

**DEVELOPMENT OF CREATIVE WRITING THROUGH
COMMUNICATIVE APPROACH AT SECONDARY LEVEL**

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**DEVELOPMENT OF CREATIVE WRITING THROUGH
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DEDICATION

I dedicate this dissertation to my loving parents Mr. & Mrs. Rasheeda Bashir Ahmad, sweet sister Shazia Bashir, brothers Fahad, Salman, Rizwan and other family members who pray for me particularly my nephew Abdul Basit. I also dedicate this humble attempt of mine to my wife Nosheen Anjum, my mother in law Mrs. Safia Anjum, my father in law Mr. Shafi Anjum, sisters in law Dr. Sadia Faisal & Mrs Elizabeth Usman, Mrs Hina Sattar; brothers in law Usman Shafi Anjum and Umar Shafi Anjum, and Dr Faisal Islam Khan.

Muhammad Samiullah

Declaration

It is certified that this PhD dissertation titled “Development of Creative Writing through Communicative Approach at Secondary Level” comprises of original research. Its contents have not already been submitted in full or in part for the requirements of any other degree and are not currently being submitted for any other degree or qualification. To the best of my knowledge and belief, this thesis does not contain any material published or written previously by another person, except where due references are made to the source in the text of the thesis.

It is further certified that help received in preparing this thesis, and all resources used have been acknowledged at the appropriate places.

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Certificate

This is to certify that the research work described in this Ph D dissertation is the original work of the author that was carried out under my direct supervision. I have personally gone through all the data, results/contents reported in the manuscript and certify its correctness and authenticity.

I further certify that the material included in this thesis has not been used in part or full in a manuscript already submitted or in the process of submission in partial/complete fulfillment of the award of any other degree from any other institution. I also certify that the thesis has been prepared under my supervision according to the prescribed format. Therefore; I endorse its evaluation for the award of PhD degree through the prescribed procedure of the university.

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Key Terms

Creative Writing

It is the composition no way quality of plagiarism; any innovative or genuine idea on any topic.

Communicative Approach

The theory /philosophy that makes use of real life situations for English teaching.

Abbreviations

ALM	Audio Lingual Method
CLT	Communicative Language Teaching
DM	Direct Method
ELL	English Language Learner
ELT	English Language Teaching
Govt.	Government
GTM	Grammar Translation Method
SD	Standard Deviation

Abstract

The importance of English language is accepted throughout the world because it has become a language for communication and the language of science and technology. It has attained the status of compulsory subject in the academic institutions of Pakistan from grade 1 to graduation level. Creative writing is an important language skill. It is ignored in Pakistani English language teaching classrooms. The main objective of this research was to investigate the effect of communicative approach on development of creative writing skills in 9th graders. Iqbal (2011), Fatima and Zubeda (2009), Siddiqui (2007), and Rahman (2002) found that different aspects of creative writing can be developed through communicative approach. A need was felt to see the effect of the said approach on four levels of creative writing namely descriptive writing, narrative writing, story writing, and functional writing among the secondary school students.

The pretest posttest nonequivalent control group design, that is, Quasi Experimental design was used. To carry out this investigation six classes from two schools, one public and one private, were selected to collect data for the purpose. A sample of 206 students was conveniently selected. There were 33 girls and 173 boys. Four tasks for creative writing were selected from the literature and were pilot tested at a smaller group of students. After pilot testing, minor changes were incorporated. The pre-test was administered to control and experimental groups. Communicative lessons were delivered in the experimental classrooms only. The same pre-test was used as the post-test as well. The data were analyzed using the software SPSS 16. Results of the study showed that communicative approach had a significant effect with significance level of 0.05 on the development of creative writing skills in the secondary school students.

Some recommendations were made for the teachers teaching English at secondary school to improve their teaching methodology in a way that they may be able to focus on students' higher level learning through a better interaction in their classrooms. It was also recommended that the communicative approach might be helpful for the improvement in teaching and learning of language skills other than writing, which are, reading, speaking, and listening. The said approach has also been recommended for the teaching of literary genres like drama, fiction, novel, dialogue, argumentative and imaginative essay writing. It had been concluded that communicative approach had a more significant effect than traditional GTM used in Pakistani school for 9th graders in the subject of English specifically in improving creative writing skills. It was found that communicative language teaching was better than the traditional grammar translation method in improving descriptive writing, narrative writing, story writing and functional writing skills of secondary school students. The results of the study would provide information to the teachers and educators about the use of communicative approach with the help of which the creative writing skills among the students at secondary school level can be improved. English language teacher training institutions would use the results of the study for the prospective teachers of English at secondary level by focusing on Communicative language teaching and giving them proper pre-service training. In addition, the results of the study would be beneficial for the researchers who look for exploring the field of English language teaching at secondary level.

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Chapter 1

Introduction

The importance of English as an international language can be judged from the fact that in every country of the world the speaker of English language is understood. It is one of the official languages of United Nations. Being window on the world, English gives us glimpses of the various developments taking place in the world and provides us the distilled essence of modern knowledge in all fields of human activity. English is a language rich in literature and a library language. In Pakistani academic institutions, English is taught as a compulsory subject from grade 1 upto graduation level. Iqbal (2011) opined that English language is complex, in its nature, to combine words into written or spoken sentences in accordance with the grammatical structures. The teaching of English language in Pakistani academic institutions is in a chaotic state today (Siddiqui , 2007). The ever falling standard of English language teaching is worrying the educators, parents, and the students regarding learning of English. The standard also is not up to the mark in case of English creative writing skills of the students. The condition of the creative writing skills is described as deficient and different reasons for this condition are discussed.

Condition of Creative Writing in Pakistan

The writing that involves the use of skill and the imagination to produce something new is creative writing. It involves the use of mind for generating new ideas. It needs the involvement of thinking skill of the individual for composition work. This type of writing aims at generating as many ideas as possible. The nature of those ideas should be innovative and imaginative. Such tasks demand use of cognition. According to Harmer (2004), there are four basic steps involved in the process of creative writing. These are 'thinking about the ideas, arrangement of the

ideas, writing the ideas and revising the ideas'. Therefore, thinking is necessary for writing creatively in each step of the process.

In Pakistan, research reveals that the majority of the students lack ability of writing creatively. Rahman (2002) observed that most of the students rely on memorization rather than using their thinking ability. They are not taught any form of creative writing. The main reason of this situation is the teaching method used. Majority of the teachers still use the grammar translation method of teaching English which has been abandoned universally (Ali and Javed, 2004). Due to the poor quality of teaching English the creative writing skills are not developed properly and the rate of failure in English is the highest at secondary level (Rahman, 2007).

According to Arifa (2009), the level of creative writing is better in certain schools due to better resources, but in general, Pakistani students are afraid of the idea of writing, something of their own. Since childhood they have been studying almost all their subjects to get through the examination. For the purpose of selective study, the students rely on guidebooks, test papers, and ready-made notes. These are substandard and unauthentic materials. It was further reported by her that most of the classrooms are over-crowded. In these classrooms creative writing skills are not taught and developed properly. Another aspect of traditional classroom in Pakistan has been highlighted by Siddiqui (2007) that it consists of the teacher centered activities. It has been-observed many times that most active participant in the classroom is the teacher; he is supposed to do all the class work in which he is to give the instructions. The students are passive and silent listeners. Activities done by the students, commonly, are listening the lectures, note taking and copying something from the blackboard and remaining silent throughout the time. Similarly, in the same context Hussain (2009) reported that the teacher's academic responsibility is to take

class in traditional way and there is no activity of developing the creative writing skills. Bashiruddin (2009) narrated that teachers teach English language in the way they were taught at their school. The teacher, who does not involve students in learning process, kills student talents instead of polishing them. The main responsibility of the teacher is to explore, channelize and nurture the talent of the pupils whereas in Pakistani culture there is seldom such an opportunity of developing one's qualities. If it happens, it is by mere good luck or by chance.

Lack of proper guidance and practice is another hurdle in the way of creative writing; Rahman (2002) stated that in Pakistani classrooms the content is delivered to the students through cramming, that is, rote memorization or learning by heart, in an authoritarian manner. There is no freedom even to talk in the classroom. The children cram the things in the form of chorus. Essays are copied verbatim from the black-board; any originality in thoughts and genuineness of the interpretation is punished in many ways as this deviates the traditional interpretation or knowledge.

In majority of the schools due to the dependence on memorizing the notes and materials, the creative faculty of the intellectual mind is not developed properly, argued Siddiqui (2007). The education system also promotes and encourages the cramming of knowledge. Students are able to secure the good marks but the habit of creative writing is not developed in this situation. The examination can play a very significant role if certain items are put in the tests related to thinking ability for writing creatively. The focus of the teachers ultimately would be towards the preparation of such examination and the students would be getting the benefits. In this regard Harmer (2004) remarked that it is the role of the teacher to prepare the students for creative writing in examination as they have been considered to play a significant role in determining what goes on in the classroom in terms of what and how teachers

teach and students learn and can have an impact on both teaching and learning. Similarly, examinations can have an impact on improving the situation of creative writing in Pakistani classes if teachers consider it important to build the habit of writing creatively.

Siddiqui (2007) is of the view that the teachers exercise tight controls, and provide grammatical structures, concepts and rules. In such English language teaching settings, there is no natural or communicative environment available to the learner. Large size classes, lack of resources, untrained teachers, external examination bodies, fixed syllabi and time factor also lead the teachers to ignore creative writing skills and relying on the teacher centered approach. Similarly, Hayes (2007) pointed out the suppression of the children emotionally and psychologically by their parents, teachers and elders. The children are always expected to be passive and obedient blindly. Due to these reasons students do not develop confidence for the active skills, that is, speaking and writing. This happens only due to poor quality of teaching and poor pedagogical skills at the school. It has also been observed by Rahman (2007) that students perform better on the memory- based disciplines but their performance is very poor in basic comprehension and understanding of any subject. Moreover concepts used in the textbooks do not match the cognitive or intellectual level of the children. In this situation, the students have no choice but to cram. Iqbal (2011) emphasized that the present system of examination is based on a summative evaluation of only knowledge level rather than the comprehension or application. Better one reproduces, gets good and better grades. He further suggested that there might be a qualitative improvement if the element of cramming is minimized and the practical life situations are used in the examination. In this way the examination would help students think creatively and they will be able to write their own idea.

In accordance with the views of Iqbal (2011) it has been found that the curriculum is not balanced in Pakistan. There is no provision of learning experiences and communication to develop the language competence. The main focus of the students is to earn good grades. It has also been reported by Rahman and Rasool (2009) that lengthy syllabus and discouraging attitude of school administration are also a hindrance in the way of developing creative writing. The teacher is to face the problem of the completion of the course in accordance with the demand and expectation of the school administration. In approximately 40 minutes time for English teaching, focus of the teacher is completion and covering of course content, leaving hardly any time for creative writing. The students are passive and silent listeners. This situation does not help students in identifying their creative powers. Gradually these inborn abilities die within them as if ability is not used, ends automatically.

From the previous discussion it can be concluded that in Pakistani schools, the teaching methodology is based on the grammatical approach. The traditional grammar-translation method focuses the rote-memorization of grammatical patterns and structures. Bajwa (2004) narrated that through this approach the communicative competence is not produced that is why the Pakistani learners are unable to express themselves properly through writing. Similarly criticizing the GTM, Cooze (2006) was not satisfied with the grammatical approach in foreign language instruction. It is argued that this approach did not produce the ability of communication among the learners. Richards and Rodgers (1992) are of the opinion that the ability of writing creatively might be improved by using the communicative approach. It makes use of the real life situations that necessitate communication, that is, the teacher sets up a situation that students are likely to encounter in real life.

The most of the students feel difficulty to write something of their own, according to Harmer (2004), but it is important to build the habit of writing. In this regard Coombe (2009) is of the opinion that the teachers, administrators and the school should be responsible for developing the writing skills among the students. Graham (2003) stated that there is a considerable concern that students do not develop the writing skills needed for the school even. A frequent explanation for this is that the schools do not do a good job of teaching this complex skill. Griffith (2006) recommended the communicative strategy for developing the writing skills. Similarly Khan (2009) observed that communicative approach might be useful to develop the creative writing skills as it combines the functional as well as structural aspects of the language. Siddiqui (2007), in this regard remarked that the school should help children in the development of thinking skills including creative writing. Raji (2009) stated that the less importance has been given to the skill of writing creatively. In classrooms the more importance is given to the putting on paper the grammatically correct sentences whereas Fatima and Zubeda (2009) are of the opinion that the writing is best learnt in an interactive and communicative environment. Iqbal (2011) also favors the CLT for the development of communicative competence.

It can be concluded that the present education system in Pakistan does not motivate pupils for creative writing and the communicative approach is better for developing creative writing skills of the students. That is why the researcher felt that the research is needed for the development of creative writing through communicative approach among secondary school level students in English language and to what extent communicative approach is helpful and effective in developing creative writing skills.

Statement of Research Problem

This study intended to explore the effect of communicative approach on developing creative writing skills of students at secondary school level.

Delimitations

The study was delimited to 9th grade students only. Only the subject of English language was included in the study. The four levels of creative writing namely descriptive writing, narrative writing, functional writing and story writing were undertaken.

Objectives of the Research

More specifically these were the objectives of the study:

1. To study the effect of communicative approach on descriptive writing.
2. To find out the effect of communicative language teaching on narrative writing.
3. To explore the effect of communicative approach on functional writing.
4. To investigate the effect of communicative approach on story writing.

Research Questions

The study was conducted to address the following questions:

1. Does communicative approach help in improving descriptive writing?
2. Does communicative approach help in improving narrative writing?
3. Does communicative approach help in improving story writing?
4. Does communicative approach help in improving functional writing?
5. Has communicative approach the same effect on girls' and boys' creative writing?
6. Has communicative approach the same effect on students' creative writing in public and private sector?

Scope/Significance of the Study

Due to reliance on rote-memorization, examination system based on cramming, improper teaching methodology and faulty syllabus the most of Pakistani students lack ability of creative writing. This study was an attempt to develop creative writing skills by using the communicative approach among secondary school level students. The results of the study would provide information to the teachers and educators about the use of communicative approach with the help of which the creative writing skills among the students at secondary school level can be improved.

