opportunities to ask questions, look for clarification, and share their concerns about the study.

### **3.6 Data collection**

After obtaining the consent forms from elementary school teachers, the researcher initiated and scheduled interview at times suitable for both participants and the researcher. The researcher interviewed the participants using the interview protocol as a guide. Also, during each interview, the researcher took field notes. After each interview, the research transcribed the information. This aspect is mainly

significant in studies that require the protection of highly sensitive data. Furthermore, the researcher shared the transcriptions to each research participant for reviewing and changing, verifying their comments and validating the transcribed interview for its accuracy.

### **3.7 Data Analysis**

The data analysis process denotes the combination of numerous procedures to construct interpretive readings and provide a deeper understanding of the studied phenomena (Creswell, 2003). Yin (2014) explained that this process consists of preparing the collected data, organizing them in themes, and representing the researcher's interpretation.

#### **Step- 1**

According to Creswell (2003), data analysis requires starting with an initial read-through all data to prepare and organize themes. In this step, Doyle (2007) recommended to include member checking through giving participants the occasion to check (approve) specific parts of the interpretation of the data they have delivered. Thus, the researcher firstly given transcripts of the interview sessions to the participants and they inquired to prove their accuracy. Participants inquired to illuminate, and elaborate the narratives they provided the in-interview session (Creswell, 2003). In a next step, the researcher reviewed the checked interview transcripts searching for frequent regularities (Merriam, 2009). The interview transcripts reviewed four times. Thus, every review directed through a main focus on gathering participants' perceptions connecting with the inquiry question at hand.

#### **Step- 2**

Once all of the interview's transcripts were checked, the researcher started coding. Coding is the recognition of subjects, problems, significant differences and

similarities that are revealed within the participants' answers and interpreted by the researcher (Sutton & Austin, 2015). This step enabled the researcher to begin with understanding the issue from the perspective of every participant. In this case study, coding was conducted on a hard copy of the interview transcripts by hand. The researcher emphasized phrases and quotes from the dialogues that were meaningful to the investigation. The researcher read the transcripts until consistent and distinct categories emerge (Marshall, 1996). Then, the researcher given names those categories, code the transcripts, and place sections in categorized folders representing each category (Merriam, 2009).

#### Step-3

According to Cope (2013), when coding is done manually, it is essential that the researcher develop a table that includes a list of codes, which were categorized and organized repeatedly. Furthermore, Carlson (2010) highlighted the implication of including the triangulation process during this step to compare the interpretation as researcher is conducting analysis individually. Thus, in this step, the researcher gathered the coded interviews and field notes, and searched for connections in and throughout the data sources.

#### Step- 4

In this step, the researcher used a chart or a graphic organizer to organize codes. According to Sutton and Austin (2015), this step permits the researcher to organize the findings and prepare them for synthesis. Underneath each finding were the codes, examples from interview transcripts, and the researchers' own interpretation (Merriam, 2009).

#### Step -5

Lastly, the researcher reported findings. In this step consists of synthesizing data by researchers in the form of a report with a detailed explanation of the findings extracted from the collected data (Sutton & Austin, 2015). Thus, the researcher synthesized findings and draw assumptions from the reported perceptions of the participants. The researcher should make it explicitly clear to the reader that the discussed findings are emerging from the conducted interviews with the participants and not from the researcher's thoughts (Sutton & Austin, 2015).

### **3.8 Ethical Considerations**

All research associated with this qualitative case study performed in an ethical way. Upon University's approval, the researcher conducted the study. According to Creswell (2003), before conducting a researcher, it is essential for the researcher to reveal the purpose of study to potential participants. Therefore, the researcher clarified the purpose of this case study to the potential participants and given them time to decide whether they desire to participate or not. The researcher shared the consent forms to potential participants. Participants who agreed to participate signed consent forms to the researcher. The researcher respectfully and fairly treated all the participants. Furthermore, participation in this study was voluntary and participants were able to withdraw without penalty at any time. They were knowledgeable that, during the research process, their confidentiality will be protected to the highest ability of the researcher.

Yin (2014) highlighted those ethical problems may occur during all phases of the research process including before the study, at the commencement of the study. Participants' privacy will be preserved and their anonymity will be maintained through numerically coding their names and creating pseudonyms. All records containing personal identifying data and details about individuals in this study will be



coded and kept securely and confidentially by the researcher. They will not be revealed in any drafts, or in the final copy of the dissertation. The data will be stored on the researcher's personal external hard drive, which will be saved in a locked filing cabinet for a 3-year period, with only the researcher having sole access to the materials. Final reports will be made available to participants upon their request. Once the 3 years have transpired, all data will be destroyed.

### **3.9 Trustworthiness**

According to Yilmaz (2013), terms of trustworthy, credibility, authenticity, neutrality, dependability or transferability are often linked to the validity and reliability of qualitative case studies. Thus, in order to guarantee that a qualitative case study is valid and meaningful, the obtained data must truthfully identify individuals, experiences, behaviors and environments so that the reader can understand what data is collected and how this is achieved (Yilmaz, 2013). Researchers should set out the practices and standards appropriate for the study to be accepted by readers (Amankwaa, 2016).

Member checking, according to the seminal work of Lincoln and Guba (1985), is a crucial procedure for assessing trustworthiness. They purported that member checking involves the researcher following up with participants to confirm that the data collected reflects the participant's intended meanings. Consequently, the researcher in this applied dissertation will use member checking to increase the trustworthiness of this conducted qualitative case study. It is a strategy that increases trustworthiness and permits the researcher to ensure that personal bias is minimized (Doyle, 2007). When conducting the data analysis process, the researcher will share transcriptions with an expert in qualitative research to ensure accurate coding and analysis. Furthermore, transcriptions will be shared with high school graduates to

establish accuracy immediately after transcription for member checking, and the final report will be sent after submission.

In addition, the triangulation process affirmed the validity of the study (Yin, 2014). Houghton et al. (2013) described triangulation as a method that researchers use to seek consistency between multiple data sources in order to improve reliability and trustworthiness. It recreates the information obtained using multiple sources, mainly in areas that support the study's results (Merriam, 2009). For this study, semi-structured interviews and field notes will be compared to guarantee trustworthiness. Furthermore, two specialists in the research field will review the semi-structured interview protocol. Also, two high school graduates independent of the study will pilot the interview protocol.

### **3.10 Potential Research Bias**

According to Strauss and Corbin (1998), in a qualitative case study researchers may have personal biases that can impact their data analysis. According to Harry et al. (2005), in a qualitative case study, the researchers are required to avoid personal biases through recognizing their preconceived beliefs, assumptions and aspects of their background that could impact their understanding and interpretations of data. In this qualitative study, the researcher is a teacher who has worked in different non-Government schools. Through this role, the researcher experienced many opportunities to interact and converse with elementary school teachers regarding their creative writing task. Thus, the researcher's potential bias is the belief that teachers in elementary school are not adequately trained to meet the demands of the creative writing task in the subject of Urdu language. The researcher also believes that the targeted English medium school is not providing this appropriate time, material/resources for teaching creative writing skills in the subject of Urdu language

to the students.

The researcher perceives that work readiness program has a defined connection with developing student's abilities to foster accurate skills and knowledge required to join the workforce. The opportunity for high school students to gain higher level of work readiness skills through work readiness program is a driving force towards an improved work readiness program. To ensure management of potential biases, the researcher will remain objective and neutral while conducting this study. Furthermore, the researcher will use a reflective journal to identify, internalize, and manage potential bias during the research study. According to Creswell (2003), the use of reflexive journal permits ensuring that the beliefs, assumptions, values, and feelings of the researcher are made explicit. Along with this, an expert will review all analysis and findings of the research study to monitor possible bias (Curtin & Fossey, 2007).

### **3.11 Limitations:**

Limitations indicate the challenges that were likely to affect the research, such as the limitation of time, access to participants, and how you aim to deal with these concerns.

Experience was not directly noticeable; data about it depends on the participants' being able to reflect on their own experience and to effectively communicate what they discern through language. To overcome this challenge, researcher took every response that has been said by the participants as true and did not add my own views.

Time was another limiting factor, teachers were interviewed after school and complained about the finishing time and that they had lunch at break time.

Researcher took between thirty and forty-five minutes, also provided them with refreshments after interviews.

Whilst semi-structured had some common methodological shortcomings since both were interviews; their distinct characteristics also result in individual strengths.

## **CHAPTER 4**

### **ANALYSIS AND INTERPRETATION OF THE DATA**

This study was conducted to explore teaching strategies used by teachers for creative writing in Urdu language and problems/challenges faced by the teacher in creative writing in the subject of Urdu an English medium school at elementary level. The study also sought to uncover gaps/mistakes usually student do in their creative writing task. A semi-structured interview of four teachers of Urdu language was conducted to gather data regarding teaching strategies, problems/issues for creative writing and motivational activities while working on creative task. Chapter outlines the summary of result investigated through qualitative research study conducted at Silver Oaks English medium private school located in Rawalpindi, Pakistan. The qualitative analysis of creative writing helped build an understanding about two main research objectives guiding the study:

1. To explore the teaching methods used by teachers for creative writing in Urdu an English medium school at elementary level.
2. To identify difficulties faced by teachers in teaching creative writing in Urdu an English medium school at elementary level.