The study will be beneficial for English language teachers teaching at high schools as it would suggest an effective teaching methodology for the teaching of creative writing skills like descriptive writing, narrative writing, story writing and functional writing. After coming to know the results of the study English language teachers will be in a position to adapt and improve their teaching methodology for teaching of creative writing.

English language teacher training institutions would use the results of the study for the prospective teachers of English at secondary level by focusing on Communicative language teaching and giving them proper pre-service training. Keeping in view the philosophy of communicative approach, the teacher training institutes may arrange training sessions for the in-service English language teachers so that the teachers can improve their strategies regarding the teaching of creative writing skills.

This study will also provide useful information to the curriculum experts and syllabus designers of English in designing the communicative syllabus and text books for the secondary schools. In the light of the results of the study, they would be able to

include the communicative language teaching as the methodological aspect of the curriculum at secondary level.

In addition, the results of the study would be beneficial for the researchers who look for exploring the field of English Language Teaching at secondary level, as well as for those who will be interested in the area like approaches and methodology to English teaching and creative writing.

Basic Assumptions

These were the basic assumptions of the study:

1. Every human being has the creative potential in mind.
2. The creative potential is not utilized by students in schools.

Chapter 2

Review of the Related Literature

In Pakistan, the most of English teachers are not fully competent to do full justice with their teaching assignment (Ali and Javed, 2004). The teachers are not conversant with the new developments in the teaching of English. In this regard, Mansoor (2009) opined that there is a lack of competent and properly trained teachers in the field of English language teaching. Similarly, Rahman (2007) affirmed that in Pakistan the methodology used by English teachers is not up to the mark. Proper training of the teachers is lacking. The Grammar Translation Method is used in English language classrooms. The educators in the field of English are not aware of the latest methods used for the teaching of English. Here is the description of the different approaches and methods in English Language Teaching:

Approaches and Methods to English Teaching

Before reviewing the approaches to English language teaching, an approach, a method, and a technique should be differentiated. An 'approach' is the level at which beliefs and assumptions related to language and language learning are specified. Method is the level at which theory is put into practice, as put forward by Cook (2002), and at which the decisions are made about the skills and content to be taught and the sequence in which the contents would be presented. Technique is the level at which classroom procedures are described. Briefly speaking, an approach is theory on which any method is based and a method is practical in nature, consisting of various strategies used in classroom named as techniques.

To teach any foreign language, there have been certain approaches and methods. Changes in language teaching methods, stated Cordan (2000), have shown the changes in proficiency type that learner needs in that very foreign language that

might be, listening proficiency, speaking proficiency, reading proficiency, or writing proficiency. Similarly, there have also been changes in the approaches and methods to English Language Teaching. English has become the most widely studied foreign language and in Pakistan it is taught as a compulsory subject from Grade 1 to University level. Rahman (2007) found that the most of the schools used the grammar translation method in English teaching while on other hand some English medium schools emphasized less on grammar exercises and had no translation at all. However, at the secondary school level the teaching methodology used is with no emphasis on use of language. There is no awareness of linguistics and its relevance to English but focusing on cramming the grammatical rules and tradition only. The teaching methodology used is normally grammar translation method with the following features:

- The goal of learning English language is to learn a language in order to read its literature according to Earl, Levin, Leithwood, Fullan, and Waston (2001). Grammar translation method is a way of studying a language that approaches the language through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences into and out of the target language.
- It views language learning, in Pakistan, as memorizing rules to understand the syntax of that language and the mother tongue helps in the acquisition of second language (Bajwa, 2004).
- In this methodology, little attention is paid to speaking or listening. The major focus is on reading or writing the sentences which are already learnt by the students (Ali & Javed, 2004).

- The vocabulary is selected only on the basis of reading texts and the words are taught with the help of bilingual word lists along with their memorization as found by Whitehead (2003).
- The emphasis is on accuracy, reported Fisher (2001), that is, the students are expected to get the higher standards in the translation of sentences into and out of the target language.
- The deductive method is used to teach the grammar, declared Egan (2003), that is, the grammar rules are presented first and then translation exercises are practised.
- The medium of instruction is the students' native language. It might be another local or national language. For instance, Urdu is used in Pakistan to teach English in Pakistani English Language Teaching classroom (Rahman, 2007).

Critically speaking, grammar translation method with the involvement of another local language helps in learning of endless words lists but it creates frustration of memorizing the grammar rules. It doesn't focus on real life situations. Lee (2001) found that it is unable to develop the creativity and creative writing skills. It has been observed by Moss and Petrie (2002) that it is a method with no advocate at present but it provided the foundations for the development of new method for English language teaching, which is direct method.

In some of Pakistani schools, according to Rahman (2007), the target language is spoken in the classroom. Instead of teaching analytical procedures focusing on explanation of the rules of grammar while teaching in the classroom, there should be an encouragement to the direct and spontaneous language. This methodology used in the field of English language teaching would help the learners to induce the grammar

rules themselves. This natural method of teaching is named as 'direct method' and as per practice it follows these procedures and principles (Ali& Javed, 2004):

The target language should be medium of the classroom instructions while using this method. Daily life vocabulary and sentences should be taught and the little attention should be paid on grammar. The learner should induce grammar rules themselves. Oral communication skills should be developed through question -answer strategy between learners and the teachers. Correct pronunciation should be emphasized. Concrete vocabulary should be taught through demonstration, pictures and objects. Both speech and listening comprehension should be taught while using this approach (Richards& Rodgers, 2000).

This natural method seems quite successful in private English medium schools but Rahman (2002) is of the opinion that it is difficult to implement Direct Method in the public sector secondary schools. Critics perceive it to have some drawbacks as: This natural method namely direct method requires the teachers who have native fluency in English language or she/he ought to be the native speakers of English. It is difficult to arrange such teachers in the public sector schools of Pakistan. The direct method is dependent on teacher's skills and all the teachers are not proficient and well - versed with the principles of this natural method. Adherence to the principles of direct method might be counterproductive because sometimes mother- tongue might be more efficient for comprehension rather than English language used by the teacher as found by Harmer (2004).

It can be concluded that apart from English language teaching methodology used in Pakistan, different methods of English language teaching have so far been derived with the change in the purpose of English language learning, and there had been the change in English language teaching methodology along with passage of

time to achieve a particular purpose. These methods were based on a philosophy of language learning for instance the grammar translation method is based on classical approach, according to this approach, viewed Bailey (2002), a foreign language can be learnt easily if the learner is able to note different parts of speech in a sentence and is also able to provide a mother tongue equivalent for every word of the target language. Similarly, Audio Lingual Method is based on structural approach. The direct method is based on natural approach noting that, English language would be better learnt if English language learners are given the conditions of mother tongue learning in a natural way. That the only target language should be used in classroom but the latest of the above mentioned approaches is now the communicative approach. The structural/grammatical or natural approach had focused one aspect of English language or the other whereas the communicative approach attempts to cover all the aspects of English language (Woods, 2001). The description of communicative approach has been given as follows:

Communicative Approach

Communicative approach is a theory or philosophy to the teaching of English as a foreign language which emphasizes that the goal of English language teaching should be the communicative competence. It has been mentioned in Longman Dictionary of Language Teaching and Applied Linguistics (2000) that the above approach was a reaction, away from the grammar -based approaches. It was revealed by the same dictionary that its major aspects are as follows:

The language should be taught to express and understand various types of the 'functions'. It is based on communicatively organized syllabus. It emphasizes the process of communication, which is using language suitably in different situations. The language should be used to perform various tasks like solving puzzles or getting

information from someone etc. The basic idea in this approach is that the language is a tool for communication in a foreign language like English and the learner should be able to use English language in daily life. Zafar (2009) asserted that the advocates of this approach take a functional view of English language, that is, language functions in any given social situation or in the society. Therefore, it is the meaning (the function of language) having more importance than its form (structure) for the purpose of communication. Sedgwick (2001) reported that message to be conveyed through language had preference over the structural pattern. As social situations differ with respect to their nature, the choice of language should vary accordingly, as narrated by Pickard (2004), and it needs creativity and involvement of thinking. This approach provides the focus for reflective thinking and development of all the language skills as reported by Robinson (2001). Therefore, the researcher decided to explain the effects of this approach on creative writing skills among the students at the secondary school level.

The focus of the traditional approaches has been on the linguistic or grammatical accuracy, that is, on the form or the structure of language. According to Fowling (2003), the traditional approaches neglected the social dimension of the situation in which communication takes place. The communicative approach was an attempt good enough to correct and improve the situation (Sedgwick, 2001). This approach simply communication language teaching (the alternative term functional approach also sometimes used) is the combination of grammatical as well as functional teaching of English. According to Olson (1997) this approach aims at these two things.

- i. The goal of English language teaching should be communicative ability in a situation.

- ii. The procedures should be developed for all the language skills, which are listening, speaking, reading, and writing.

The key concepts in the communicative approach, as mentioned by Hilton (2001), are the language form, the language function and the communicative competence. "The language form" means the structural as the grammatical patterns. They are also called as the linguistic patterns hence the terms grammatical competence or linguistic competence mean the ability to produce language patterns which are correct in accordance with grammar rules.

Mills (2001) narrated that the language function is the message conveyed by a linguistic pattern or grammatical pattern, that is, the meaning of the language in a particular social situation. The important point is that the each social situation requires an appropriate form of the language. A language form is not applicable to all the social situations, argued Prentice (2000); and in this approach language form is used according to the social situation. In this approach, the language is selected according to the social situation. In other words, it is the function of language having more importance rather than form and it is the function of the language that determines the form of the language. Asking questions, seeking permission, or introduction of oneself are the examples of different functions. Communicative competence is another key concept in this approach. According to Prater (2003), it means that the students should be competent enough to communicate effectively in the target language. They should have enough ability to use the language. They should have enough ability to select the language patterns which are most appropriate with reference to the social context of the event that is being communicated. This ability of using the most appropriate language is referred to as the communicative competence in the literature (Graham and Johnson, 2001). It is a fact that the

cherished goal of the communicative approach is the communicative competence. This approach might be valuable for the development of creative writing skills as the ideas flashing into the minds of the young writers might be put onto the paper related to different situation of the daily life of the learners. In this connection Bajwa (2004) quoted Littlewood, an expert of the communicative approach who identified four areas which should be recognized and developed. They are as follows:

- Communicative competence is built on the linguistic competence (grammatical competence) that is, there should be the ability using the grammatical patterns among the learners. The English language learners should feel at ease whenever they are to express the ideas and the meanings to be conveyed.
- The learners should be able to use the grammatical forms as the functions of the language as narrated by Fisher (2004).
- The learners must be able to communicate as assessing how much the participants in the conversation already know and understand.
- The learners should be aware of the social significance of the language used.

Richards and Rodgers (1992) quoting Brumfit, contrasted the major distinctive features of the old fashioned grammatical approach and the communicative approach. According to his interpretation, these features were highlighted in contrast as:

S. No.	Grammatical/Structural Approach	Communicative Approach
1	The traditional approach that is used in Pakistan pays more attention to the structure and form of the language rather than its meaning.	In the communicative approach meaning is important than form and structure.
2.	The approach used in older times	The communicative approach used

	demanded the memorization of the structures that is still used in the same way in Pakistan presently.	the discussions which center around the functions that are communicative in nature and are not memorized.
3.	Language is not necessarily contextualized in the structural approach but in case of the communicative approach, contextualization is considered a basic idea. The methodology used in English language teaching, in case of Pakistan, is based on grammatical approach where language learning is meant for the learning of structure, words or sounds	In communicative language teaching, language learning is such type of learning that helps the learner to communicate.
4.	In the traditional approach namely the grammatical / structural approach the mastery of the grammar rules is emphasized. This practice is common in Pakistan according to the opinion of Rahman (2007).	The ability to communicate effectively among language learners is desired in communicative approach.
5.	The technique used in the classroom, based on the traditional philosophy, was the drilling of or the practice of grammar rules. This technique is also used in Pakistan English Language Teaching class rooms.	In communicative approach, drilling is not given priority. It may occur very little.
6.	In grammatical approach, communicative activities are given to the students after a dull	In communicative approach this is very common practice.

	and dry process of rigid drills and devices of grammar. This process is long and dry. This dry process is long and becomes longer in Pakistan, as per opinion of Mansoor (2009)	
7.	The students have little opportunity to come across the activities which are communicative in nature in translation approach.	In the communicative language teaching it is encouraged from the very beginning that attempts should be made to communicate. In addition Lee (2001) reported that the translation might be beneficial if learners need it in communicative language.
8.	It is an assumption of the structural approach that the target language can only be learnt through teaching of the patterns of the concerned linguistic system.	Armstrong (2006) assumed that the target language can be learnt if English language learners (ELLs) put their efforts to communicate among themselves only in the target linguistic system.
9.	Structural approach believed linguistic or grammatical competence as the cherished goal of learning the language	The desired goal of the communicative language teaching has always been the communicative competence, that is, the ability to use the linguistic system effectively and appropriately.

In addition to the above mentioned features there is another cited dimension of the communicative approach, that it is the learner centered and experience based with

reference to the teaching of English as foreign language because the experience is better than all the schools, that is, experience teaches better than any school. It has been narrated by Geekie (2003) that the syllabus might be the discussion in communication language teaching. These discussions should be on such topics which are related to daily life. That is, their nature should be communicative. The discussions might be in pairs, groups or among the whole class. This discussion about communicative language teaching can be summarized as it started from a theory of language learning and teaching as a means of communication. The desired goal of Communicative language teaching is to develop "communicative competence". It gives equal importance to the function as well as to the structure of the language.

Teaching Writing

Writing is a tool for communication using the graphic symbols, that is, the letters or the alphabets. When students write, they use letters. At the beginner's level, writing might be an act of forming the alphabets but it is much more than it. When something is written, the letters or alphabets are to be arranged to form words and then to form sentences. Further, we do not write many sentences which are unrelated to one another. It is not meant to be handwriting, which is the physical act of placing letters, words or sentences on a page. It is not copying the words of others, taking notes or any dictation as well. It is to think about ideas over any topic, to arrange those ideas in a logical sequence and to put them on to a paper. Hornby (2000) described that the writing is the mental work of generating the ideas of thinking about how to express and to organize them that they are easily understandable to the reader. We produce, in this way, a number of sentences with logical sequence and arrange them in a particular order. It involves the encoding, according to King (2001), of a message of some kind, that is, our thoughts are translated into the form of language

through writing. Miller (1999) supposed writing as more difficult than reading and speech and asserted that reading is just the interpretation or decoding of a written message by the reader and in speech the speakers and listeners are in contact. There is an immediate feedback, through comments, questions and non-verbal facial expression by the listener along with intonation, stress, body movements and gestures etc. for effective communication whereas there are no such devices in writing. The reader is absent and unknown to the writer therefore no immediate feedback is possible. In writing there is an expectation that the sentences should be constructed carefully with correct spellings, punctuation and the capitalization.