Furthermore, to get the answers of the above-mentioned objectives following questions were formulated for interview of research participants are mentioned in appendix.

Interview data were reviewed and a hard copy of the interview transcripts was coded by hand to extract specific statements and descriptions relevant to each of the

inquiry questions (Sutton & Austin, 2015). In the second step data information was gathered using field notes to reorganize into themes through searching for connections in and throughout the data sources. This chapter highlights the categories and themes associated with each of the twelve questions and compare them with supporting literature on the creative writing in Urdu language.

#### 4.1 Demographic Information

To explore the perceptions of teachers regarding teaching methods and problems/challenges faced while teaching creative writing in Urdu language at elementary level, a case-study approach was selected. This approach required the researcher to gather data utilizing a semi-structured interview protocol and field notes. The teachers were selected based on some factors: (a) Teaching Urdu language; (b) Having experience more than 3 years, so that they must be aware from school environment and their annual examination results may be available for document analysis and even experienced teachers provide authentic data for the research study. Four teachers voluntarily participated in the research study. The study participant makeup as presented in Table 1 included four females.

Table 4.1:  
*Research Participants*

Participant	Gender	Current Status	Experience
T-1	Female	MA in Education	2 years
T-2	Female	Master in International Relationship.	3 years
T-3	Female	Master in Urdu	4 years
T-4	Female	Master in Urdu	4 years

## 4.2 Section 1

### 4.2.1 Teaching Methods Used by Teachers for Creative Writing

**Objective No. 1:** To explore the teaching methods used by teachers for creative writing in Urdu in English medium school at elementary level.

**Question No. 1:** What are the teaching methods used by teachers for creative writing in Urdu at elementary level?

**Table 4.2: Teaching Methods used by teachers for Urdu creative writing**

S.No.	Teaching methods	Level
1	Discussion Method	
2	Demonstration Method	
3	Lecture method	
4	Encouragement/appreciation, Awards	Elementary level
5	Problem solving	
6	Work in pairs and groups	
7	Pictures, charts, models	
8	Situation analysis/ Free write-up	

### 4.2.2 Perceptions regarding Teaching methods used by Teachers for creative writing in Urdu at elementary level

The four teachers of elementary school were given the same interview questions based on the interview protocol that produced responses that connected to the inquiry questions. Nonetheless, each response aligned with one inquiry question more than the other. Some of the responses focused more on the Teaching strategies, others focused heavily on the challenges/problems faced in the creative writing teaching. By answering questions about their experiences in elementary school while teaching the creative writing in non-Government school, and the challenges/problems face while teaching creative writing in Urdu subject, the teachers provided reasonable amount of

information concerning how individuals perceive about creative writing, skills required for creative writing, essential teaching strategies for creative writing and challenges /problems for teaching creative writing skills.

The researcher identified several overall themes from the interview data analysis in the area of creative writing in the subject of Urdu language. The themes were collectively identified in individual teacher interviews and field notes conducted by the researcher. The subsequent sections included direct quotes from the participants.

### **4.3 Discussion Method**

Discussion method is also called Socratic Method of teaching and learning. Its Socratic name is based on the name of prehistoric Greek thinker Socrates, who suggested engaged the learners with questioning and dialogues during discussion. In this method teacher gets chance to determine the progress of each student and students avail chance to know their difficulty levels. Discussion during the classroom teaching is the accurate conference of thoughts. Moreover, discussion technique demands that learners come to institute well equipped. It enhances the critical thinking and prepares the students for content arguments. It is the way of discussion method, which prepared the students with life skills and helps them in various disciplines and professional life. The research participants viewed that discussion method help teachers to build-up the concept regarding creative writing, as in the research study a one of the research participants viewed that.....

#### ***Teacher-4***

*I use Discussion Method in my class room. I think this method is helpful for the learners because discussion helps students assimilate and integrate information, they have initially acquired from reading and or lecture.*



Discussion method provides knowledge and skills of learning, because it is process of receiving information rather than transmission of knowledge. There are various types of discussion method, by applying all types, students get knowledge and skills to cope the challenges of their life. These types are included small group, role play, sharing of writing paragraphs, choosing and selecting topic and organizing arguments in the debate and debriefing of any activity as mentioned above. As in the research study participants viewed that.....

***Teacher-2***

*I think Discussion Method is good for students because in this method every student can participate. It is effective at increasingly student's interest involvement. I am using discussion method in my class.*

Besides it, discussion method helps teachers to make rapport building with students for enhancing their critical thinking, it develops their social, emotional, and academic and career needs efficiently and effectively (Abdulbaki, Suhaimi, Alsaqqaf, & Jawad, 2018). Because discussion method is two-way communication between teachers and students and students verses students. In the discussion method both the listeners and speakers provide some time to each other to listen, think and respond accordingly.

Besides it, discussion method fosters the thinking ability of participants and helps them to apply the knowledge and skills received from books, theories and real-life experiences in the proper learning forum. Most of the teachers of the classroom apply discussion to foster the learning of students on the basis of the following steps.

**1.4.1.1** Relate the personal experiences, knowledge and skills

**1.4.1.2** Provide personal opinions and ideas for understanding the concept clearly

**1.4.1.3** Apply the knowledge and skills in the situation and solve the problems and issues

**1.4.1.4** Express the ideas and views according to the situation based on the skills.

#### **4.4 Encouragement/Appreciation/Awards**

Encouragement plays important role in schooling and learning practices. Encouragement helps teachers to motivate learners towards conceptual understanding. Award and appreciation are prominent factors for student's interest and learning. Majority of teachers three out of four viewed that encouragement/awards and appreciation help for creative writing among students. One of the research participants viewed that.... ..

##### ***Teacher-1***

*I always encourage my students to develop essential writing knowledge and create a helpful writing environment in class for them.*

In addition, encouragement and motivation relates with the inspiration of students and inspiration fosters the engagement and willingness to do the given task effectively at the given time. And it is the encouragement which helps the students to continue efforts for the completion of their relevant task. Therefore, in the teaching and learning process rewards, motivation and encouragement play significant role to reach at the destiny and accomplish the task and provide positive results. Encouragement provides inner power to the students while working on creative writing task. As one of the research participants in the research study mentioned that....

***Teacher-2***

*Creative writing is based on our knowledge and thoughtful about the world. It involves imagination and feelings of the people what they think and feel about society.*

*I motivate students to give certificate on their good creative writing. I always appreciate them and give golden stars and grades on good creative writing.*

The research participants viewed that motivation is one of the reasons for doing the work actively. And if the students are motivated and active, they will work with more efforts and will try their level base to finish the given task accurately and effectively before e the given time period. In other words, we can say that motivation, encouragement and awards bring enthusiasm among students to achieve the target of creative writing task.

Intrinsic and extrinsic motivation of students to work on creative writing task depends on the encouragement and award by the teachers. Because teachers play important role for the motivation and encouragement of students and if the teachers encourage the students, student take ownership and responsibility to do the given task. In this way, students perform well in the creative writing task as mentioned one of the research participants in the research study.

Besides it, there are multiple ways by which students are encouraged and motivated to complete their writing task effectively and efficiently such as

- a) Provide limited amount of time and efforts to make for the given task.
- b) Teachers should demonstrate that students may get inspiration to work effectively

- c) Teachers are required to appeal emotionally, such as students asked to finish their task through the excitement, awards, sense of ownership and belonging and thrill of achievement.
- d) Teachers should provide multiple reasons to do the creative writing task, because students get encouragement, when they listened the various benefits of given creative writing task.

It is the responsibility of teacher to motivate the students for creative writing task and it is possible with various strategies such as storytelling. Story telling engages the students to imagine and get emotions. Furthermore, storytelling shows the real image of students of their capability of doing the given task. As one of the research participants in the research study explained that....

***Teacher-4***

*Creative minded teacher can do a lot to develop creativity between the students and let them utilize their brain and share with class the characteristics of being a creative person through the lives of famous names in the creative writings and sharing their life stories that how they used to create ideas.*

These life stories help students to think critically and enhance their understanding of arguments and discussion. These type of arguments helps students to foster their level of understanding and make concepts of the things in a real world. Creative writing task not only helps the students for their brain utilization but also helps them to make the word in their imagination. Such imagination helps them to utilize their learning in the real word practically.

#### **4.5 Demonstration Method**

Every teaching method plays significant role in the teaching and learning process. The demonstration method plays vital role in the creative writing skills

among students, because this method provides opportunities to observe and create something new. It is the teaching method, in which teacher provide demo or perform the activity practically. In the demonstration method, teachers apply all those activities, concepts, which are very hard or difficult to understand. Mostly demo or demonstration method applied by the teachers in all those topics or concepts, in which very difficult to connect the theories with practical life and students unable to understand the applicability of the given task or topic. The creative writing task is one of the abstract concepts as mentioned by the research participants and when teachers apply demonstration method, it provides support and help students to finish their given task accurately within given time. As one of the research participants in the research study mentioned that.....

**Teacher—1**

*Mostly I use Demonstration Method. I think it develops interest in the students and motivate them for their active participation.*

From the perception of research participant, it is very clear that demonstration method, plays effective role in teaching and learning process from many aspects such as, it takes attention of students and teachers and students while utilizing demonstration spent some time before the performance and it works as a model of laboratory instruction.

Demonstration method provides subject matter knowledge easy and effective way to understand the abstract concepts effectively. Besides all, demonstration method, is that method in which five senses are working on the same time such as participants view or see the concepts through their eyes effectively, students hear the voice of performer while working through demonstration method and ears of human being actively engages in the activity. Besides it, students perform themselves through

demonstration method to get chances of active engagements and in the some of the demonstration methods nose and tongue also uses, however, it depends on the nature of demonstration topic and concepts. Above discussion and the findings of the research study informs that demonstration method is effective method in the teaching and learning concepts of creative writing task.

#### **4.6 Lecture Method**

Lecture method is one of the effective teaching methods among the several teaching methods. Lecture method is one of the teaching methods, which is considered to be the convenient method in the teaching and learning process in the large classroom. It is mostly used in all those classrooms, where number of students is more than the ideal classroom and in such classrooms lecture method has proven to be the most effective teaching method.

Besides it, lecture method considers to be the effective and convenient method, when a big number of syllabuses has to be covered in a short period of time. Moreover, lecture method helps in classroom teaching control and engaging the students in large classroom. There are many advantages of lecture method, as it helps to teach effectively in the crowded class. In the research study, research participants viewed that lecture method helps to gain attention of students and such attention and motivation helps in creative writing in the subject of Urdu language. As one of the research participants in the research study explained that.....

##### ***Teacher-3***

*I use Lecture Method in the class. First, I deliver lecture on my topic and then I use question- answer technique to keep them active in the class.*

Lecture method provides many benefits to teachers to deliver the content and abstract concepts easily and explicitly. On the other hand, there are many

disadvantages of lecture method such as lecture method is one way communication teaching method and most of the time students remain passive learners in the classroom. Lecture method demands teachers to adopt effective communication and speaking skills. Those teachers who are good enough in sound, speaking, they control the classroom actively. Besides controlling of classroom, this teaching method effectively transfer the knowledge and skills among the students.

Though lecture method is one of the old teaching methods, but it is most reliable teaching method and ever green teaching method, even in this era of technology most of the teachers use it in the classroom due to its reliability and effectiveness. Lecture method considers being most suitable teaching method for transformation of knowledge, because within short period of time, huge data made transfer from teachers to students through lectures.

There are various types of lecture method, which are widely used in the classroom, such as formal or oral lecture discussion, lecture recital and lecture workroom methods. The mentioned all lecture methods help students to learn actively and attentively. Because e lectures method encourages students to get the knowledge in an effective manner. It is more valuable teaching method for abstract concepts and found to be effective in the creative writing task in the subject of Urdu language as mentioned by the research participants.

#### **4.7 Picture/Charts/ Models**

Pictures/charts/models are the effective sources and tools to help teaching and learning process and these resources helps teachers to demonstrate the concepts clearly. Furthermore, these are the essential artifacts and tools for conceptual understanding regarding creative writing. Many research participants viewed positively to utilize these tools for creative writing in the subject of Urdu language.

The main purpose of teaching and learning resources in the creative writing task is to facilitate the teachers and students to make the concept clear. The teaching and learning resources motivate the students to take interest in the drawing and developing something creative through rigorous process. The schooling and learning resources help enhancing students' enthusiasm, creativity, knowledge, skills, logical reasoning and communication. Therefore, we can say that creative writing skills without teaching resources such as charts, models and other relevant resources like a house building without power tools.

Musgrave (1978) pointed out that teaching and learning resources are the useful tools for teaching creative writing skills. These resources in the teaching and learning process having different goals and objectives such as cognitive, integrative and social mobility. In the schools today teachers mostly use the audio-visual aids, real objects, specimen or models, chalk, and display boards for effective delivery of the content and skills among the students. These resources help the teachers and students to get involved in the learning process with interest and enthusiasm bring the motivation among students and they receive the knowledge and skills more than the expectations. The one of research participant in the research study explained that ...,

***Teacher-1***

*I use different activities in creative writing class. I display pictures, charts, models related topic which teaches creative writing. These pictures, charts and models are useful for the students*

Resources are used to engage the students and stimulate them to learn new concepts clearly. Besides it, resources such as charts, models, audio visual aids increase the motivation and promote critical thinking and creative writing skills. Moreover, learning resources are being used for creative writing in the subject of



Urdu language are videos, flip charts, white boards, text, smart devices which help teachers and students to develop creative writing skills. As one of the research participants in the research study explained that.....

***Teacher-3***

*I think creative writing is a way to express the ideas of the students that's why I pay attention on students own creativity. I write down the topic on board and explain it in front of students and write difficult words on board.*

**4.8 Simulation/ Free write-up**

Simulation and free write-up help students to develop their own ideas and create something new. In the research study research participants viewed that they use free write up and simulation method for creative writing in the subject of Urdu language and these method and strategies helps students to build the concept and bring something new in the creative writing of Urdu language. The research participants viewed that simulation method is one of the effective teaching methodologies, which develops the ability among students regarding problem solving behavior. Simulation plays vital role in the teaching and learning process instead of telling the story or role playing. Simulation in the schooling and developing process can be enacted through solo acting, mimic, development of expression, emotional organization and bodily expression. As one of the research participants expressed in the research study is that ....

***Teacher-2***

*Usually, I pay attention on writing strategies and guide my students how to use appropriate writing strategies in creative writing. I always try to improve their vocabulary on daily basis I give them some words to help them how to spell these words. I think if their pronunciation will be correct, they will write correct.*

*Some students have not expressed their feelings, with the help of creative writing, they express and convey their good ideas, thoughts and this can be a very useful tool for conveying their feelings.*

In addition, simulation is that type of teaching method which involves scenarios. Students get experience of the reality of scenarios and get meaning from it. Simulation is one of the experiential learning methods, which is based on constructive learning and student center approach. Simulation and free writing passages helps students to enhance their creative writing skills. There are various types of simulation such as game, role play and use of metaphor. These types of simulation help teachers to enhance the creative writing skills among the students. As one of the research participants explained in the research study that -----

***Teacher-4***

*Creative minded teacher can do a lot to develop creativity between the students and let them utilize their brain and share with class the characteristics of being a creative person through the lives of famous names in the creative writings and sharing their life stories that how they used to create ideas.*

*I give my students a situation and we discuss it altogether then I briefly give lecture on situation. I write down outline and difficult words on black board.*

The research study explained that simulation and free writing promotes critical thinking and the scenarios of simulation make students to realize to feel real and this led towards actively engage students in the learning. Simulation promotes conceptual understanding. Besides the benefits of simulation teaching method, there are certain issues in the simulation teaching method such as assessment of students.

## 4.9 Problem Solving

Problem solving is one of the teaching strategies which help teachers to teach the concept through investigation. Problem solving teaching method is that type of teaching method, which enables the learners to learn new concepts by facing the problems to be solved. In this teaching method, students are expected to observe, understand, analyze and interpret the findings. This teaching method helps to develop scientific process skills. This teaching method helps to develop scientific process skills. Problem solving teaching strategy helps I creative writing skills as explained by one of the research participants that.....

### ***Teacher-1***

*I pay attention on student's creative writing skills by focusing on the vocabulary that student uses while doing creative writing. I tell students about the background of the topic of certain writing so they can do it easily.*

*It is useful skill because writing encourages students to use their creative minds. It develops their capability to crop up with options. I think this process can be led to success in different areas like problem solving and investigation.*

According to the research participants it is the process of learning which covers wide range of mental abilities. This process of learning enhances the critical thinking among students and promotes high order thinking abilities such as analysis, synthesis and evaluation (Kyershunov, 2005), because these mental abilities provide support to students while working on creative writing task.

## 4.10 Section 2

### 4.10.1 Difficulties faced by teachers in Urdu creative writing

**Objective No. 2:** To identify the difficulties faced by teachers in teaching creative writing in Urdu an English medium school at elementary level.

**Question No. 2:** What are the problems faced by teachers in teaching Urdu writing skills in English medium school at elementary level?

To get answer of above-mentioned research questions-2 following questions were developed for interview.

- i. What are difficulties you face while teaching Urdu subject?
- ii. What do you think why students in weak in Urdu?
- iii. What kind of mistakes students make in Urdu creative writing?
- iv. Why the students take less interest in Urdu creative writing?