There are certain reasons for teaching of writing, according to Harmer (2004), to the English language learners. These reasons he stated, were the reinforcement, development of language, learning style and the most important of all writing as a skill. Firstly, the writing might be an aid of reinforcement in language learning. Secondly, the writing helps in the overall development of language. The cognitive activity the learners go through in order to write proper sentences might help in speaking, reading and listening comprehension as well. Thirdly, some students are very quick listeners to pick the language up. For the rest, it may take little longer. Writing is appropriate for such learners. It might be a reflective activity for such English language learners. Fourthly, the most important reason of teaching writing is that it has the similar importance in the language skills as the speaking, listening and reading have. Students should know how to write a report, how to write a letter and it is the teacher's job, as Zafar (2009) argued, to develop the writing skills among the students. It has been further highlighted by her that in Pakistani classrooms, the writing is taught through cramming as the style of conducting examinations is based on writing, whereas the students should know how to create different descriptive and

narrative compositions, how to write letters and reports in daily life and how to compose essay, depending on their age, intellectual level, or interests etc. With the style and format, the students should be able to think about any topic, arrange their ideas and to put them into the paper and the teachers should correct the written compositions in a way that they should avoid over correction and to use the technique of writing symbols (s – spelling, g – grammar) for the correction of errors and finally the students should revise their written work after correction.

Stages of teaching writing

The writing skills should be taught through different stages, suggested by Kress (2003), namely controlled, guided and free writing. The goal of controlled writing is to help students to be free from committing errors. In this stage, the content and the language are determined by the teacher as a guide. In guided writing, the teacher is to provide the situation and to help the students to compose their written compositions (Meek, 2001). For instance, writing a paragraph keeping in mind the outline given by the teacher is guided writing. In free writing as viewed by Bajwa (2004), the students largely depend upon their own linguistic knowledge and the content. The teacher helps, in this case, in the form of feedback on the written composition. The practice of such type of writing helps students to create different types of composition in a better way. It is obvious that the first stage is concerned with accuracy of language; the second is related to the organization of the language whereas the third stage is concerned with the creation. Mukharjee (2007) reported that this stage is rare, as the good writing ability, according to him, is not found among the students at secondary school level and the situation can be improved by using communicative language teaching as teaching methodology in English language teaching classrooms.

Levels of Writing

If we have a cursory glance over different levels of writing, we would be coming to know that 'thinking' is a pre requisite for any writing task. At the beginner's level, there is the "Modeled Writing'. As the name indicates the writing task is accomplished in an efficient manner by the teacher in front of the students. The teacher thinks aloud, that is, whatsoever the ideas of the teacher about any topic are, they are presented and spoken aloud in front of the learners. The pupils are told the writing strategies and skills too. After the achievement of the desired level, students are to collaborate with the teacher and are expected to contribute some ideas, that is, the students share their ideas with the teacher and both of them write in collaboration with each other. It is suggested that this process of 'shared writing' encourages the students in the development of writing skills. In this regard, an event experienced can be shared and written collaboratively.

Myhill (2001) highlighted the use of communicative approach in the 'shared writing' that it assists the learners in making the connection between oral and written language; and that it encourages and motivates them to pay more attention and helps them develop writing skills in a meaningful context. 'Shared writing' provides an opportunity for the teachers as well as pupils to share and discuss ideas, to compose stories, to comment on children's literature selection and thus paves the way for the development of creative writing.

Whenever this desired objective is achieved, "interactive writing" is suggested in which the children are more involved; they contribute more than the teacher. Now, they invest more ideas. Johnson (2003) suggested the teacher's role in this type of writing that it should be played only in the hour of student's need. He advocated the 'shared pen' that involves the children in writing but the children's contribution now is

much more than before. During this experience, again, the teacher and students work together to compose some ideas. The range of the topics may vary from a mere experience up to story creation. This level also uses the communicative approach as well as the natural approach as during the activity, the teacher asks different students to write letters, sounds, phrases, sentences etc., in accordance with their ability and individual differences.

Similarly, journals involve the record of the thoughts and ideas in writing. In early childhood a child's journal contains mainly drawings (ideas) with a few words about the idea. Whenever the children acquire the concrete operational stage with growing age and enter into primary and higher grades, their journal becomes more complex. The creative writers are now able to express their daily adventures and any reaction to an event etc. Harmer (2004) explained that journal writing promotes fluency in writing, provides an opportunity for reflective thinking by using the communicative approach, and makes thinking visible as well as feelings and experiences as tangible and physical. It helps students find and develop their personal view point. The students are able to take a step ahead and to move towards the development of writing skills.

There is another level of writing namely 'Patterned Writing'. It involves "the structural approach" because it helps students add the structure of English language to the written composition. Laevers (2000) depicted this level of the writing skill as to standardize the sentence of English and their use towards elicit thinking, develop the syntax and rhythm, and to express that very thinking into written format; it is described as a way to teach children the structures of writing for framing useful sentences. Grammar and sentence structure are considered important for effective communication with others. They are included in the language proficiency or

competence either written or oral. Lambirth, Darchez, Noakes, and Wood (2004) explained in this connection that the structure needed in English should be shared with our students to write. This level of writing gives support to develop the ability of developing the patterns and sentence structure. By the use of structural approach, the exclusive use of framing sentences is not recommended but practice at repeated intervals helps children to become the independent writers ultimately and they are able to communicate more effectively. Saadat (2000) stated that if the pre-determined objective is achieved in using the structural approach and the learner commands over the sentence patterns then they should be taught lessons including narrative, persuasive and expository writing, that is, to provide the students opportunity of writing on a specific topic. This type of writing has an advantage in it that it guides and prepares students how to prepare for the exams. The key point in this skill is to have some focus over a topic, organization into ideas and providing the specific details.

The levels undertaken in this study have been discussed as follows:

Descriptive writing

“Descriptive writing is a form of an essay that is a literary composition on any subject, usually prose and short”(Oxford Advanced English Learner's Dictionary, 2000). It is a short literary composition form an individual's viewpoint with light and pleasant tone. Contents or ideas, construction and the arrangement of the ideas are important in description. If an account of the appearance of things is given, it is named as description. It might represent things, persons, feelings, characters, scenes etc. as they appear to individual's minds. In a descriptive essay, the main aim is to give a picture of an object or scene observed. The description should be imaginative and mind should see things beneath exterior (Saadat, 2000). For instance, if an essay

is written on a postman, it is not enough that he wears uniform, delivers letters and money orders etc. It should also be included that how he feels, what his attitudes towards things are and what he thinks about inflation etc. When words are used to represent what the eye sees, the ear hears and so on we are said to describe (Saadat, 2000). This skill becomes difficult to acquire when the object is complicated. In such situation, a description should be started by giving a general idea about it with a comprehensive view, and then details should be described. This skill can be improved by using Communicative language teaching in the classroom, as viewed by Burns (2006), and the method of making a student think is to arouse his curiosity and interest. He should learn to ask questions, to disagree with an argument and to evaluate things in the light of appropriate reasoning.

Narrative writing

When an account of an event or series of events or happenings is given on to a paper, it is narrative writing. These events might be imaginary or real. The art of narrative writing is generally the art of telling a story, but there are narratives which give information only. The major difference between the descriptive and the narrative writing skills is that the former is about any person, place or an object whereas the latter is about the description of an event with a chronological order. All stories are narrative, as portrayed by Cuddan in The Penguin Dictionary of Literary Terms, but when there is only a single event, it is simple narrative. If different events are happening at different times or at the same time and these are linked together, it is named as a compound narrative.

Story writing

Most of the novels we read and the short stories are compound narratives. Characters stand out clearly in stories and dialogues are also introduced where

possible. The dialogues should be natural, interesting, and lively. In story, the order of events is not all important in the opinion of Sadat (2000). Story should be the most striking one to the reader or suitable to the writer's convenience. Stories might be developed with pictures or outline. The outline should be followed. Story should be written in the past tense and organized into suitable paragraphs. Further, there should be no repetition and unnecessary details.

In addition to the story writing, the functional writing skills have been also focused in this study. In functional writing skills, the letter writing and the report writing have been focused. The brief description of each is as:

Functional writing

Functional means related to daily life and functional writing is the type of writing that is useful in a man's daily routine life e.g. dialogues, report of any event seen, letter writing etc. Because, in Pakistani secondary school, the major focus is letter writing and report writing. Therefore report writing and letter writing skills have been undertaken in this study. The brief description, in turn, of these two skills is as under:

Letter writing, due to modern inventions and information technology, has become out of fashion and yet letters have to be written. For instance, official letters, business letters, letters to friends, strangers, and relatives. It is considered an important thing to do, as cited by Harper (2006), and the skill can be improved by communicative language teaching. Generally all the principles should be applied to the letter writing which are used for any other composition that is it should follow the rules of good composition. The important things in letter writing are contents simplicity, naturalness and clarity. This skill can be enhanced among the students by communicative language teaching (Craft,2000). The main points can be written down

for this purpose. The writer's address, date, the salutation, body and the close or the subscription are the essential requirements of the letter. Keeping these things in mind, the letter writing skills have been evaluated while analyzing the data gathered for this study. This was done for the purpose of evaluating functional writing skills of the students.

Oxford Advanced English Learners Dictionary (2000) reveals that a report is to give people information about something that has been heard, seen, done etc. It is a written or spoken account of an event. A report is a description written for others' information related to an event or a thing. It is based on information got through observation and communication for the benefit of others. The words used for this purpose should be proper and simple. The sentences should be simple; the language should be brief and can be understood easily by the audience. As for as length of the report is concerned it should be as brief as possible. It should be relevant. It should present the facts only. The skill to write a report is essential in schools, as suggested by Griffith (2006) that can be developed by the Communicative language teaching in the classroom. If students are given the topics related to any event seen by the learner himself/herself, they will be able to acquire this skill in an efficient manner.

Development of Creative Writing Skills

Thinking is an ability associated with cognition and it is the main characteristic feature that distinguishes the animals from the human beings. All the creative products are the result of using thinking in an appropriate way. The power of thinking is also essential for writing skills and composition work. It is an activity that helps human beings to create some ideas and to arrange those ideas and that is what done in the process of creative writing. Thinking provides the foundations for writing composition. Previously, there were four language skills in English, namely listening,

speaking, reading and writing, but, as Muckharjee (2007) pointed out another language skill called thinking and presented a new order of language skills. These were (LTSRW) listening, thinking, speaking, reading and writing. If thinking is not involved and absent from the language development, all the activity would be of no use. Language is based on thinking in a way that whenever someone reads, listens speaks, or writes, he/she is stimulated to think about. Thinking process leads to the comprehension of something as well as generating many ideas for writing purpose. Thinking is related to the ability of mind to create something new or to generate new ideas, it also helps an individual to arrange and rearrange the ideas produced by human mind. Cooze (2006) recommended that thinking may play an important role in development of the writing skills.

Everyone in this world has the thinking capacity and this is a universal phenomenon (Bowkett , 2005). It results in the production of new compositional work. It can be nurtured and nourished, reported Shayer et al (2002). The field of thinking skill is comprehensive and it covers all the aspects of human life including writing skills. In this connection, Gouge and Yates (2002) quoted Fuscow, in their study namely 'Creating a Cognitive Acceleration Programme in the Arts' that the language might be developed by using thinking skill, it also helps English Language Learner in analyzing something, evaluating something and synthesizing some ideas.

Teaching thinking is one of the important aspects in the teaching of English currently. Thinking also helps English Language Learners in developing their writing skills. If thinking is taught properly, the other skills like speaking, listening, and reading are developed as well, including the writing skill in English Language Teaching classroom. In this regard, Griffith (2006) presented some ideas to teach thinking skills and further said that teaching thinking will be useful for the

development of creative writing skills among English Language Learners. The same technique is used in communicative approach for developing the writing skills of the students.

It has been defined in Longman Dictionary of English Language and Culture (2000) that the creative writing produces composition based on new, original, imaginative, and inventive ideas. It is an area, like painting and composing music where there is a chance for imagination to run freely. Thornbury (2006) describes an approach that looks all writing texts as creative even the ordinary and routine tasks that students frequently write in the daily life. This may include the shopping lists that are written by the laymen. It also includes the writing of story in the form of a short story, novel, poetry, to write a letter formal or informal, writing the journals, to create dramatic scenarios, or to write descriptive and narrative essays even it might be personal narrative as viewed by Mercer (2000).

Lewis (2009) depicts the term creative writing as a creative linguistic process to which every person can be methodically guided. Therefore, it can be said that somewhere in the educational scheme there must be permission for encouraging the dreams and imagination of the minds of youth. The student must be allowed for emotional expressions in the form of writing. His shy fancies and ideas must be drawn out of him for the good of his soul (Lee, 2002). Martin (2003) reported that creative writing can be considered any writing of original composition that is no way quality of plagiarism. It is more commonly considered to be any writing, fiction or non-fiction. All forms of fiction writing as well as non-fiction forms fall under this broad heading. It is a composition of any type of writing at any level.

The concept of creative writing is widely recognized as challenging and complex, according to Prentice (2000), but it has importance too, as its place and the

purpose in the process of learning and teaching English language cannot be ignored since childhood. Marsh (2003) described functional literacy produces communicative competence among English Language Learners. Similarly, Grainger (2005) is of the opinion that to develop creative writing skill is central to children's growth with respect to development of the language skill. It helps also in learning the forms, structures or the patterns of grammar. Craft (2000) asserts that the creative process of writing helps us in selection about the language and structure and to create logical connection between the ideas, coming into the mind. In this connection, talk is helpful. Gurevitch (2000) narrated that discussion is useful to help writers for composition work. The children cannot write something from their own mind, as Siddiqui (2007) noted that children did no creative writing. All writing that took place was writing from teacher's dictation. The creative activity to which Craft (2000) called little c was considered appropriate to develop through development of the own ideas of the individual through communicative approach.