**Table 4.3: Difficulties in Urdu Creative writing**

S.No.	Difficulties faced by teachers in Urdu creative writing in an English medium school.
1.	Lack of Urdu vocabulary
2.	Spelling's mistake
3.	Writing skills deficiencies
4.	Pronunciation of Urdu sentences

### 4.10.2 Perceptions regarding Difficulties faced by teachers in Urdu creative writing in Urdu at elementary level

Following headings describes the teachers' response about difficulties

#### 4.10.3 Vocabulary

Vocabulary is the building block of language reading and writing skills. All of the research participants viewed that the difficult area of the creative writing is the

vocabulary because most of the students are struggling in the vocabulary and because of this reason; they are facing difficulties in the creative writing skills in the Urdu language. The research participants viewed that:

***Teacher-1***

*Mostly students make mistakes in spellings, sentences, word choice during in creative writing. Some students cannot interpret their thoughts. They don't know how to gather imagination and thoughts.*

Vocabulary is one of the essential tools for language learning. It helps in the development of reading, listening, speaking and writing skills. Indeed, vocabulary is one of the main pillars for creative writing in the subject of Urdu language and lacking of vocabulary is one of the main challenges for creative writing skills. This research study explains that vocabulary is one of the main skills to improve creative writing skills, as mentioned by one of the research participants that:

***Teacher-2***

*Many students weak in Urdu they don't have vast vocabulary that's why they make mistakes in Urdu creative writing.*

Vocabulary helps to learn new words and teacher play important role for encouraging students to learn and memorize new words, which help them in the creative writing task. Vocabulary is considered to be essential tool for language learning and it can be enhanced among students through real word situation. Such association and relating the new words with daily life experiences helps to enhance vocabulary, which helps to develop composition and creative writing skills among the students. Besides, the lacking of vocabulary provides many hurdles while teaching

concept of creative writing in the subject of Urdu language as mentioned by one of the research participants that.....

***Teacher-3***

*As we know students make mistakes in dictation words, when they write any type of creative writing they make spelling mistakes, words arrangements mistakes.*

Whereas, another research participant explained that vocabulary plays vital role in the teaching and learning process and without the sufficient vocabulary students feels difficulties in the creative writing task in the subject of Urdu language.

***Teacher-4***

*Students become aware to English alphabets, words and sentence structure at early age as almost all subjects are presented in English except Urdu. That's why they weak in Urdu.*

*Vocabulary is the biggest problem in Urdu creative writing. Students makes many mistakes due to lack of vocabulary they make spelling mistakes.*

Above all discussion emphasis that vocabulary is very important for creative writing task in the subject of Urdu language.

#### **4.10.4 Lack of interest**

Interest plays significant role in any task of the language. Without interest, the struggles of teachers are useless. Research participants viewed that most of the students show less interest in the subject of Urdu creating writing and because of lack of interest in the subject of Urdu languages; students are struggling in the creating writing as mentioned by research participants in the research study. The research participants viewed that....

***Teacher-1***

*Mostly students do not take interest in Urdu creative writing because they have no idea about creative writing skill they don't know how and where to start and end this.*

Interest is one of the powerful motivational tools, which enhances the learning among students. John Dewy (1913) was the first education philosopher who emphasized on the interest of children in the learning and in his book "Interest and Efforts in Education" he depicted that interest is internal motivation, which is more powerful even than the single efforts and interest in learning brings meaningful and high achievements.

Besides it, if students have lack of interest in the teaching and learning process, then it affects not only academic progress of students but it also effects on the psychological thinking skills of students. In the research study, the research participants also explained that .....

***Teacher-3***

*Mostly students dislike Urdu that's why they show less interest in this subject. They do many spelling mistakes in Urdu writing.*

In the English medium schools, the English language is on high priority and because of this reason, most of the students take less interest in the subject of Urdu language and teachers of Urdu language don't comfort while teaching creative writing in the subject of Urdu language, as mentioned by one of the research participants that.....

***Teacher-2***

*All the subjects are in English language. So, the students have poor Urdu vocabulary that's why they show less interest in Urdu creative writing.*

In addition, if students are willing and interested in the creative writing task, it develops their writing skills. Interest and willingness help students to put their ideas on the paper and even they complete the story with short period of time. This willingness and interested helps those students who are struggling in academic progress, and interest able them to put focus, improve writing skills and bring commitment among them for creative writing task as discussed by the research participants in the research study. However, research study explains that due to lack of interest and willingness in the subject of Urdu language, students feel uncomfortable, deficit in attention and the assignment of creative writing, in the subject of Urdu language. One of the research participants explained that.....

***Teacher-4***

*Students become aware to English alphabets, words and sentence structure at early age as almost all subjects are presented in English except Urdu. That's why they weak in Urdu.*

*Vocabulary is the biggest problem in Urdu creative writing. Students makes many mistakes due to lack of vocabulary they make spelling mistakes. Some students have not good hand writing.*

Besides it, Schiefele (1991) depicted that interest for writing task made changes in the thinking approaches of students and they get high achievements in the academic progress. However, research participants in the research study explained that lack of interest brings toughness, hurdles, boring and made teachers and students un willing and un-comfortable in the coaching and knowledge development process in the subject of Urdu language especially creative writing task assignments.



#### 4.10.5 Reading skills

Language depends on the skills of reading and without reading skills language cannot be built on and reading skills plays important role in creative writing of Urdu language as shared by the research participants in the research study. Furthermore, research participants explained that those students who are good in reading skills, they show much expertise in creative writing skills in the Urdu language. One of the research participants viewed that....

***Teacher-1***

*Mostly students make mistakes in spellings, sentences, word choice during in creative writing. Some students cannot interpret their thoughts. They don't know how to gather imagination and thoughts.*

In addition, they explained that reading the text is an important skill, which develops mind and it helps the students in the Urdu language skills because reading helps students to get knowledge and information and different strategies to solve the life problems and helps one to achieve their goals and objectives. The participants viewed that when someone read the passage of any text, he or she is experiencing the same as it is depicted. Further they explained communication plays vital role in the development of mind, and it can be transmitted through reading. Reading helps to connect the people through their minds and expose the imagination of world and it helps to see the world from different angles and perspectives. However, without reading skills it is very difficult for students to catch the ideas and work accordingly, as one of the research participants in the research study explained that.....

***Teacher-2***

*Students' Urdu pronunciation is very weak because all subjects are in English and students cannot pronounce Urdu words easily, they have many mistakes in Urdu reading and writing.*

When benefits of reading skills were discussed, the research participants viewed that there are many benefits of reading skills such as it provides satisfaction in language task, if students become unable to read and cannot respond the questions. Difficulty in reading skills makes the reader confuse, and stressful. Besides it, the satisfaction in reading enhances the concentration of students in the given task. As one of the research participants viewed that.....

***Teacher-4***

*I am facing different kinds of difficulties like some students are weak in reading, some student's do not good hand writing.*

In addition, reading skills help students to reduce the stress and increase analytical skills among the students as shared by the research participants. Research participants further discussed that reading enhances the vocabulary, which improve the writing skills among students and reading is the exercise of brain which helps to think and bring new ideas in the form of creativity.

**4.10.6 Writing skills**

Writing skills is one the main skills of language and the creative writing depend on the writing skills. It has been observed that those who are good in writing skills and they show good skills in creative writing especially in the Urdu language. The research participants viewed that ...

***Teacher-1***

*Mostly students make mistakes in spellings, sentences, word choice during in creative writing. Some students cannot interpret their thoughts. They don't know how to gather imagination and thoughts.*

Writing is considered to be one of the essential tool and skill which provides benefit to human being all around the world. Writing skill is one of oldest service of mankind and are practicing from centuries for the welfare and benefit of human beings in the form of books, magazine and literature journals etcetera. Lacking in writing skills weaken the students and provide less confidence which un-able them to work progressively. In the research study, research participants viewed that lack of writing skills in the subject of Urdu language made students wish-wishy and uncomfortable and decrease the level of competency. As one of the research participants explained that.....

***Teacher-3***

*As we know students make mistakes in dictation words, when they write any type of creative writing they make spelling mistakes, words arrangements mistakes*

In addition, ability of students to write sentence structure, lines, paragraphs and writing his/her own views on a paper is one of the excellent skills, in which students express themselves perfectly. However, many students do mistakes in such writing paragraphs and their own views in the subject of Urdu as mentioned by research participants. As one of the research participants explained that...

***Teacher-2***

*Many students weak in Urdu they don't have vast vocabulary that's why they make mistakes in Urdu creative writing.*

The above-mentioned views points explains that lack of writing ability deficiencies of vocabulary unable the students to think critically and feel them boring in the subject of Urdu language.

***Teacher-3***

*Some students take it easy because they think that Urdu is our national language and they never pay attention on this subject.*

*As we know students make mistakes in dictation words, when they write any type of creative writing they make spelling mistakes, words arrangements mistakes*

Moreover, handwriting is one of the critical skills, which facilitates the growth and development in other areas of students such as cognitive growth. It is because of hand writing students become able to pronounce the words, which helps in development of reading skills. Besides it, student becomes able to connect the words through hand writing practice which helps students to become good writer in the subject of Urdu language.

Furthermore, research participants viewed about handwriting that, handwriting improves the motor skills of children and student become able to grasp the pencil and pen properly. It helps in eye coordination of students with their word to be written, it is very important step of improvement of reading and writing skills in the subject of language. Whereas, research participants viewed that there in the non-government school, students are facing difficulties in hand writing as one of the research participants mentioned that....

***Teacher-4***

*Some students have not good hand writing. Students are familiar to English alphabets, sentence structure at very early age; all books are in English except Urdu.*

Hand writing helps students in creative writing in the subject of Urdu language, as most of the research participants viewed that lacking in hand writing decreases the motivation and un-able the students to think critically and its effects on the creative writing skills in the subject of Urdu language.

In addition, research participants viewed that handwriting is one of the biggest challenges for teachers and students in the subject of Urdu language in one of the English medium schools, as most of the students focusing on their handwriting in the subject of English language and less importance is given to the subject of Urdu language which unable the students to take interest in the subject of Urdu language. It is because of the reason most of the students are weak in hand writing in the subject of Urdu language.

#### **4.10.7 Pronunciation of Urdu sentences**

Pronunciation is the key of recognition of words and reading skills. Those students who are good in Pronunciation and they show good skills even in reading and such skills are connected with creative writing in Urdu language. The research participants viewed that...

##### ***Teacher-1***

*Mostly students make mistakes in spellings, sentences, word choice during in creative writing. Some students cannot interpret their thoughts. They don't know how to gather imagination and thoughts.*

Speaking skill is one of the important skills in language learning. Speaking skill starts with the Pronunciation of words and use of words with correct pronunciation makes sense of sentence and paragraph. Research participants in the research study viewed that correct Pronunciation helps students to read the text clearly and students take the meaning of the passage for understanding it properly. However,

lack of knowledge, skills and expertise in the pronunciation of words make the students feel dull and un-comfortable.

***Teacher-2***

*Students' Urdu pronunciation is very weak because all subjects are in English and students cannot pronounce Urdu words easily, they have many mistakes in Urdu reading and writing.*

In the above discussion research participants viewed that student are un-able to pronounce the words accurately in the subject of Urdu language and because of this reason student's Urdu language consider to be one of the weakest areas of school.

The research participants took a creative writing a main pillar for development of language and their skills. Research participants found vocabulary, reading, writing important skills for developing creative writing skills in the Urdu language.

## **CHAPTER 5**

### **SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

This chapter discusses themes that emerged after analysis of data from interview of research participants. It also connects the themes to the reviewed literature regarding Creative Writing in the Urdu Language that were discussed in chapter two of this dissertation. In presenting the result of this study and how these results confirm or contradict findings in the literature. The researcher wishes to answer both research questions.

This chapter drawn the conclusions of the research study conducted for this dissertation. Four participants were interviewed for this study of creative writing skills in the Urdu language. The research participants were on the basis of criteria having more than one year experience in the teaching subject of Urdu language at elementary level. The interview questions were structured to understand what are the teaching strategies used for creative writing skills among the students at elementary level. Besides it, the difficulties, students face in the teaching and learning process of creative writing in the subject of Urdu language at elementary level. It is also important to note that the responses given productive pattern and prominent pattern which appeared from data analysis are as given: Discussion Method, Demonstration Method Lecture Method Appreciation/Awards and Encouragement Pictures/Charts/Models are the main teaching strategies used in the creative writing of

Urdu language skills. Besides it, Vocabulary, Reading and Writing Skills are the main difficult areas of creative writing in the Urdu language.

This chapter allows reader to co-relate the themes and findings discussed here with data presented earlier in chapter four and to relate these themes to the literature chapter two. Chapter four of this document organized data from teacher's interview into two main sections. The two sections reflected teacher's perceptions of their experience regarding the work readiness program. In the chapter the sub headings have been organized to reflect emerging themes from the two sections and are organized to answer every research question that corresponds to one of two sections. The researcher discusses how data from teachers interviews lead to the themes of two sections. Next, the researcher contextualizes literature that support or refuses the claim made from analyzing data. After answering the research questions, the researcher provides conclusion to the research study. Finally, the research discusses indicate implication for this study and offers recommendations for future research.

## **5.2 Findings**

1. The majority of the teachers interviewed that they have great experience of creative writing in Urdu language at elementary school. Some of the teachers viewed that we need to do something new in the teaching and learning process of Urdu language. Two out of four teachers supported the discussion method in the creative writing of Urdu language. They viewed that discussion method helps students to articulate Urdu writing in proper form and helps students while writing creative paragraph. Besides the discussion method, three out of four participants viewed that encouragement and award system in coaching and knowledge procedure help a lot especially it helps in creative writing. Awards and encouragement help students to articulate the writing and helps to



build up new ideas and concepts for creative writing. In addition, lecture method, demonstration method and charts, plays cards and simulation helps in the creative writing. Through these teaching methods and strategies students get engaged and get ideas to create something new and such strategies helps to build up the concept and helps to write innovative.

2. To answer the research question 2, research participants talked mix experiences. Some teachers perceived that student are facing difficulties in vocabulary and others perceived that student are facing difficulties mostly in reading and writing skills. On the other hand, teachers viewed that lack of interest in the creative writing, is one of the big challenge and difficult area for creative writing of Urdu language. Besides it, issues of hand writing and Pronunciation of Urdu sentences are the burning areas in the creative writing of Urdu language.

### **5.3 Discussion**

What are the teaching methods used by the teachers for creative writing in Urdu an English medium school at elementary level?

Following are the emerging themes from data collected from research participants.

#### **Discussion Method**

Discussion method is one of the student-centered approaches, teaching method, which allows students to discuss, express the knowledge and information, provides their opinion, feelings and reaches at the conclusion. The research study reveals that research participants emphasized the discussion for coaching and developing knowledge of creative writing in Urdu subject through process. The research participants feels that discussion method provides creative writing among

students, because through discussion method, they compare their view points and contrast it and clarify their knowledge and skills (Connie & Harold, 1977).

Discussion method is characterized by questioning and probing, where teacher elicit the ideas, opinion and decision. Petty and Jenson (1980) found that students learn effectively through discussion method. Because of the reason discussion method is widely used in the language and considers being the best method for teaching and learning concepts of language such as creative writing in the subject of Urdu language (Gage & Berliner, 1988; Hyman, 1980). The listening, speaking, writing and observing are the processes of discussion method, by which students become able to make conceptual understanding and become successful while doing task of creative writing in the subject of Urdu language (Vedanayagam, 1994; Jerolimek, 1986).

### **Demonstration Method**

The research study findings suggest that demonstration method is one of the leading methods in teaching and learning process. Research study found that demonstration method is one of the key methods to teach concepts creative writing among students because it enhances the achievement and efficiency of students. The findings of the research study also supported by Arshad (2020), who conducted study with 30 participants between age six to ten years and found that demonstration method have positive impact on the learning of the students, because demonstration method builds the relation of prior knowledge with the processing knowledge. Thus it helps to fill the gaps and students gains insights and develop critical thinking, which enables the learners to work on creative writing task effectively.

Farah and Fatmawaty (2018), conducted research study about writing procedure by demonstration method with 56 students of seventh grade through experimental study. They found that there is significant effect of demonstration

method in writing procedure as compare to control group. Furthermore, they found that demonstration method technique is important for students and to express their writing and teachers can use demonstration method to introduce and motivate the students for creative writing task. In addition, they found that much improvements required in the content organization, vocabulary and grammar and suggest that demonstration method is good for young leaders for creative writing skills.

Ferdias and Rozimela (2017) also supported the research study and in their research study, they also found that demonstration method is very helpful for teachers and students learning. Demonstration method will not make confuse to students while in creative writing task and this technique will attract the student's attention towards creative writing task and learning process.

### **Lecture Method**

Lecture Method is one of the old and famous teaching methods in the teaching and learning process. Lecture method is teacher centered approach method, and through teaching this method, students become passive and learning become superficial (Obanya, 2004; Durosaro & Adgoke, 2011). The research study findings indicate that lecture method is most appropriate method in the teaching concept of creative writing. On the other hand, Obanya (2004) and Abanikanda (2011) revealed that students learn better through student center approach and collaborative learning approach helps students to connect prior knowledge and current information and, in this way, student learn better through student center approach methods as compare to lecture method. On the other hand, there are many advantages of lecture method, such as it is time saving teaching method, in which teacher finishes course outline in the given time. Furthermore, lecture method is the convenient method to handle large group of students and it is very useful method in those areas, institutions, where

institutions/schools are facing problems of resources and teaching and learning material (Capon, 2004; Kumar, 2003; Lieux, 1997; Walker, 2003; Moore, 1999; IUB, 2001; Pihsburgh, 2006). However, lecture method focuses on rote learning and by using lecture method; it is difficult to get the attention of students. Teachers feel difficulty to monitor the students' progress by lecture method. Furthermore, lecture method provides passive learners and does not support for active learning of students.