According to Lambirth (2005) oracy provides an important basis for the development of creative writing. In the process namely creative activity, English language learners use their oral competencies at full that make the foundations for the literate behavior, that is reading and writing as viewed by Geekie (2003). If we want to develop children's expression in creative writing, it needs our serious attention using the living language according to Iqbal (2011), that is, the language in daily life in natural way, not in an artificial manner. The social interaction set the stage for the development of creative writing skills among English Language Learners. If the talk is used in the practice of writing collaboratively it would be valuable for development of writing creatively.

Similarly, learning through experience, as found by Greenfield (2000), is more effective than any other method. The students come across various experience in their daily lives and if these experiences are put onto the paper in the form of narrative text, English Language Learners will be consolidating and developing their creative writing skills. As children grow and learn, they begin to use their concrete experiences and develop the knowledge related to the world around them. They construct the narratives of their lives through telling and written communication, (Nicholson, 2000). Such communicative acts help child to develop the own ideas. These ideas help and prepare English Language Learners for the development of written language in a creative manner.

While children are at school, their interactive encounters with others help them develop as language users. The knowledge from the neuroscience suggest that stimulation is obtained by the experience and discussions as far as brain is concerned, (Greenfield, 2000); and teachers should provide opportunity to interact during the compositional process. Such creative writing activities are, at present, widely considered and recognized as control elements in English language, communicated Mercer (2000), he also reported the use of discussion in classroom to enhance creative writing skills at the school. Similarly Hardman, Smith, and Wall, (2003) favored the communicative activities in the classroom and suggested that the students should participate in the discussion of the communicative topics. Fisher (2001) also supported the use of discussion in classroom to enhance creative writing skills.

To raise the standards in English with respect to language development, the guided and shared writings were preferred emphasizing on whole class interactive teaching with the priority that teacher should only be a guide, the results might be better. As the Essex writing project found talking communicatively is beneficial for

raising standards in the field of creative writing. Carter (2004) reported that the teachers found that English Language Learners were more motivated and involved in the writing tasks due to interaction and group discussion in their classroom. It is obvious that communication activity has a crucial importance for writing creatively. In such contexts, children are able to share ideas, understand other's ideas, develop their opinion, amend their ideas and try out new possibilities as part of the extended process of compositional work (Gouch , 2005). In the compositional process, discussion has a central role to create something new. Such oral activity should be open ended to enhance the creativity. In this way, the English Language Learner would be generating new ideas. This process of refining and selecting the ideas help pupils prepare for creative writing.

Children bring their own unique experiences to writing and must be allowed to build on the social, cultural, and linguistic differences in the context of the classroom so they can develop their own voice that the sense of self in their writings. Similarly, Packwood and Messenheimer (2003) found that through quality discussions with teacher and peer group, English Language Learners were able to be the creative writers if they try to put these discussions in written format. In this connection Robinson (2001) affirmed it is not purely an individual performance. It arises out of our interactions with ideas and achievements of other people. It is cultural process. Creativity prospers best under particular conditions, especially where there is a flow of ideas between people who have different sorts of expertise. Creativity flourishes where there is a systematic strategy to promote it (Robinson, 2001, p. 12).

Carter (2004) analyzed that everyday talk helps in improving many aspects of language including creative writing skills. Similarly, individual creativity is improved by dialogue with others; and opportunities for talk are a prerequisite for developing

writers, in the conclusion of Wells (2003) for children develop their knowledge of language through genuine interaction.

It is widely recognized that the writers get the ideas, for their composition work, from the experiences of life. Such communicative experiences, as Marsh and Miller (2003) declared, can make a real contribution towards pupils repeatedly, there has been a positive relationship between the discussion on communicative topics and creative writing skills according to Alexander (2000), with the help of talk children are asked to create ideas. These ideas can be written. This offers English Language Learner a resource for generating new and innovative ideas. In the process of compositional work the dialogue or discussion plays a vital role for developing creative writing.

If teachers are committed to encourage creativity in writing according to Lambirth (2004), and honoring the children's imaginative potential, they should support them with communicative language teaching. They should provide the opportunities to English Language Learner of the discussion, that is, living language from the daily life. The pupils should be asked to create their experiences freely with case from the patterns of grammar in a communicative fashion. Corden (2000) found that in such language arts, the teaching becomes interacting and motivating for the children. Such opportunities should be provided to the young as well as the adult writers, depending upon their ages, interests etc., that is, the creative writing skills might be improved using the communicative approach in English language classroom. Therefore the researcher decided to conduct this research study whose main objective was to find the effect of communicative approach on creative writing skills among secondary school students.

Chapter 3

Method and Procedure

This chapter is about the design of the study, the sample of the study, the instrument, and the procedure of the study. The details are as under the following headings and sub-headings:

Design

The overall plan, that is, the design of this study was Quasi Experimental. More specifically, the Pretest Posttest Non Equivalent Control Group Design was used. The two schools, one government school and one private sector school, were selected for the experimentation. Two sections conveniently, were selected from Government High School Karim Block Allama Iqbal Town Lahore. 9th A was selected as experimental group whereas 9th E was selected as its control group. In private school the boys and girls were taught separately, therefore, two experimental groups and two control groups at Qurban and Surriya Educational (Trust) School Walton Lahore were selected conveniently. Experimental group was assigned to the researcher as per instructions of the directors and the principal to teach through communicative approach. The control group was taught by the concerned teacher. Similarly, two classes were selected from the boys' branch in private school. The academic qualification of the teachers was M.A English at the public school as well as in private schools, who were teaching at the respective schools. These groups were formed by the school administration as per the convenience of the school.

Sample

The total number of the participants involved in the experiment was 206. There were 33 girls and 173 boys in the study. There were six sections of class 9 from two schools. Two sections were from Govt. High School Allama Iqbal Town Karim

Block Lahore. Two sections were from each campus for the girls and boys at Qurban & Surriya Educational (Trust) School Walton Lahore. One section was treated as the experimental group and the other was the respective control group at each campus of the private school. The technique used for the selection of the sample was "convenient sampling". The schools and the participants were selected on the basis of the following criteria:

- Permission from the principals of the schools
- Availability of at least two sections of 9th class in the schools
- Willingness of the class teachers to spare their classes voluntarily for the treatment
- Permission to visit frequently the schools and the concerned classes for the delivery of communicative lessons as intervention
- The syllabus taught at the private school should be the syllabus of Punjab textbook Board Lahore similar to the public sector schools
- The easy access to the schools from the University of the Punjab that is the researcher's study place

On the basis of the mentioned criteria, the participants were selected as sample of this study.

Instrument

The instrument used for data collection was the test to assess the creative writing skills at the secondary school level. There were four tasks adapted from the literature as shown in the appendix A. The first task was related to assess the descriptive writing skills. The second task was related to assess the narrative writing skills. The third task was related to assess the story writing skills. The fourth task was related to assess the functional writing skills. In each task, there were two equivalent

forms. Before pilot testing these task items, adapted and included in the test for the creative writing skills were validated by the experts' opinion. The experts were the faculty members at the Department of English Language Teaching and Linguistics, Institute of Education and Research University of the Punjab Lahore. The test was piloted at the secondary level students. These students were taught the syllabus of the Punjab Textbook Board Lahore. The topics included in the test were for the purpose to assess the creative writing skills. The topics had not been seen by the students prior to their participation in the pilot test. The data were collected and analyzed with the method of 'analytic scoring' that has been highlighted by Hughes in his book 'Testing for the Language Teachers'. The scoring rubrics, attached in the Appendix C, were validated by the experts. The data were analyzed through the software SPSS 16 16. The vocabulary, grammar, mechanics, fluency, and the form were the main components, as per scoring rubrics, of the creative writing skills. On the basis of these factors, the compositions of the students who attempted the pilot test were analyzed according to the scoring rubrics. 'Reliability Analysis' was done and the reliability coefficients were found separately for the boys and girls. The values of Cronbach's Alpha remained 0.868 in case of the boys and in case of girls its value was 0.863 and as a whole it was 0.865. There were some minor changes which were incorporated in the test. After incorporating the necessary changes, the pretest was administered on all the experimental and the control groups. The same pretest was used as the post test. The test for the assessment of creative writing skills has been shown in the appendix 'A'. Pretest/posttest was the same. It can be argued that the posttest scores of the subjects would be skewed because of exposure of the subjects to the pretest. However, it is expected that this would have the same effect on both the experimental and control groups.

Scoring rubrics

The tests were scored analytically according to the following scoring rubrics as shown in the Appendix C, quoted by Hughes in his book 'Testing for the Language Teachers'. The scoring rubrics were validated also by the experts' opinions who were the faculty members at the Department of English Language Teaching and Linguistics, Institute of Education and Research University of the Punjab Lahore. As there were four levels of the creative writing skills included in this study, each level was given the weightage of 25 %. The maximum scores for the overall creative writing skills were 100.

Procedure

The study was designed to see the effect of the communicative approach on the creative writing skills of 9th graders. It was an experimental study. There were six classes from two schools involved in the experiment. Three classes were included as the experimental groups and the other three were treated as their respective control groups. These were selected conveniently and the pretest posttest nonequivalent control group design was used as already mentioned. The pretest was administered on all the groups. The treatment was given to the experimental groups in the form of communicative lessons. After the completion of the intervention lessons, the posttest was given to the participants included in the experimental and control groups. The pre and the post tests were the same comprising of the four levels of the creative writing skills namely descriptive writing, narrative writing, story writing, and functional writing. The compositions written by the participants were analyzed qualitatively with the help of the scoring rubrics as described earlier. The writing skills were assessed on the basis of five factors namely vocabulary, grammar, mechanics, fluency, and the form. The descriptive statistics and the paired sample t-test were used to analyze the

data. The descriptive scores were the mean scores for each sub skill separately and an overall mean score for the creative writing skills. The ranges of the creative writing skills have also been discussed in the descriptive statistics. The t-test was used to compare the overall mean scores of creative writing as well as each sub skill. The mean gain scores of control and experimental groups were compared to see the effect of experimental intervention. It was observed that pretest mean scores for the experimental groups were higher in every skill of the creative writing than those of the control groups. Hence, it was not feasible to equate the groups on the basis of pretest. Therefore, the decision was made to conduct analysis on the basis of gain scores of control and experimental groups. The details are in the next chapter where there is the analysis of the data.

The intervention

Intervention material was developed keeping in view that features of communicative language teaching approach. There were 32 lessons, that is, the topics for the discussion, for the experimental groups as shown in the appendix 'B'. These lessons were validated through experts' judgment. In the experimental class rooms at the private as well as at government schools the opportunities were created for interaction and discussion, that is the key element in the communicative approach. To cover the structural aspect of the language besides discussion over the communicative topics, the grammar was also taught as it is also the part of communicative language teaching. The more emphasis was on the interaction and communication. The topic was introduced by the teacher in the classroom. The researcher teacher contributed his ideas in the beginning of the lesson. After having some ideas from the teacher students had an open and free discussion on the topic. There was teacher-student interaction as well as student-student interaction. The teacher also shared his ideas

during open discussion of the students. The main points were written and highlighted on the black/white board by the researcher teacher. Students noted these points as an outline to write their compositions. These compositions were evaluated and feedback was given to them. At the end of the lesson, the researcher teacher concluded the communicative discussion. The following features were included in the treatment lessons of the communicative language teaching as Khan (2009) quoted Finocchiaro and Brumfit. Summary has been given, as under, of these characteristics:

- Meaning was given more importance rather than form / structure.
- Communicating effectively was the target.
- Native language was used judiciously.
- Translation was also used where beneficial.
- The goal of the intervention lessons was communicative competence.
- Fluency was the primary goal and accuracy was the secondary one.
- Students were allowed to interact among themselves and with the researcher teacher.
- Learner centered and experience based view of the language learning was maintained.

Keeping in mind the above mentioned characteristics, the communicative topics were selected. Those topics were relevant to the daily life. The experts judged them as valid after estimating their authenticity as communicative they were discussed in the experimental classrooms. After discussion over each topic, the participants composed their ideas on a paper to develop the habit of writing creatively. Further, it was observed that in normal routine of English Language Teaching classrooms at the selected schools communicative approach is not used usually. The above mentioned features are not practiced in Pakistani English Language Teaching class

rooms. The form or the structure that is the grammatical structure is given more importance as it is already stated in the literature review and that the accuracy is the primary goal rather than fluency. The control groups were not learner centered and they were grammar based. Therefore these 32 lessons were intervention lessons and their effect was to be studied at the creative writing skills of the experimental groups. Out of 32 lessons two lessons were also on grammar.

Time schedule of intervention lessons

There were 32 lessons altogether as shown in the appendix B. It was planned that the two lessons would be delivered every week. After the administration of the pretest in 1st week of September 2009, two lessons per week were delivered from 2nd week of September 2009 every week. This practice continued till 1st week of November 2009. Due to suicide attacks at the Moon Market Allama Iqbal Town Lahore, Govt. High School Karim Block Allama Iqbal Town Lahore was closed for a few days in 1st week of November 2009 for some days also. Therefore, some lessons were missing. Similarly due to security risk the private school was also closed. There too, two lessons were missing. However since the 2nd week of November 2009, three lessons per week were delivered at each school up to 2nd week of December. Due to December tests and winter holidays the communicative lessons could not be delivered in last 2 weeks of December. For their compensation in 1st and 2nd week of January, three lessons per week were delivered again. Soon after the completion of the intervention lessons, by the mid of February, the post test was administered. The pre and the post tests were scored in accordance with the scoring rubrics. The data were analyzed through the software SPSS 16. The details of the data analysis have been discussed in the next chapter.

Chapter 4

Analysis of the Data

This chapter describes analysis of pre-test and the post-test of both the control and experimental groups. The data were analyzed in the following ways:

- Overall comparison of experimental and control groups in creative writing skills.
- School wise comparison of experimental and control groups in creative writing.
- Gender wise comparison of experimental and control groups in creative writing skills.
- The comparison of experimental and control groups in public and private sector.

Overall Results

Table 4.1 shows the comparison of gain and effect sizes of both the control and experimental groups. This table also shows that the control group improved in descriptive writing and narrative writing significantly. The improvement was insignificant in story and functional writing. Overall in total score of creative writing skills, control group improved significantly. The experimental group improved more significantly in mean scores of descriptive writing, narrative writing, story writing, and the functional writing as the experimental group had greater effect sizes than control groups.