### **Encouragement/Appreciation/Awards**

The research participants viewed that in addition to teaching strategies for the purpose of improvement in the learning, the learner needs to be motivated and motivation plays important role in creative writing. The research participants believed that external motivation in the shape of praise/Awards and encouragement play vital role in the improvement of imaginative/ creative writing approaches among learners. This is also supported by Wallace, Stariha & Walberg (2004) said that teachers not only conduct lesson but also stimulates learners to become be creative writer through encouragement and motivation. Encouragement and motivation are the key factors which enhances the skills of creative writing because through which students get involved in the process through concentration and interest, which bring new ideas, concept for creative writing (Stariha & Welberg,2003).

### **Problem Solving**

The research study determined that problem solving strategy was best suitable for creative writing skills in the subject of Urdu at elementary level. Problem solving model originally introduced by D' Zurilla and Goldfried (1971) and is based on four steps/sources of getting knowledge and skills. According to this theory knowledge and skills can be enhanced through problem solving techniques that are based on the resources, which will be applied while solving the problem. Students will decide on

their previous knowledge, what steps will be taken to solve the problem. Selection of suitable techniques is one of the learning steps in problem solving. Also, the theory suggests that there should be a control system where students will be asked to make choices for the resources and strategies to solve a problem of creativity. These four steps of problem-solving help students to achieve the set target of learning creativity by active participation.

Using a problem-solving strategy helps students to learn task of creativity in the subject of Urdu with conceptual understanding and builds confidence among students in solving their task of creativity. Problem solving teaching method also offers logical reasoning, discussion, analysis, categorization and generalization (Watson & Geest, 2005). The teaching of Creativity in the subject of Urdu through problem solving by using real life examples with different representations helps students to develop conceptual understanding.

Problem solving theory (PST) is based on the cognitivist learning theory. Cognitivist was a reaction to behaviorism and gained popularity in the 1950, with the development of computers. Theorist could use computers as a metaphor in how humans process information. Cognitivists focus on how humans process information with regards to memory and sequence. Many cognitivists have built their theories from the Gestalt Theory (Wertheimer, 1922). Gestalt Theory focuses on how humans process information due to stimuli. Gestalt Theory proposes that successful problem-solving happens when a person is able to see the entire complexity of a problem without isolating any part of it.

Guzman (2018) conducted a research study through qualitative and quantitative paradigm at University of Mary's Philippine among the enrolled students

in the course of problem solving. In his research, a total of 23 participants were involved; 19 were female and four were male. Different data collection techniques were used such as semi-structured interviews, student output on problem solving, and a questionnaire. Findings revealed that problem-solving strategies are based on cognitive, Meta-cognitive and other related strategies. The students that use cognitive learn rehearsal, elaboration, and organization of learning whereas; in the Meta-cognitive strategies students learn critical thinking and self-regulation. Also, students gain knowledge and skills about other strategies such as planning, monitoring and evaluation. The research study suggests that there is significant influence of those strategies on learning, which are received through problem solving, and the positive effect of problem-solving strategies on academic performance.

Problem solving strategy helps students to learn creative writing skills with conceptual understanding and builds confidence among students in solving creative writing related task. Problem solving skill offers logical reasoning, discussion, analysis, categorization and generalization (Watson & Geest, 2005). In the Creative writing research study, research participants highlighted the importance of problem solving as a skill to manage teaching task effectively for creative writing. The skill of problem solving with the use of real-life examples with different representations helps students to develop conceptual understanding and helps organizations to work effectively. Orton (1996) says that children understand the concepts well by being involved in activities and relating classroom learning with daily life experiences. Furthermore, it develops different skills and attitudes and brings creativity among children to construct their knowledge. Being a researcher and Urdu language teacher realized the importance of problem solving in the creative writing assignment in education and learning development process.

## **Work in Pairs and Groups**

Research participants viewed that Group work/Pair work helps students to learn from each other. The research participants highlighted the importance of cooperative learning, because research participants believe that cooperative learning provides opportunities to learners and they learn from each other. In connection to it, Lantos (2000) claimed that student extend their learning on the basis of Vygotsky theory. On the basis of zone of proximal development, in which learners learn through active participation and collaboration. Therefore, the research participants provided the idea that student must be given chance to teach other and learn from each other through group work/pair work and the idea supports the zone of proximal development of Vygotsky theory. In the research of creative writing participants viewed the skill of team work/group work and pair work helped them to build the skills for creative writing among the students. The views on team work/Group work/Pair work shows that participants took team work a positive sign and it will help the students for creative writing task. Because literature suggested that institutions are trying to develop a team work structure which will produce more skills among students and they will get many benefits from it.

Research conducted by Mangi, Kanasro, Burdi, and Redman (2015), regarding team work. They found significance of team work for the success of any institution. They believe that team work helps to takeout institutions from conflicts and proceed towards institutional success and they recommend that institutions should work on the structure of team for better product, performance and efficiency of students. Another research study conducted by Sanyal, and Hisham (2018) at Dhofar University and viewed that team work is essential tool for the progress and development of institution. Above all, discussion indicates that team work plays vital role for

institutional as well students' success in the creative writing task in the subject of Urdu Language. In this regard, the comments/ views of research participants clearly indicate the importance of team work /Group work /Pair work in the creative writing task in the subject of Urdu Language.

### **Pictures/Charts/models**

Research study found that teaching creative writing through pictures/charts and models enhance the creativity among the students. The research study conducted by Asrifan (2015) regarding the use of picture stories in improving students' ability to write narrative composition through Quasi experiment with the population of 192 students, in his research study, he found that the students who were taught with pictures/charts and models, they performed better in the writing as compare to control group. Besides, Lara (2004), conducted research studies regarding use of source/material for creative writing. In her study she found that material and resources such as charts/pictures and models help to improve student's creative writing skills. In addition, Sitti Rehma (2005), conducted research study and found that those group of students who were taught through observation, charts, pictures and models performed better in the task of creative writing as compare to those students who were taught without observations (Pictures/harts/models). The above all ideas regarding use of pictures, models and charts for creative writing also supported by Ali and Hasanah (2014), in their research study. They found that pictures, charts and models help to make language teaching useful in the classroom as well as more realistic, alive, motivational and maintain student's attention towards learning process. Furthermore, they explained that visual material bring interest and develop skills of creative writing among students.

Moreover, Gregoria, Puello and Albert (2015), conducted research study with



experimental and control group of ninth grade students. They found that use of pictures in the experimental group improved the growth of writing skills especially creative writing among students. Furthermore, they explained that the use of pictures/models, charts and other such type of resources increase the creativity and enhances motivation to improve and practice creative writing skills.

The above discussion highlights the importance of pictures, charts and models for creative writing skills as mentioned by the research participants in the research study.

### **Situation Analysis/Free Write-up**

The research study found that free writing is one of the effective teaching strategies for creative writing. Furthermore, the study found that situation analysis, build the concept and helps to develop skills of creative writing among student. Mallia, (2017), also supported the research study and in her research study, she found that free write-up and situation analysis provides opportunities to think, re-think, organize ideas and create new organized structure of sentences and paragraphs and work effectively on creative writing related task.

Whereas Juahwang (2010) also supported this research study and found in her research study that free writing influences students writing fluency. Furthermore, found that practicing guided free writing have positive effect on the confidence of writing related task.

The above discussion and related literature emphasis that students should be given guided free writing task, to make them extra ordinary and expert in creative writing related task.

### **5.2.2 Research Question Two.**

What are the difficulties faced by teachers in teaching creative writing in Urdu an English medium school at elementary level?

Following are the emerging themes from data collected from research participants

#### **Vocabulary**

The data from interviews reveals that research participants facing difficulties of vocabulary among learners while teaching creative writing in the subject of Urdu Language. Vocabulary plays essential role in the creative writing and it is essential skill for reading, writing and listening. Vocabulary increases issues and challenges in reading and writing task. Therefore, it is the prime responsibility of teachers to build the concept through use of vocabulary and increasing number of vocabularies helps students to make creative writing task effectively, easily and qualitative.

#### **Reading Skills**

Reading is one of the important and essential components in the creative writing skills (DoE, 2011). Reading helps learners to reproduce with extension, what they learn from reading. The research participates of this research study revealed that students having difficulty in reading skills, they are facing problems in the task of creative writing. Heys (1962), conducted research study on writing skills and found that creative writing is possibly influenced by reading.