Table 4.1

Overall Comparison from Pretest to Posttest Gain Scores of Control and Experimental Groups

Group		Pre-Test Mean	SD (Pre-Test)	Post-Test Mean	SD (Post-Test)	Gain	Effect Size	t-value	Sig (2-tailed)
Control (N=101)	Descriptive Writing	8.05	4.066	11.21	4.899	3.158	0.500	5.80	0.000***
	Narrative Writing	6.11	3.955	8.56	4.485	2.455	0.452	5.081	0.000***
	Story Writing	3.78	4.018	4.31	3.890	0.525	0.143	1.452	0.150
	Functional Writing	1.99	3.314	2.07	3.085	0.079	0.021	0.212	0.833
	Total (Creative Writing)	19.93	12.507	26.20	12.542	6.267	0.497	5.739	0.000***
Experimental (N=105)	Descriptive Writing	9.01	3.279	13.49	3.801	4.476	0.739	11.200	0.000***
	Narrative Writing	8.68	3.111	12.37	3.474	3.705	0.658	8.920	0.000***
	Story Writing	4.58	4.649	8.51	3.733	3.933	0.597	7.593	0.000***
	Functional Writing	4.31	3.765	8.15	4.373	3.838	0.585	7.359	0.000***
	Total (Creative Writing)	26.58	8.902	42.45	10.558	15.876	0.785	12.965	0.000***

In control group, the mean score of the descriptive writing skills in pre-test was 8.05 and in the post test it was 11.21. The improvement in mean scores was 3.158. The t-value was calculated as 5.780 significant at ($p < 0.05$) 0.000 significance level. The mean score of the narrative writing skills in pre-test was 6.11 and in the post test it was 8.56. The improvement in mean scores was 2.455. The t-value was calculated as 5.081. The alpha level was found 0.000 ($p < 0.05$). The mean score of the story writing in pre-test was 3.78 and in the post test it was 4.31. The difference in mean scores was 0.525. The t-value was calculated as 1.452. The alpha level was found as 0.150 ($p > 0.05$). The mean score of the functional writing in pre-test was 1.99 and in the post test it was 2.07. The improvement in mean scores was 0.079. The t-value was calculated as 0.212 at 0.833 ($p < 0.05$) significance level. The mean score of grand total in overall creative writing in pre-test was 19.93 and in the post test it was 26.20. The improvement in overall creative writing mean scores was 6.267. The t-value was calculated as 5.739 significant at 0.000 ($p < 0.05$) significance level.

In experimental group, the mean score of the descriptive writing skills in pretest was 9.01 and in the post test it was 13.49. The improvement in mean scores was 4.4776. The t-value was calculated as 11.200 significant at ($p < 0.05$) 0.000 significance level. The mean score of the narrative writing skills in pre-test was 8.68 and in the post test it was 12.38. The improvement in mean scores was 3.705. The t-value was calculated as 8.920. The alpha-level was found 0.000 ($p < 0.05$). The mean score of the story writing in pre-test was 4.58 and in the post test it was 8.51. The difference in mean scores was 3.933. The t-value was calculated as 7.593. The alpha level was found as 0.000 ($p < 0.05$). The mean score of the functional writing in pretest was 4.31 and in the post test it was 8.15. The improvement in mean scores was 3.838. The t-value was calculated as 7.395 at 0.000 ($p < 0.05$) significance level. The mean score of grand total in overall creative writing in pre-test was 26.58 and in the post test it was 42.45. The improvement in overall creative writing mean scores was 15.867. The t-value was calculated as 12.965 significant at 0.000 ($p < 0.05$) significance level. The comparison of control and experimental group is shown in table 4.2.

Table 4.2

Overall Comparison of the Gain Scores of the Control and Experimental Groups

Group	Creative Writing	N	Gain/Mean Difference	SD	df	t-value	P
Control	Total	101	6.26	19.36	204	10.383	0.000***
Experimental		105	15.87	12.54			
Control	Descriptive	101	3.15	6.85	204	7.991	0.000***
Experimental		105	4.48	4.09			
Control	Narrative	101	2.45	5.70	204	7.465	0.000***
Experimental		105	3.70	4.25			
Control	Story	101	0.52	4.68	204	8.353	0.000***
Experimental		105	3.93	5.30			
Control	Functional	101	0.07	1.55	204	8.533	0.000***
Experimental		105	3.84	5.34			

$p < 0.05$

The table 4.2 shows that t value (10.383) with $df(204)$ was significant at $p < 0.01$, hence it is obvious now that experimental group ($M=15.87$, $SD=12.54$) have more significant improvement in total score of creative writing than control group ($M=6.26$, $SD=19.36$). In case of descriptive writing, the t-value (7.991) with $df(204)$ was significant at $p < 0.01$, hence it is obvious now that experimental group ($M=4.48$, $SD=4.09$) have more significant improvement than control group ($M=3.15$, $SD=6.85$). In case of narrative writing, the t value (7.465) with $df(204)$ was significant at $p < 0.01$, hence it is obvious now that experimental group ($M=3.70$, $SD=4.25$) have more significant improvement than control group ($M=2.45$, $SD=5.70$). In case of story writing, the t value (8.353) with $df(204)$ was significant at $p < 0.01$, hence it is obvious now that experimental group ($M=3.93$, $SD=5.68$) have more significant improvement than control group ($M=0.52$, $SD=4.30$). Similarly, In case of functional writing, the t value (8.533) with $df(204)$ was significant at $p < 0.01$, hence it is obvious now that experimental group ($M=3.84$, $SD=5.34$) have more significant improvement than control group ($M=0.07$, $SD=1.55$).

School Wise Comparison

Table 4.3 at next page shows the mean scores of the creative writing skills of the control group at Government High School Karim Block Allama Iqbal Town Lahore along with the standard deviation in pre-test and the post-test.

Table 4.3

Comparison from Pretest to Posttest Gain Scores of Control and Experimental Groups at Government School (School 1)

Group		Pre-Test Mean	SD (Pre-Test)	Post-Test Mean	SD (Post-Test)	Gain	Effect Size	t-value	Sig (2-tailed)
Control (N=54)	Descriptive Writing	7.11	3.544	9.94	4.343	2.833	0.482	4.009	0.000***
	Narrative Writing	5.37	3.815	7.50	4.254	2.130	0.423	3.407	0.001***
	Story Writing	2.41	3.142	3.06	2.933	0.648	0.193	1.432	0.158
	Functional Writing	0.93	2.618	1.74	2.664	0.815	0.315	2.417	0.036*
	Total (Creative Writing)	15.81	10.374	22.24	10.738	6.426	0.515	4.375	0.000***
Experimental (N=57)	Descriptive Writing	9.00	3.331	13.88	3.949	4.476	0.729	11.200	0.000***
	Narrative Writing	8.60	3.241	12.49	3.613	3.705	0.639	8.920	0.000***
	Story Writing	5.11	3.503	7.26	3.989	3.933	0.373	7.593	0.000***
	Functional Writing	4.56	3.823	7.42	4.438	3.838	0.502	7.359	0.000***
	Total (Creative Writing)	27.26	9.366	40.88	11.785	15.876	0.696	12.965	0.000***

The effect sizes show that the experimental group had more significant improvement than the control group in all skills. In control group at government school, the mean score of the descriptive writing skills in pre-test was 7.11 and in the post test it was 9.94. The improvement in mean scores was 2.833. The t-value was calculated as 4.009 significant at ($p < 0.05$) 0.000 significance level. The mean score of the narrative writing skills in pre-test was 5.37 and in the post test it was 7.50. The improvement in mean scores was 2.130. The t-value was calculated as 3.407. The significance level was found 0.001 ($p < 0.05$). The mean score of the story writing in pre-test was 2.41 and in the post test it was 3.06. The difference in mean scores was 0.648. The t-value was calculated as 1.432. The significance level was found as 0.158 showing insignificant improvement. The mean score of the functional writing in pre-test was 0.93 and in the post test it was 1.74. The improvement in mean scores was 0.815. The t-value was calculated as 2.147 at 0.036 ($p < 0.05$) significance level. The mean score of grand total in overall creative writing in pre-test was 15.81 and in the

post test it was 22.24. The improvement in overall creative writing mean scores was 6.426. The t-value was calculated as 4.375 significant at 0.000 ($p < 0.05$) significance level.

In experimental group at government school, the mean score of the descriptive writing skills in pre-test was 9.00 and in the post test it was 13.88. The improvement in mean scores was 4.877. The t-value was calculated as 7.974 significant at ($p < 0.05$) 0.000 significance level. The mean score of the narrative writing skills in pre-test was 8.60 and in the post test it was 12.49. The improvement in mean scores was 3.895. The t-value was calculated as 6.220. The significance level was found 0.000 ($p < 0.05$). The mean score of the story writing in pre-test was 5.11 and in the post test it was 7.26. The difference in mean scores was 2.158. The t-value was calculated as 3.011. The alpha level was found as 0.004 ($p < 0.05$). The mean score of the functional writing in pre-test was 4.56 and in the post test it was 7.42. The improvement in mean scores was 2.860. The t-value was calculated as 4.348 at 0.000 ($p < 0.05$) significance level. The mean score of grand total in overall creative writing in pre-test was 27.26 and in the post test it was 40.88. The improvement in overall creative writing mean scores was 13.614. The t-value was calculated as 7.258 significant at 0.000 ($p < 0.05$) significance level.

Table 4.4

Comparison from Pretest to Posttest Gain Scores of Control and Experimental Groups at Private (Boys) School (School 2)

Group		Pre-Test Mean	SD (Pre-Test)	Post-Test Mean	SD (Post-Test)	Gain	Effect Size	t-value	Sig (2-tailed)
Control (N=27)	Descriptive Writing	10.44	3.816	14.19	5.085	3.741	0.559	3.438	0.002**
	Narrative Writing	8.04	3.695	11.22	3.543	3.185	0.531	3.203	0.004**
	Story Writing	8.04	3.357	7.52	4.964	-0.519	0.114	0.588	0.562
	Functional Writing	5.41	3.576	3.07	4.187	-2.333	0.437	2.483	0.020
	Total (Creative Writing)	31.93	10.321	36.37	12.437	4.444	0.366	2.008	0.055
Experimental (N=35)	Descriptive Writing	8.11	2.801	11.86	2.881	3.743	0.743	6.483	0.000***
	Narrative Writing	8.06	2.721	11.43	3.149	3.371	0.686	5.506	0.000***
	Story Writing	3.09	3.100	8.74	3.096	5.657	0.818	8.307	0.000***
	Functional Writing	3.91	3.572	8.94	4.162	5.029	0.677	5.366	0.000***
	Total (Creative Writing)	23.17	6.450	40.97	8.254	17.800	0.875	10.578	0.000***

The comparison of the control and experimental groups at Qurban and Surriya Educational (Trust) Boys School Lahore are presented in Table 4.3. The effect sizes show that experimental group had more significant improvement as compared to the control groups. The boys in control group showed insignificant improvement in private sector in story writing, functional writing, and total score of creative writing. In control group, the mean score of the descriptive writing skills in pre-test was 10.44 and in the post test it was 14.19. The improvement in mean scores was 3.741. The t-value was calculated as 3.438 significant at ($p < 0.05$) 0.000 significance level. The mean score of the narrative writing skills in pre-test was 8.04 and in the post test it was 11.22. The improvement in mean scores was 3.185. The t-value was calculated as 3.203. The alpha level was found 0.004 ($p < 0.05$). The mean score of the story writing in pre-test was 8.04 and in the post test it was 7.52. The difference in mean scores was -0.519. The t-value was calculated as 0.588. The alpha level was found as 0.588 ($p > 0.05$). The mean score of the functional writing in pre-test was 5.41 and in the post

test it was 3.07. The improvement in mean scores was -2.333. The t-value was calculated as -2.483 at 0.020 ($p < 0.05$) significance level. The mean score of grand total in overall creative writing in pre-test was 31.93 and in the post test it was 36.37. The improvement in overall creative writing mean scores was 4.444. The t-value was calculated as 2.008 significant at 0.055 significance level.

In experimental group, the mean score of the descriptive writing skills in pre-test was 8.11 and in the post test it was 11.86. The improvement in mean scores was 3.743. The t-value was calculated as 6.483 significant at ($p < 0.05$) 0.000 significance level. The mean score of the narrative writing skills in pre-test was 8.06 and in the post test it was 11.43. The improvement in mean scores was 3.371. The t-value was calculated as 5.506. The alpha-level was found 0.000 ($p < 0.05$). The mean score of the story writing in pre-test was 3.09 and in the post test it was 8.74. The difference in mean scores was 5.657. The t-value was calculated as 8.307. The significance level was found as 0.000 ($p < 0.05$). The mean score of the functional writing in pre-test was 3.91 and in the post test it was 8.84. The improvement in mean scores was 5.029. The t-value was calculated as 5.366 at 0.000 ($p < 0.05$) significance level. The mean score of grand total in overall creative writing in pre-test was 23.17 and in the post test it was 40.97. The improvement in overall creative writing mean scores was 17.800. The t-value was calculated as 10.578 significant at 0.000 ($p < 0.05$) significance level.

The comparison of the control and experimental groups at Qurban and Surriya Educational (Trust) Boys School Lahore are presented in Table 4.3. The effect sizes show that experimental group had more significant improvement as compared to the control groups. The boys in control group showed insignificant improvement in private sector in story writing, functional writing, and total score of creative writing.