In addition, the research participants viewed that due to English medium school, learners focused more on English language and because of this reason, students are struggling in the Urdu language especially in Urdu creative writing skills. Keeping in view the difficulties in reading and writing skills in Urdu language.

Menheere and Hoogee (2010) conducted study on parental involvement in children education and found that parents are facing many difficulties while supplying and assisting in their home work because of their inability to read and write the concepts clearly. The findings of research study informs that due to environment and culture, such as in English medium school, the environment was based on English medium school and English language, because of this reason, students are facing difficulties in the subject of Urdu language specially in reading and writing skills as Lovelace and Wheeler (2006), also claimed that the culture plays important role for language learning and language related task. In line with above claim, Taggart (2017) also claimed that culture and environment mismatch creates hurdles while learning in the language and same also supports Alptekin in (1993) in his study and claimed that social environment shapes the learning of learners.

### **Writing Skills**

The findings of the research study reveals that students are facing difficulties in the writing Urdu words, phrases and sentences. Furthermore, research study found students are facing writing issues in the subject of Urdu due to English medium school and more focus on the English language. It is because of the one of the reasons that students are facing Urdu content writing and such lacking makes confuse to students.

Al- Gharably (2015), supported the findings of the research study and explained that students are facing many challenges in the writing task due to issues in the word orders, tenses, spelling and punctuations, which creates hurdles while creative writing task among students.

### **Difficulty in Pronunciation of Urdu sentences**

The research study found that most of the students are facing problems/issues of Pronunciation while reading and writing task in the creative writing related task. There are so many factors for Pronunciation. Such as vocabulary, reading issue, composition of sentences and so on.

According to Pourhosein (2016), conducted research study and found that there is no any systematic method of teaching language classes and as a result of this reason, Pronunciation are given less importance and teachers does not focus on teaching pronunciation and it ultimately effects of the learning of students and students are facing much issues regarding pronunciation.

In addition, Ramasari (2017) also found frequently occurring issues of Pronunciation among students. Besides it, Begum and Aziul Hoque (2019) and Pourhesein (2016), found that teachers feel uncomfortable while teaching pronunciation and because of teachers, students are facing various problems regarding Pronunciation in the language classes. The discussion and literature suggest that teachers should strategize and find a way to teach Pronunciation effectively, so that students may not face any difficulty in the pronunciation and in this way, they will become able to work positively on the creative writing related task.

### **5.3 CONCLUSIONS**

1. Efficient and effective teachers are always the facilitator and change agent for the community development. They nurture the future generation with innovative pedagogical skills and techniques for upcoming development. It was found that there are teaching strategies such as problem solving, discussion method, demonstration method, lecture method, Awards/Appreciation, free writing

technique which plays important role for development of creative writing skills among the students. At elementary level teachers used problem solving method to fix the students problems about creative writing. Discussion method and demonstration methods were used for slow learner students. While mostly teachers used lecture method, awards/appreciation strategy and free writing skills for teaching creative writing in English medium schools.

2. To conclude the difficulties faced by teachers in teaching creative writing in Urdu an English medium school at elementary level, this research study reveals that majority of the students were facing difficulties, challenges and issues regarding Creative writing related tasks. The research participants indicated that mostly students were facing challenges of reading and writing issues. During creative writing, majority of students make errors in spelling, sentence structure, and word choice. Some kids are unable to comprehend their own thoughts. They have no idea how to assemble their creativity and thoughts. Furthermore, students are facing challenges of vocabulary in the subject Urdu language. Students learn English alphabets, vocabulary, and sentence structure from a young age since nearly all topics, with the exception of Urdu, are taught in English. The most difficult difficulty in Urdu creative writing is a lack of vocabulary. Students make numerous errors owing to a lack of vocabulary, including spelling errors. Besides it, it was found that students are facing problems of hand writing and pronunciation issues in the subject of Urdu language. In the perspectives of the results of the research study, following recommendations are given for further process of learning and enhance the skills of creative writing.

## 5.4 RECOMMENDATIONS

The findings of the research study emphasize that teachers may work on creative writing strategies and make students skillful in the creative writing task. In this regard, following recommendations are given on the basis of the findings of the research study.

1. Urdu Teachers of English medium school may prepare themselves with a large motivational teaching strategies, skills, knowledge and concepts about Urdu creative writing.
2. Training program may be conducted for the Urdu teachers at elementary school level for making them aware of the creative writing.
3. Teachers may boost the confidence level of the students to give them story books, Novels and involve different kinds of activities for improving the Urdu creative writing.
4. For developing students' interest in Urdu creative writing instructors may teach the lesson in an attractive way with the use of modern technology.
5. It might be kept in mind while planning a training program for teachers that they practically involved in creative writing related task and effective use of resources.
6. School Administration may start motivational classes for students, parents to develop Urdu language in the English medium private schools
7. Professional development opportunities may be provided to Urdu teachers for developing their pedagogical skills.
8. It is important to motivate and support students to enhance their learning.

Teachers may motivate students to be more attentive in the class, remove shyness.

They need extra support to develop the stock of vocabulary of Urdu words. It is

also important to motivate students and teachers so that students do not memorize the content. Emphasis may be given on learning with understanding rather than rote learning.

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## APPENDIX A

## Topic Approval Letter


**NATIONAL UNIVERSITY OF MODERN LANGUAGES**  
**FACULTY OF SOCIAL SCIENCES**  
**DEPARTMENT OF EDUCATION**

ML 1-4/2020/Edu Dated 30-07-2020

To: Shazia Batool  
1502-M.Phil/Edu/S18

Subject: **APPROVAL OF M.Phil THESIS TOPIC AND SUPERVISOR**

1. Reference to Letter No. ML 1/2/2020-Edu, dated 06-07-2020, the Higher Authority has approved the topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 14<sup>th</sup> May 2020.

a. **Supervisor's Name & Designation**  
Dr. Yasir Hussain (Supervisor)  
Assistant Professor,  
Department of Education, NUML, Islamabad.

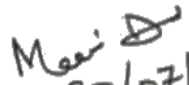
b. **Topic of Thesis**  
"Teaching of Creative Writing in Urdu in an English Medium School: A case Study"

2. You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time. It is inform you that your thesis should be submit within described period by 31<sup>st</sup> January 2021 positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis are to be prepared strictly on NUML's format that can be had from (Coordinator, Department of Education)

Telephone No: 051-9265100-110 Ext: 2090  
E-mail: ftabassum@numl.edu.pk

  
 30/07/2020  
 Dr. Mariam Din  
 A/Head,  
 Department of Education

Distribution: Ms. Shazia Batool (M.Phil Scholar)  
Dr. Yasir Hussain (Thesis Supervisor)

**APPENDIX B****Permission Letter For Data Collection**

DEPARTMENT OF EDUCATION  
FACULTY OF SOCIAL SCIENCES  
National University of Modern Languages  
pSector H-9, Islamabad  
Tel No: 051-9265100 Ext: 2090

Dated: 24-9-2020

ML-1-3/2020-Edu

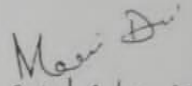
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**WHOM SO EVER IT MAY CONCERN**

Ms Shazia Batool D/O Syed Mulazim Hussain Shah student of M.Phil (Edu) Department of Education of National University of Modern Languages is engaged in project of Research Work.

She may please be allowed to visit your Institution / Library to obtain the required information for her Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.

  
 24/9/2020  
 Dr Mariam Din  
 A/Head,  
 Department of Education.

**APPENDIX C****Research Instrument**


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<b>Sections</b>	<b>Questions</b>
<b>Demographic Information</b>	What is your qualification? What is your experience?
<b>Teaching Methods</b>	Which teaching method you mostly used for teaching? What are strategies you use in your creative writing class? What do you think what is creative writing?
<b>Creative Writing</b>	What should a teacher be creative?
<b>Difficulties</b>	What are difficulties you face while teaching Urdu subject? What type of mistakes students make in Urdu creative writing?
<b>Usefulness of Creative Writing</b>	What do you think that creative writing is useful skill for the students?
<b>Student Motivation</b>	How to motivate your students for creative writing?
<b>Attention</b>	How much attention do you pay at student's Urdu creative writing?
<b>Student Interest</b>	Why the students take less interest in Urdu creative writing?
<b>Student Engagement</b>	What do you think why students are not engaged in Urdu creative writing?

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**APPENDIX D****Teacher's interview**



**Q1- What is your qualification?**

(Teacher 1)- I am M.A in Education.

(Teacher 2)-My qualification is master in International Relation.

(Teacher 3)-I am master in Urdu.

(Teacher 4)-My education is master in Urdu.

**Q2- What are the difficulties you face while teaching Urdu?**

(Teacher1)- I am facing difficulties while teaching Urdu from the students, they are weak in Urdu reading and writing and especially Urdu hand writing is not good.

(Teacher2)-Students' Urdu pronunciation is very weak because all subjects are in English and students cannot pronounce Urdu words easily they have many mistakes in Urdu reading and writing.