Table 4.5

Comparison from Pretest to Posttest Gain Scores of Control and Experimental Groups at Private (Girls) School (School 3)

Group		Pre-Test Mean	SD (Pre-Test)	Post-Test Mean	SD (Post-Test)	Gain	Effect Size	t-value	Sig (2-tailed)
Control (N=21)	Descriptive Writing	7.35	4.436	10.66	4.377	3.250	0.461	2.329	0.031*
	Narrative Writing	5.50	4.176	7.85	4.307	2.350	0.402	1.966	0.060
	Story Writing	1.75	2.864	3.35	2.976	1.600	0.517	2.707	0.014*
	Functional Writing	0.25	1.043	1.60	2.502	1.350	0.419	2.064	0.053
	Total (Creative Writing)	14.85	10.157	23.15	9.234	4.444	0.409	2.008	0.055
Experimental (N=12)	Descriptive Writing	11.58	2.673	16.67	2.675	5.083	0.842	5.814	0.000***
	Narrative Writing	10.75	2.507	14.83	2.478	4.083	0.740	3.653	0.004***
	Story Writing	6.00	4.649	13.42	2.364	7.417	0.825	4.848	0.001***
	Functional Writing	4.67	4.047	8.92	3.215	4.250	0.622	2.639	0.023*
	Total (Creative Writing)	33.00	7.355	53.92	6.690	20.917	0.914	7.499	0.000***

In control group, the mean score of the descriptive writing skills in pre-test was 7.35 and in the post test it was 10.66. The improvement in mean scores was 3.250. The t-value was calculated as 2.329 significant at ($p < 0.05$) 0.000 significance level. The mean score of the narrative writing skills in pre-test was 5.50 and in the post test it was 7.85. The improvement in mean scores was 2.350. The t-value was calculated as 1.966. The alpha level was found 0.060 ($p < 0.05$). The mean score of the story writing in pre-test was 1.75 and in the post test it was 3.35. The difference in mean scores was 1.600. The t-value was calculated as 2.707. The alpha level was found as 0.014 ($p > 0.05$). The mean score of the functional writing in pre-test was 0.25 and in the post test it was 1.60. The improvement in mean scores was 1.350. The t-value was calculated as 2.064 at 0.020 ($p < 0.05$) significance level. The mean score of grand total in overall creative writing in pre-test was 14.85 and in the post test it was 23.85. The improvement in overall creative writing mean scores was 8.300. The t-value was calculated as 3.405 significant at 0.003 ($p < 0.05$) significance level.

In experimental group, the mean score of the descriptive writing skills in pretest was 11.58 and in the post test it was 16.67. The improvement in mean scores was 5.083. The t-value was calculated as 5.814 significant at ($p < 0.05$) 0.000 significance level. The mean score of the narrative writing skills in pre-test was 10.75 and in the post test it was 14.83. The improvement in mean scores was 4.083. The t-value was calculated as 3.653. The alpha-level was found 0.004 ($p < 0.05$). The mean score of the story writing in pre-test was 6.00 and in the post test it was 13.42. The difference in mean scores was 7.417. The t-value was calculated as 4.848. The alpha level was found as 0.001 ($p < 0.05$). The mean score of the functional writing in pre-test was 4.67 and in the post test it was 8.92. The improvement in mean scores was 4.250. The t-value was calculated as 2.639 at 0.023 ($p < 0.05$) significance level. The mean score of grand total in overall creative writing in pre-test was 33.00 and in the post test it was 53.92. The improvement in overall creative writing mean scores was 20.917. The t-value was calculated as 7.499 significant at 0.000 ($p < 0.05$) significance level. The data shows that the intervention had a significant effect on the descriptive writing, narrative writing, the story writing, and the functional writing skills of the girls studying at the private sector school in experimental groups.

Gender Wise Comparison

The comparison on the basis of gender has been shown in Table 4.6.

Table 4.6

Overall Gender Wise Comparison from Pretest to Posttest Gain Scores of Control and Experimental Groups

Group	Gender		Pre-Test Mean	SD (Pre-Test)	Post-Test Mean	SD (Post-Test)	Gain	Effect Size	t-value	Sig (2-tailed)
Control (N=21)	Female	Descriptive Writing	7.35	4.436	10.66	4.377	3.250	0.461	2.329	0.031*
		Narrative Writing	5.50	4.176	7.85	4.307	2.350	0.402	1.966	0.060
		Story Writing	1.75	2.864	3.35	2.976	1.600	0.517	2.707	0.014*
		Functional Writing	0.25	1.043	1.60	2.502	1.350	0.419	2.064	0.053
		Total (Creative Writing)	14.85	10.157	23.15	9.234	8.300	0.409	2.008	0.055
Experimental (N=12)	Female	Descriptive Writing	11.58	2.673	16.67	2.675	5.083	0.842	5.814	0.000***
		Narrative Writing	10.75	2.507	14.83	2.478	4.083	0.740	3.653	0.004***
		Story Writing	6.00	4.649	13.42	2.364	7.417	0.825	4.848	0.001***
		Functional Writing	4.67	4.047	8.92	3.215	4.250	0.622	2.639	0.023*
		Total	33.00	7.355	53.92	6.690	20.917	0.914	7.499	0.000***
Control (N=81)	Male	Descriptive Writing	8.24	3.873	11.32	5.016	3.073	0.504	5.221	0.000***
		Narrative Writing	6.24	3.983	8.72	4.324	2.476	0.466	4.713	0.000***
		Story Writing	4.23	4.197	4.49	4.232	0.256	0.068	0.613	0.541
		Functional Writing	2.16	3.423	2.39	3.691	0.232	0.060	0.543	0.589
		Total (Creative Writing)	21.11	12.764	26.80	13.110	5.695	0.465	4.709	0.000***
Experimental (N=92)	Male	Descriptive Writing	8.66	3.714	13.11	3.705	4.446	0.748	10.110	0.000***
		Narrative Writing	8.39	3.016	12.09	3.473	3.696	0.675	8.193	0.000***
		Story Writing	4.34	3.506	7.83	3.822	3.489	0.584	6.441	0.000***
		Functional Writing	4.32	3.747	8.00	4.435	3.685	0.598	6.690	0.000***
		Total	25.71	8.391	40.91	10.821	15.207	0.786	11.368	0.000***

The control group females improved significantly in descriptive writing and story writing only. There was an insignificant improvement in the other two skills and the total score. Similarly, males in the control group made significant improvement in descriptive writing, narrative writing, and total scores. An insignificant improvement was in story and functional writing. The experimental group males and females

improved significantly on all the skills. Females were better than males in creative writing due to higher effect sizes as shown in the table 4.6. The comparison of male and female control and experimental groups is shown in the table 4.7.

Table 4.7

Overall Comparison of Gain Scores on Gender Basis

Gender	Group	Creative Writing	N	Gain/Mean Difference	SD	df	t-value	P
Female	Control	Total	21	8.44	10.835	31	9.216	0.000***
			12	20.92	9.662			
	Control	Descriptive	21	3.25	4.372	31	7.578	0.000***
			12	5.08	3.029			
	Control	Narrative	21	2.35	4.004	31	6.184	0.000***
			12	4.08	3.872			
	Control	Story	21	1.60	3.000	31	6.071	0.000***
			12	7.42	5.299			
Male	Control	Total	81	5.69	20.679	171	8.269	0.000***
			92	15.20	12.761			
	Control	Descriptive	91	3.07	7.010	171	5.999	0.000***
			92	4.44	4.220			
	Control	Narrative	81	2.47	5.776	171	5.664	0.000***
			92	3.69	4.320			
	Control	Story	81	0.25	5.021	171	7.091	0.000***
			93	3.48	5.168			
	Control	Functional	81	0.23	5.342	171	4.047	0.000***
			92	3.68	15.874			

The table 4.7 shows that t value (10.835) with $df(31)$ was significant at $p<0.01$, hence it is obvious now that experimental group ($M=20.92$, $SD=9.662$) have more significant improvement in total score of creative writing than control group ($M=8.44$, $SD=10.835$) of the female students. In case of descriptive writing, the t value (7.578) with $df(31)$ was significant at $p<0.01$, hence it is obvious that

experimental group (M=5.80, SD=3.029) have more significant improvement than control group (M=3.25, SD=4.372). In case of narrative writing, the t value (6.184) with $df(31)$ was significant at $p<0.01$, hence it is obvious now that experimental group (M=4.08, SD=3.872) have more significant improvement than control group (M=2.35, SD=4.004). In case of story writing, the t value (6.071) with $df(31)$ was significant at $p<0.01$, hence it is obvious that experimental group (M=7.42, SD=5.299) have more significant improvement than control group (M=1.60, SD=3.00). Similarly, In case of functional writing, the t value (6.167) with $df(171)$ was significant at $p<0.01$, hence it is obvious that experimental group (M=4.25, SD=9.503) have more significant improvement than control group (M=1.35, SD=9.503).

Similarly, the male students showed these results: the above table shows that t value (8.269) with $df(171)$ was significant at $p<0.01$, hence it is evident now that experimental group (M=15.20, SD=12.761) have more significant improvement in total score of creative writing than control group (M=5.69, SD=20.679) of the male students. In case of descriptive writing, the t value () with $df(171)$ was significant at $p<0.01$, hence it is obvious that experimental group (M=4.44, SD=4.22) has more significant improvement than control group (M=3.073, SD=7.010). In case of narrative writing, the t value (5.664) with $df(171)$ was significant at $p<0.01$, hence it is obvious now that experimental group (M=3.69, SD=4.320) had more significant improvement than control group (M=2.47, SD=5.776). In case of story writing, the t value (7.091) with $df(171)$ was significant at $p<0.01$, hence it is evident that experimental group (M=3.48, SD=5.168) had more significant improvement than control group (M=0.25, SD=5.021). Similarly, In case of functional writing, the t value (4.407) with $df(171)$ was significant at $p<0.01$, so it is obvious that experimental

group (M=3.68,SD= 15.874) had more significant improvement than control group (M=0.23, SD=5.342).

Sector Wise Comparison

The comparison on the basis of public and private sector has been shown in table 4.8 as shown below:

Table 4.8

Overall Comparison from Pretest to Posttest Gain Scores in Public and Private Sector Schools

Group	Sector		Pre-Test Mean	SD (Pre-Test)	Post-Test Mean	SD (Post-Test)	Gain	Effect Size	t-value	Sig (2-tailed)
Control (N=54)	Public	Descriptive Writing	7.11	3.544	9.94	4.343	2.833	0.482	4.009	0.000***
		Narrative Writing	5.37	3.815	7.50	4.254	2.130	0.423	3.407	0.001***
		Story Writing	2.41	3.142	3.06	2.933	0.648	0.193	1.432	0.158
		Functional Writing	0.93	2.618	1.74	2.664	0.815	0.315	2.417	0.036*
		Total (Creative Writing)	15.81	10.374	22.24	10.738	6.426	0.515	4.375	0.000***
Experimental (N=57)	Public	Descriptive Writing	9.00	3.331	13.88	3.949	4.476	0.729	11.200	0.000***
		Narrative Writing	8.60	3.241	12.49	3.613	3.705	0.639	8.920	0.000***
		Story Writing	5.11	3.503	7.26	3.989	3.933	0.373	7.593	0.000***
		Functional Writing	4.56	3.823	7.42	4.438	3.838	0.502	7.359	0.000**
		Total	27.26	9.366	40.88	11.785	15.876	0.696	12.965	0.000***
Control (N=47)	Private	Descriptive Writing	9.13	4.317	12.66	5.147	3.532	0.521	4.140	0.000***
		Narrative Writing	6.96	4.070	9.79	4.288	2.830	0.484	3.754	0.000***
		Story Writing	5.36	4.450	5.74	4.566	0.383	0.096	0.659	0.513
		Functional Writing	2.45	3.688	3.21	3.793	0.766	0.169	1.163	0.251
		Total (Creative Writing)	24.66	13.226	30.74	12.987	6.085	0.478	3.694	0.001
Experimental (N=48)	Private	Descriptive Writing	9.00	3.128	13.09	3.550	4.085	0.777	8.351	0.000***
		Narrative Writing	8.74	2.938	12.30	3.394	3.553	0.700	6.659	0.000***
		Story Writing	3.83	3.875	9.94	3.506	6.106	0.814	9.526	0.000***
		Functional Writing	4.11	3.760	8.94	4.002	4.830	0.662	5.992	0.000***
		Total	25.68	7.948	44.28	9.837	18.596	0.885	12.913	0.000***

The control group in public sector improved significantly in descriptive writing, narrative writing, functional writing, and in total score. There was an insignificant improvement in the story writing skills. Similarly, in private sector the control group made significant improvement in descriptive writing and narrative writing. The other two skills namely story and functional writing were not significantly improved. The experimental group in public and private sector improved significantly on all the skills. Private sector experimental group was better than public sector in creative writing due to higher effect sizes as shown in the table 4.8. The comparison of experimental and control groups have been shown in table 4.9.

Table 4.9

Overall Comparison of Gain Scores in Public and Private Sector Schools

Sector	Group	Creative Writing	N	Gain/Mean Difference	SD	df	t-value	P
Public	Control	Total	54	6.42	10.792	109	2.995	0.003*
	Experimental		57	15.87	14.162			
	Control	Descriptive	54	2.83	5.193	109	2.194	0.030*
	Experimental		57	4.47	4.618			
	Control	Narrative	54	2.13	4.593	109	1.994	0.049*
	Experimental		57	3.89	4.727			
	Control	Story	54	0.65	3.326	109	1.795	0.080
	Experimental		57	2.16	5.411			
Private	Control	Functional	54	0.81	2.789	109	2.665	0.009*
	Experimental		57	2.86	4.966			
	Control	Total	47	6.08	13.474	93	17.563	0.000***
	Experimental		48	18.59	9.774			
	Control	Descriptive	47	3.53	4.159	93	14.308	0.000***
	Experimental		48	4.08	3.358			
	Control	Narrative	47	2.83	3.587	93	12.354	0.000***
	Experimental		48	3.55	3.655			
Private	Control	Story	47	0.38	4.305	93	12.211	0.000***
	Experimental		48	6.10	4.371			
	Control	Functional	47	0.76	11.277	93	12.377	0.000***
	Experimental		48	4.83	5.593			

The data in table 4.9 shows that t value (2.995) with $df(109)$ was significant at $p<0.01$, hence it is obvious that experimental group ($M=15.87$, $SD=14.162$) had more significant improvement in total score of creative writing than control group ($M=6.43$, $SD=10.792$) of the public sector students. In case of descriptive writing, the t-value (2.194) with $df(109)$ was significant at $p<0.01$, hence it is evident that experimental group ($M=4.47$) had more significant improvement than control group ($M=2.83$). In case of narrative writing, the t value (1.994) with $df(109)$ was significant at $p<0.01$, hence it is obvious now that experimental group ($M=3.70$) had more significant improvement than control group ($M=2.13$). In case of story writing, the t value (1.795) with $df(109)$ was significant at $p<0.01$, hence it is obvious that experimental group ($M=2.16$) have more significant improvement than control group ($M=0.65$). Similarly, In case of functional writing, the t value (2.665) with $df(109)$ was significant at $p<0.01$, so it is obvious that experimental group ($M=2.86$) had more significant improvement than control group ($M=0.81$).

Similarly, the private sector students showed these results: the above table shows that t value (17.563) with $df(93)$ was significant at $p<0.05$, hence it is evident now that experimental group ($M=23.81$) had more significant improvement in total score of creative writing than control group ($M= 18.54$). In case of descriptive writing, the t value (14.308) with $df(93)$ was significant at $p<0.05$, hence it is obvious that experimental group ($M=7.09$) has more significant improvement than control group ($M=4.00$). In case of narrative writing, the t value (12.354) with $df(93)$ was significant at $p<0.05$, hence it is clear that experimental group ($M=5.70$) had more significant improvement than control group ($M=3.48$). In case of story writing, the t value (12.211) with $df(93)$ was significant at $p<0.01$, hence it is evident that experimental group ($M=6.04$) had more significant improvement than control

group(M=4.83). Similarly, In case of functional writing, the t value (12.377) with $df(93)$ was significant at $p < 0.01$, so it is obvious that experimental group (M=4.83) had more significant improvement than control group (M=0.76).

Chapter 5

Summary, Findings, Conclusions, Discussion, and Recommendations

This chapter describes summary, findings, conclusions, discussion, and the recommendations.

Summary

The importance of English language cannot be overlooked as presently it is understood throughout the world. Being an international language, English has now a status of the library language in which there is a rich store-house of knowledge. In Pakistan, it is the language of high professions like medicine, dentistry, pharmacy, engineering etc. In the academic institutions, English is taught compulsorily upto university level. In English, there are four major language skills namely listening, speaking, reading, and writing. Writing skills are not taught properly in Pakistani schools as viewed by Siddiqui (2007). Similarly, Rahman (2002) observed that teachers teach their students the writing skills based on memorization whereas the composition should be original. Iqbal (2011) said that writing skills can be developed with the help of communicative approach. The same opinion was given by Bailay (2002), Bajwa (2004), Marsh (2003), and Mukherjee (2007). Therefore, this study was conducted to explore the effect of the communicative approach on the creative writing skills of 9th graders. The study focused on the four levels of the creative writing skills which were descriptive writing, narrative writing, story writing, and the functional writing skills in secondary school.

The design of this study was Quasi Experimental design. More specifically, it was the pre-test post-test non-equivalent control group design. Two schools from Lahore were selected conveniently. One school was public sector and other was the

private sector school. Six classes were involved in the experimentation from these two schools. There were 206 participants in the experiment (33 girls and 173 boys). With the review of the literature, four tasks related to the creative writing skills were selected. Each task was related to the each level of writing mentioned above. After pilot testing of these tasks and incorporation of the minor changes, these were administered as pre-test as shown in the appendix 'A'. There were 32 intervention lessons shown in appendix B in the experimental classrooms for a period of six months. Out of these 32 communicative lessons, two lessons were on grammar. After intervention, the same pre-test was administered as the post-test as well. To eliminate the element of subjectivity, the scoring rubrics were used to score the compositions of the participants in pre-test and the post-test. The data analysis was done by the software SPSS 16. The descriptive statistics and the paired sample statistics were calculated for each control and experimental group separately. The results showed that creative writing skills can be developed significantly through communicative approach. Each level of creative writing undertaken in this study can be developed significantly with the help of communicative approach among 9th graders of public and private sector students.

There were some recommendations for the teacher educators for the improvement in English language teaching methodology. In this regard, communicative environment has been recommended for higher level learning of the English Language Learners. Communicative approach has also been recommended for other language skills like reading, speaking, and listening. It might be better for the teaching of other literary genres including poetry, drama, novel, fiction, prose. The communicative approach might be effective for the teaching of dialogue writing, reflective, argumentative, and imaginative essay writing.

Findings

These findings were observed from the analysis of the data:

1. It has been found from the results of the control group at Government High School Allama Iqbal Town Lahore, the pre-test mean score was 7.11 and the post-test mean scores were 9.94. The improvement in the mean score was 2.833. The observed t-value is 4.009 which is greater than the critical value that is 2.01 at 53 degrees of freedom and an alpha level of 0.05. The *p-value* was found 0.000 as computed and printed by the SPSS 16. These values show that there is statistically significant improvement in the level of the descriptive writing skills.
2. It has also been found, from the statistics of the control group at Government High School Allama Iqbal Town Lahore that the pre-test mean score was 5.37 and the post-test mean scores were 7.50. The improvement in the mean score was 2.130. The observed t-value is 3.407 which is greater than the critical value that is 2.01 at 53 degrees of freedom and an alpha level of 0.05. The *p-value* was found 0.001 as computed and printed by the SPSS 16. These values show that there is statistically significant improvement in the level of the narrative writing skills.
3. From the results of the control group at Government High School Allama Iqbal Town Lahore, it was found that pre-test mean score was 2.41 and the post-test mean scores were 3.06. The improvement in the mean score was 0.648. The observed t-value is 1.432 which is less than the critical value that is 2.01 at 53 degrees of freedom and an alpha level of 0.05. The *p-value* was found 0.158 as computed and printed by the SPSS 16. These values show that

there is statistically insignificant improvement in the level of the story writing skills.

4. This has been found, from the data of the control group at Government High School Allama Iqbal Town Lahore that the pre-test mean score was 0.93 and the post-test mean scores were 1.74. The improvement in the mean score was 0.815. The observed t-value is 2.147 which is greater than the critical value that is 2.01 at 53 degrees of freedom and an alpha level of 0.05. The p-value was found 0.036 as computed and printed by the SPSS 16. These values show that there is statistically significant improvement in the level of the functional writing skills.
5. Similarly, the total score of the creative writing has been found, from the statistics of the control group at Government High School Allama Iqbal Town Lahore, that the condition of creative writing was unsatisfactory as the mean score in the pre-test was 15.81 and the post-test mean scores were 22.24. The improvement in the mean score was 6.426. The observed t-value is 4.375 which is greater than the critical value that is 2.01 at 53 degrees of freedom and an alpha level of 0.05. The p-value was found 0.000 as computed and printed by the SPSS 16. These values show that there is statistically significant improvement in the level of the creative writing skills of the control group at Government High School Allama Iqbal Town Lahore. Although in public school, students of control group made substantial progress from pretest to posttest but as a whole condition for creative writing in public schools does not seem to be satisfactory as in pretest and posttest students scored much less than the cut score of 40 %. The above mentioned pretest and posttest scores

are unsatisfactory in comparison with the pass percentage of various boards of (BISE) in Punjab.

6. From the statistics of the experimental group at Government High School Allama Iqbal Town Lahore, it was observed that in the descriptive writing, the pre-test mean score was 9.00 and the post-test mean scores were 13.88. The improvement in the mean score was 4.877. The observed t-value is 7.974 which is greater than the critical value that is 2.00 at 56 degrees of freedom and an alpha level of 0.05. The p-value was found 0.000 as computed and printed by the SPSS 16. These values show that there is statistically strongly significant improvement in the level of the descriptive writing skills of the experimental group.
7. This has been found, from the statistics of the experimental group at Government High School Allama Iqbal Town Lahore, that the pre-test mean score was 8.60 and the post-test mean scores were 12.49. The improvement in the mean score was 3.895. The observed t-value is 6.220 which is greater than the critical value that is 2.00 at 56 degrees of freedom and an alpha level of 0.05. The p-value was found 0.000 as computed and printed by the SPSS 16. These values show that there is statistically strongly significant improvement in the level of the narrative writing skills of the experimental groups.
8. In story writing skills among public sector students, the pre-test mean score was 5.11 and the post-test mean scores were 7.26. The improvement in the mean score was 2.158. The observed t-value was 3.001 which is greater than the critical value that is 2.00 at 56 degrees of freedom and an alpha level of 0.05. The p-value was found 0,004 as computed and printed by the SPSS 16.

These values show that there is statistically significant improvement in the level of the story writing skills of the experimental groups.

9. This also has been found, from the statistics of the experimental group at Government High School Allama Iqbal Town Lahore, that the pre-test mean score was 4.56 and the post-test mean scores were 7.42. The improvement in the mean score was 2.860. The observed t-value is 4.348 which is greater than the critical value that is 2.00 at 56 degrees of freedom and an alpha level of 0.05. The p-value was found 0.000 as computed and printed by the SPSS 16. These values show that there is statistically significant improvement in the level of the functional writing skills.
10. Similarly, the total score of the creative writing has been found, from the statistics of the experimental group at Government High School Allama Iqbal Town Lahore, pre-test mean score was 27.26 and the post-test mean scores were 40.88. The improvement in the mean score was 13.614. The observed t-value is 7.258 which is greater than the critical value that is 2.00 at 56 degrees of freedom and an alpha level of 0.05. The p-value was found 0.000. These values show that there is statistically strongly significant improvement in the level of the creative writing skills of the experimental group at Government High School Allama Iqbal Town Lahore.
11. It has been found, from the data of the control group at Qurban & Surriya Educational (Trust) Boys School Lahore, that in descriptive writing the pre-test mean score was 10.44 and the post-test mean scores were 14.19. The improvement in the mean score was 3.741. The observed t-value is 3.438 which is greater than the critical value that is 2.06 at 26 degrees of freedom and an alpha level of 0.05. The p-value was found 0.002. These values show

that there is statistically significant improvement in the level of the descriptive writing skills.

12. This has been found, from the statistics of the control group at Qurban & Surriya Educational (Trust) Boys School Lahore, that in case of narrative writing the pre-test mean score was 8.04 and the post-test mean scores were 11.22. The improvement in the mean score was 3.185. The observed t-value is 3.203 which is greater than the critical value that is 2.06 at 26 degrees of freedom and an alpha level of 0.05. The *p*-value was found 0.004. These values show that there is statistically significant improvement in the level of the narrative writing skills.
13. In the story writing skills have been found, from the descriptive statistics of the control group at Qurban & Surriya Educational (Trust) Boys School Lahore, the pre-test mean score was 8.04 and the post-test mean scores were 7.52. The improvement in the mean score was -0.519. The observed t-value is 0.588 which is less than the critical value that is 2.06 at 26 degrees of freedom and an alpha level of 0.05. The *p*-value was found 0.588 as computed and printed by the SPSS 16. These values show that there is statistically insignificant improvement in the level of the story writing skills.
14. From the statistics of the control group at Qurban & Surriya Educational (Trust) Boys School Lahore, in functional writing the pre-test mean score was 5.41 and the post-test mean scores were 3.07. The improvement in the mean score was -2.333. The observed t-value is -2.483, which is less than the critical value that is 2.06 at 26 degrees of freedom and an alpha level of 0.05. The *p*-value was found 0.020 as computed and printed by the SPSS 16. These values

show that there is statistically insignificant improvement in the level of the functional writing skills.

15. Similarly, the total score of the creative writing has been found, from the statistics of the control group at Qurban & Surriya Educational (Trust) Boys School Lahore. The pre-test mean score was 31.93 and the post-test mean scores were 36.37. The improvement in the mean score was 4.444. The observed t-value is 2.008 which is less than the critical value that is 2.06 at 26 degrees of freedom and an alpha level of 0.05. The p-value was found 0.055 as computed and printed by the SPSS 16. These values show that there is statistically an insignificant improvement in the level of the creative writing skills of the control group at Qurban & Surriya Educational (Trust) Boys School Lahore.
16. This was found, from the statistics of the experimental group at Qurban & Surriya Educational (Trust) Boys School Lahore, that in descriptive writing the pre-test mean score was 8.11 and the post-test mean scores were 11.86. The improvement in the mean score was 3.743. The observed t-value is 6.483 which is greater than the critical value that is 2.03 at 34 degrees of freedom and an alpha level of 0.05. The p-value was found 0.000. These values show that there is statistically strongly significant improvement in descriptive writing skills.
17. This has been found, from the statistics of the experimental group at Qurban & Surriya Educational (Trust) Boys School Lahore, that pre-test mean score was 8.06 and the post-test mean scores were 11.43. The improvement in the mean score was 3.371. The observed t-value is 5.560 which is greater than the critical value that is 2.03 at 34 degrees of freedom and an alpha level of 0.05.

The p-value was found 0.000 as computed and printed by the SPSS 16. These values show that there is statistically strongly significant improvement in the level of the narrative writing skills.

18. The total scores of the story writing skills have been found, from the statistics of the experimental group at Qurban & Surriya Educational (Trust) Boys School Lahore, that the pre-test mean score was 3.09 and the post-test mean scores were 8.74. The improvement in the mean score was 5.657. The observed t-value was 8.307 which is greater than the critical value that is 2.03 at 34 degrees of freedom and an alpha level of 0.05. The p-value was found 0.000 as computed and printed by the SPSS 16. These values show that there is statistically significant improvement in the level of the story writing skills.

19. In functional writing of the experimental group at Qurban & Surriya Educational (Trust) Boys School Lahore, the pre-test mean score was 3.91 and the post-test mean scores were 8.94. The improvement in the mean score was 5.029. The observed t-value is 5.336 which is greater than the critical value that is 2.03 at 34 degrees of freedom and an alpha level of 0.05. The p-value was found 0.000 as computed and printed by the SPSS 16. These values show that there is statistically significant improvement in the level of the functional writing skills.

20. Similarly, the total score of the creative writing has been found, from the data of the experimental group at Qurban & Surriya Educational (Trust) Boys School Lahore, that the pre-test mean score was 23.17 and the post-test mean scores were 40.97. The improvement in the mean score was 17.800. The observed t-value is 10.578 which is greater than the critical value that is 2.03 at 34 degrees of freedom and an alpha level of 0.05. The p-value was found

0.000 as computed and printed by the SPSS 16. These values show that there is statistically strongly significant improvement in the level of the creative writing skills of the experimental group at Qurban & Surriya Educational (Trust) Boys School Lahore.

21. In descriptive writing of the control group at Qurban & Surriya Educational (Trust) Girls School Lahore, the pre-test mean score was 7.35 and the post-test mean scores were 10,60. The improvement in the mean score was 3.250. The observed t-value is 2.329 which is greater than the critical value that is 2.09 at 20 degrees of freedom and an alpha level of 0.05. The p-value was found 0.031 as computed and printed by the SPSS 16. These values show that there is statistically significant improvement in the level of the descriptive writing skills.