(Teacher3)- Mostly students dislike Urdu that's why they show less interest in this subject. They do many spelling mistakes in Urdu writing.

(Teacher4)- I am facing different kinds of difficulties like some students are weak in reading, some student's do not good hand writing.

They are very weak in Urdu diction.

**Q3- What do you think why students are not engaged in Urdu creative writing class?**

(Teacher1)- I think all subjects are in English only one subject is Urdu and mostly other activities are in English that's why they are weak in this subject.

(Teacher2) –Medium of instruction is English and whole day they read and speak English 'teachers' focus on the English language of the students that's why they are not good in Urdu.

(Teacher3)- Some students take it easy because they think that Urdu is our national language and they never pay attention on this subject.

(Teacher4)- Students become aware to English alphabets, words and sentence structure at early age as almost all subjects are presented in English except Urdu. That's why they weak in Urdu.

**Q4- Which teaching method you mostly use for teaching?**

Teacher1-Mostly I use Demonstration Method .I think it develops interest in the students and motivate them for their active participation.

Teacher2- I think Discussion Method is good for students because in this method every student can participate .It is effective at increasingly student's interest involvement. I am using discussion method in my class.

Teacher3- I use Lecture Method in the class. First I deliver lecture on my topic and then I use question- answer technique to keep them active in the class.

Teacher4- I use Discussion Method in my class room .I think this method is helpful for the learners because discussion helps students assimilate and integrate information they have initially acquired from reading and or lecture.

**Q5-What do you think what is creative writing?**

Teacher1 -Creative writing is a presence of inner thoughts and feelings of someone. It means how to express your feelings about people and society.

Teacher2-“Creative writing is based on our knowledge and thoughtful about the world. It involves imagination and feelings of the people what they think and feel about society.

Teacher3-I think its experiences of personal observations of someone and feelings about realities, and another hand creative writing means to write poetry, drama and novel

Teacher4- Creative writing is God –gifted talent. It increases our ideas and makes us thoughtful because it describes about societal problems and different issues related society.

**Q6- What kind of mistakes students make in Urdu Creative Writing?**

Teacher1-Mostly students make mistakes in spellings, sentences, word choice during in creative writing. Some students cannot interpret their thoughts. They don't know how to gather imagination and thoughts.

Teacher2-Many students weak in Urdu they don't have vast vocabulary that's why they make mistakes in Urdu creative writing.

Teacher3- As we know students make mistakes in dictation words, when they write any type of creative writing they make spelling mistakes, words arrangements mistakes.

Teacher4- Vocabulary is the biggest problem in Urdu creative writing. Students makes many mistakes due to lack of vocabulary they make spelling mistakes. Some students have not good hand writing.

**Q7- How to motivate your students for creative writing?**

Teacher1- I always encourage my students to develop essential writing knowledge and create a helpful writing environment in class for them.

Teacher2- I motivate students to give certificate on their good creative writing. I always appreciate them and give golden stars and grades on good creative writing.

Teacher3- I always allow my students to work in pairs, groups or as whole class on creative writing. Similarly, they can share their ideas and the way is to better think.

Teacher4- I allow my students to free write for a few minutes and encourage them on their ideas. I ignore structure and grammar. I think free writing is a good way for getting the creative ideas.

**Q8-How much attention do you pay on student Urdu creative writing?**

Teacher1-I pay attention on student's creative writing skills by focusing on the vocabulary that student uses while doing creative writing .I tell students about the background of the topic of certain writing so they can do it easily.

Teacher2-Usually, I pay attention on writing strategies and guide my students how to use appropriate writing strategies in creative writing. I always try to improve their vocabulary on daily basis I give them some words to help them how to spell these words. I think if their pronunciation will be correct they will write correct.

Teacher3- I think creative writing is a way to express the ideas of the students that's why I pay attention on students own creativity. I write down the topic on board and explain it in front of students and write difficult words on board.

Teacher4-I conduct weekly creative writing contest in class so that students can show their writing skills. Firstly, I give topic to the students and discuss it with them and write the spellings of difficult words on board.

**Q9-Why the students take less interest in Urdu creative writing? (Give any one reason)**

Teacher1- Mostly students do not take interest in Urdu creative writing because they have no idea about creative writing skill they don't know how to start and end this.

Teacher2-All the subjects are in English language. So the students have poor Urdu vocabulary that's why they show less interest in Urdu creative writing.

Teacher3-The medium of instruction is English and the main focus is on English language and less attention is given to Urdu that's why students take less interest in Urdu creative writing.

Teacher4- Students are familiar to English alphabets, sentence structure at very early age; all books are in English except Urdu. They frequently use English vocabulary that's why they are weak in Urdu creative writing.

**Q10-What do you think that creative writing is useful skill for the students?**

Teacher1-

It is useful skill because writing encourages students to use their creative minds. It develops their capability to crop up with options. I think this process can be lead to success in different areas like problem solving and investigation.

Teacher 2- Some students have not express their feelings, with the help of creative writing, they express and convey their good ideas, thoughts and this can be a very useful tool for conveying their feelings.

Teacher3-

Writing offers students new opportunities to explore themselves and their ideas and improve their opinion. These improvements can really build up their self-confidence. That's why it is useful skill for the students.

Teacher4- Yes, it is very useful for students to learn how to write efficiently, they can keep on succeeding in writing so they will be organized in the future. The students who do not make appropriate writing skills will have limited options when it comes to employment.

**Q11- Why should a teacher be creative?**

Teacher1-The creative teacher should be the source of experiences that **will** develop students, personality give satisfaction, promote confidences, develop capabilities, and improve values and ethics for maximum growth for each child.

Teacher2- A teacher who is creative minded can design rousing new lessons; stimulate the accurate classroom environment, and create different ideas for the students.

Teacher3- Yes I am agree this that a teacher who teaches creative writing should be innovative minds and create entire ideas in the class room.

Teacher4- Creative minded teacher can do a lot to develop creativity between the students and let them utilize their brain and Share with class the characteristics of being a creative person through the lives of famous names in the creative writings and sharing their life stories that how they used to create ideas.

**Q12- What are strategies you use in your creative writing class?**

Teacher1--I use different activities in creative writing class. I display pictures, charts, models related topic which teaches creative writing. These pictures, charts and models are useful for the students.

Teacher2-Firstly, I choose the topics and the topics are student's choice from textbooks and explain them. Then I motivate the students and give some hints about topic. Topics are of students' choice they do corrections in groups.

Teacher3- I motivate the students, they write stories creatively I give them outline related story and students write themselves. I give story their own choice. I think this is good way for creative writing for the students.

Teacher4-I give my students a situation and we discuss it altogether then I briefly give lecture on situation. I write down outline and difficult words on black board.

## APPENDIX E

## Population List

To whom it may concern

Ms. Shazia Batool doing research & she needs information regarding Middle/secondary campuses.  
We have 07 Middle school campuses & we have 12 Urdu teachers in Silver Oaks School & College

Kiran Khan  
Human Resource Operations Manager  
Email: [hrom@soies.co](mailto:hrom@soies.co)



Bushra Nasir  
Chief Organizational Competency Officer  
Email: [coco@soies.co](mailto:coco@soies.co)



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DEVELOPING ENLIGHTENED LEADERSHIP & MAKING A DIFFERENCE  
INTEGRITY - COURAGE - RESPECT - CREATIVITY - OPENNESS

## APPENDIX F

## Permission Letter for Data Collection from School



August 17, 2021

**To whom it may concern**

Ms. Shazia Batool D/O Syed Mulazim Hussain Shah Student of M.Phil (Edu) Department of Education of National University of Modern Languages is engaged in Project of Research Work

She is allowed to visit our Institution / Library to obtained required Information & doing her research work

Warm Regards,  
For & on Behalf of Silver Oaks Schools & College

Kiran Khan  
Human Resource Operations Manager  
Email: [hrom@soies.co](mailto:hrom@soies.co)



Bushra Nasir  
Chief Organizational Competency Officer  
Email: [coco@soies.co](mailto:coco@soies.co)



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DEVELOPING ENLIGHTENED LEADERSHIP & MAKING A DIFFERENCE  
INTEGRITY · COURAGE · RESPECT · CREATIVITY · OPTIMISM

## APPENDIX G

## Proof Reading Certificate

**TEACHING OF CREATIVE WRITING IN URDU IN AN  
ENGLISH MEDIUM SCHOOL: A CASE STUDY**

By

Ms. SHAZIA BATOOL

National University of Modern Languages, Islamabad

It is certified that the research work with the title “**Teaching of Creative Writing in Urdu in an English Medium School: A Case Study**” submitted by the M.Phil. Scholar Shazia Batool has been checked and proofread for the Language and Grammatical mistakes.

Name: Rabia Rashid

Designation: English Teacher (MA English in Linguistics &amp; Literature)

Institute: Silver Oaks Schools and College, Rawalpindi.

Signature: 