22. In narrative writing of the control group at Qurban & Surriya Educational(Trust) Girls School Lahore, the pre-test mean score was 5.50 and the post-test mean scores were 7.85. The improvement in the mean score was 2.350. The observed t-value is 1.996 which is less than the critical value that is 2.09 at 20 degrees of freedom and an alpha level of 0.05. The p-value was found 0.060 as computed and printed by the SPSS 16. These values show that there is statistically insignificant improvement in the level of the narrative writing skills.

23. In story writing skills of the control group at Qurban & Surriya Educational (Trust) Girls School Lahore, pre-test mean score was 1.75 and the post-test mean scores were 3.35. The improvement in the mean score was 1.600. The observed t-value is 2.707 which is greater than the critical value that is 2.09 at 20 degrees of freedom and an alpha level of 0.05. The p-value was found

0.014 as computed and printed by the SPSS 16. These values show that there is statistically significant improvement in the level of the story writing skills.

24. In functional writing of the control group at Qurban & Surriya Educational (Trust) Girls School Lahore, the pre-test mean score was 0.25 and the post-test mean scores were 1.60. The improvement in the mean score was 1.350. The observed t-value is 2.064 which is less than the critical value that is 2.09 at 20 degrees of freedom and an alpha level of 0.05. The p-value was found 0.053 as computed and printed by the SPSS 16. These values show that there is statistically insignificant improvement in the level of the functional writing skills.

25. Similarly, the total score of the creative writing has been found from the statistics of the control group at Qurban & Surriya Educational (Trust) Girls School Lahore. The pre-test mean score was 14.85 and the post-test mean scores were 23.85. The improvement in the mean score was 8.300. The observed t-value is 3.405 which is greater than the critical value that is 2.09 at 20 degrees of freedom and an alpha level of 0.05. The p-value was found 0.003 as computed and printed by the SPSS 16. These values show that there is statistically a significant improvement in the level of the creative writing skills of the control group at Qurban & Surriya Educational (Trust) Girls School Lahore.

26. In descriptive writing of the experimental group at Qurban & Surriya Educational (Trust) Girls School Lahore, the pre-test mean score was 11.58 and the post-test mean scores were 16.67. The improvement in the mean score was 5.083. The observed t-value is 5.814 which is greater than the critical value that is 2.20 at 11 degrees of freedom and an alpha level of 0.05. The

p-value was found 0.000 as computed and printed by the SPSS 16. These values show that there is statistically strongly significant improvement in the level of the descriptive writing skills.

27. This has been found, from the statistics of the experimental group at Qurban & Surriya Educational (Trust) Girls School Lahore, that the pre-test mean score was 10.75 and the post-test mean scores were 14.83. The improvement in the mean score was 4.083. The observed t-value is 3.653 which is greater than the critical value that is 2.20 at 11 degrees of freedom and an alpha level of 0.05. The p-value was found 0.004 as computed and printed by the SPSS 16. These values show that there is statistically strongly significant improvement in the level of the narrative writing skills.

28. In story writing skills of the experimental group at Qurban & Surriya Educational (Trust) Girls School Lahore, the pre-test mean score was 6.00 and the post-test mean scores were 13.42. The improvement in the mean score was 7.417. The observed t-value was 4.848 which is greater than the critical value that is 2.20 at 11 degrees of freedom and an alpha level of 0.05. The p-value was found 0.001 as computed and printed by the SPSS 16. These values show that there is statistically significant improvement in the level of the story writing skills.

29. In functional writing of the experimental group at Qurban & Surriya Educational (Trust) Girls School Lahore, pre-test mean score was 4.67 and the post-test mean scores were 8.92. The improvement in the mean score was 4.250. The observed t-value is 2.639 which is greater than the critical value that is 2.20 at 11 degrees of freedom and an alpha level of 0.05. The p-value was found 0.023 as computed and printed by the SPSS 16. These values show

that there is statistically significant improvement in the level of the functional writing skills.

30. Similarly, the total score of the creative writing has been found, from the statistics of the experimental group at Qurban & Surriya Educational (Trust) Girls School Lahore. The pre-test mean score was 33.00 and the post-test mean scores were 53.92. The improvement in the mean score was 20.917. The observed t-value is 7.499, which is greater than the critical value that is 2.20 at 11 degrees of freedom and an alpha level of 0.05. The *p-value* was found 0.000 as computed and printed by the SPSS 16. These values show that there is statistically strongly significant improvement in the level of the creative writing skills of the experimental group at Qurban & Surriya Educational (Trust) Girls School Lahore.

Conclusions

The following conclusions were made from the findings and data analysis:

1. The descriptive writing, a level of the creative writing skills of the boys at public sector school, can be developed significantly through the communicative approach as compared to the traditional grammatical or structural approach that is used in most of the Pakistani English Language Teaching classrooms.
2. The narrative writing of the boys at public sector school, can be developed significantly through the communicative approach as compared to the traditional grammatical or structural approach that is used in most of the Pakistani English language teaching classrooms,
3. The story writing, a level of the creative writing skills of the boys at public sector school, can be developed significantly through the communicative

approach as compared to the traditional grammatical or structural approach that is used in most of the Pakistani English language teaching classrooms.

4. The functional writing, a level of the creative writing skills of the boys studying at public sector school, can be developed significantly through the communicative approach as compared to the traditional grammatical structural approach that is used in most of the Pakistani English language teaching classrooms.
5. The overall creative writing skills of the boys can be improved significantly through communicative approach, studying at Pakistani public sector secondary school.
6. The descriptive writing, a level of the creative writing skills of the girls at private sector school, can be developed significantly through the communicative approach as compared to the traditional grammatical or structural approach that is used in most of the Pakistani English language teaching classrooms.
7. The narrative writing, a level of the creative writing skills of the girls at private sector, can be developed significantly through the communicative approach as compared to the traditional grammatical or structural approach that is used in most of the Pakistani English language teaching classrooms.
8. The story writing, a level of the creative writing skills of the girls at private sector, can be developed significantly through the communicative approach as compared to the traditional grammatical or structural approach that is used in most of the Pakistani English language teaching classrooms.
9. The functional writing, a level of the creative writing skills of the girls at private sector, can be developed significantly through the communicative

approach as compared to the traditional grammatical or structural approach that is used in most of the Pakistani English language teaching classrooms.

10. The overall creative writing skills of the girls can be improved significantly through communicative approach, studying at Pakistani private sector secondary school.
11. The descriptive writing, a level of the creative writing skills of the boys at private sector school, can be developed significantly through the communicative approach as compared to the traditional grammatical or structural approach that is used in most of the Pakistani English language teaching classrooms.
12. The narrative writing, a level of the creative writing skills of the boys at private sector school, can be developed significantly through the communicative approach as compared to the traditional grammatical or structural approach that is used in most of the Pakistani English language teaching classrooms.
13. The story writing, a level of the creative writing skills of the boys at private sector school, can be developed significantly through the communicative approach as compared to the traditional grammatical or structural approach that is used in most of the Pakistani English language teaching classrooms.
14. The functional writing, a level of the creative writing skills of the boys at private sector school, can be developed significantly through the communicative approach as compared to the traditional grammatical or structural approach that is used in most of the Pakistani English language teaching classrooms.

15. The overall creative writing skills of the boys can be improved significantly through communicative approach, studying at Pakistani private sector secondary school.

Discussion

As already mentioned, that there were three experimental groups with their three respective controls. Communicative Approach was used as a treatment whose features have already been mentioned in the literature review. This approach had a more significant effect, on the creative writing skills of all the experimental groups, than any other approach used in Pakistani schools. In the public sector boys' schools namely Govt. High School Allama Iqbal Town Lahore, as per the instructions of the headmaster, 9thE was selected as the experimental group. This group had better pre-test mean scores in the creative writing skills and the sub skills because this group was an English Medium section whereas, the other section was Urdu Medium and their performance in the pre- test was not satisfactory. Though, the control group improved its performance in the post test in only two levels namely descriptive writing and the narrative writing. But in the story writing and functional writing the improvement was not significant. On the other hand, the communicative approach had a statistically significant effect on all the levels of creative writing skills including the story writing and the functional writing skills. The overall pre- test mean score for the creative writing of the control group remained unsatisfactory as it was even less than 33%. There was a minor improvement in the post test mean score and it again remained below 33% that is the pass percentage for the secondary school students in the examination conducted by any Board of Intermediate and Secondary Education in Punjab. The experimental group improved from unsatisfactory to satisfactory

condition of creative writing as the pre- test mean score was below 40% whereas the post- test means score was above 40%.

In the private sector school namely Qurban & Suriya Educational (Trust) School Lahore, there were two branches for the boys and girls separately. In the boys' branch the control group performed better than the experimental group because the subjects of the control group were provided an opportunity for the creative writing twice a month according to the principal of concerned branch of the school. Whereas, the experimental group participants were not used to have such an opportunity. There was a significant improvement in two levels, the descriptive writing and the narrative writing whereas, in the other two levels of story and functional writing there was no significant improvement because in the post test, most of the students focused more on 1st two tasks of the creative writing test and spent more time on them. Due to spending more time on 1st two tasks and ignoring the story and functional writing skills, there was a minor decrease in the post test mean scores of the last two levels of creative writing. On overall basis, the control group of the private school in boys' branch could not improve significantly. The post-test mean score of the control group was below 40% so it might be considered unsatisfactory as per criterion of Pakistani examination boards. On the other hand, the experimental group improved significantly on all the levels including story writing and functional writing as evident from the data analysis. The pre-test mean score was unsatisfactory of the experimental group. But due to intervention, significant improvement was observed from pretest to posttest on all the levels and their sub skills of the creative writing, the mean score was improved to satisfactory, that was above 40%.

As in the private sector school namely Qurban & Suriya Educational (Trust) School Lahore, there were two branches for the boys and girls separately. In the girls'

branch the control group consisted of the students who were studying the arts subjects. The experimental group's students were science students. In the pre-test, the control group performed unsatisfactory and the experimental group's performance was better because the subjects of the experimental group were provided an opportunity for the creative writing. Whereas, the control group participants were not used to have such an opportunity. There was a significant improvement in two levels, the descriptive writing and the narrative writing whereas, in the other two levels of story and functional writing there was no significant improvement by the control group. On overall basis, the control group of the private school in girls' branch could not improve significantly. The post-test mean score of the control group was below 40% so it might be considered unsatisfactory as per criterion of Pakistani examination boards. On the other hand, the experimental group improved significantly on all the levels including story writing and functional writing as evident from the data analysis. The pre-test mean score was unsatisfactory of the experimental group. Due to significant improvement on all the levels and their sub skills of the creative writing, the mean score was changed into satisfactory, that was above 40%.

Answers to the research questions

The answers to the research questions have been discussed as under number-wise:

1. Communicative Approach helps in improving the descriptive writing. This is evident from the data analysis of all the experimental and control groups that the communicative approach is effective significantly for improving descriptive writing skills. It has been found that the traditional approach does not help in the significant improvement of the descriptive writing skills among

the boys and the girls both and in the public as well as private sector Pakistani secondary schools.

2. Communicative Approach helps in improving the narrative writing. This is evident from the data analysis of all the experimental and control groups. The communicative approach has more significant effect on improving the narrative writing skills than GTM used in Pakistani English language teaching classrooms. It has been found that the traditional grammatical / structural approach does not help in the significant improvement of the narrative writing skills among the boys and the girls both and in the public as well as private sector Pakistani secondary schools.
3. Yes. Communicative Approach helps in improving the story writing. This is evident from the data analysis of all the experimental and control groups. It has been found that the traditional approach does not help in the significant improvement of the story writing skills among the boys and the girls both and in the public as well as private sector Pakistani secondary schools.
4. Yes. Communicative Approach helps in improving the functional writing. This is evident from the data analysis of all the experimental and control groups. It has been found that the traditional approach does not help in the significant improvement of the functional writing skills among the boys and the girls both and in the public as well as private sector Pakistani secondary schools.
5. It is evident from the findings after analysis of the data that girls performed better in creative writing posttest as shown by data as compared to the boys. Therefore, it can be said that the communicative approach has a better effect on the creative writing skills of the girls in comparison with the performance

of the boys. So, it can also be concluded that the communicative approach has not the same effect on girls' and boys' creative writing skills. It has a better and significant effect on the creative writing skills of the girls.

6. The findings of the study show that the students in private sector schools are better than the public sector students in terms of the creative writing skills. So, the communicative approach has not the same effect in the public and private sector secondary schools. This approach functions better among the students of private sector Pakistani secondary school as compared to the public sector secondary school level students. Therefore, the communicative approach has a more significant effect in the private sector in comparison with the public sector.

Recommendations

On the basis of the observations made during the study, the following recommendations are suggested:

1. Communicative approach might be used by English language teachers in English Language Teaching classrooms at Pakistani public sector secondary school and private school, while teaching the other forms of creative writing like drama for girls and boys.
2. For the teaching of poetry writing skills, Communicative Approach should be used by English teachers in Pakistani public sector as well as private sector secondary school for girls and boys.
3. For the teaching of drama/play writing skills, Communicative Approach should be used by English teachers in Pakistani public sector as well as private sector secondary school for girls and boys.

4. For the teaching of prose, Communicative Approach should be used by English teachers in Pakistani public sector as well as private sector secondary school for girls and boys.
5. For a significant improvement in creative writing skills of the students in Pakistani public and private sector secondary school, Communicative language teaching is recommended for girls and boys rather than the traditional methods in teaching of reflective, imaginative and argumentative essay writing.
6. It is recommended that the Communicative Approach is better than the traditional approaches used in Pakistan public and private sector school in English Language Teaching classrooms for the preparation of the examination.
7. For the teaching of dialogue writing skills, Communicative Approach should be used by English teachers in Pakistani public sector secondary school.
8. It is also recommended for girls and boys that the Communicative Approach is better than the traditional approaches used in Pakistani public and private sector school in English Language Teaching classrooms for the teaching of the other language skills like listening, speaking, and the reading comprehension skills.
9. Communicative approach might be effective for higher level learning of the students studying English at the school, college, or the university level.
10. Communicative language teaching is recommended for the teaching of any literary genre in the subject of English.

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Pre/Posttest (Creative-Writing)

Name_____ Class & Section_____

School_____

Gender_____ Marks_____

You are advised to spend about 90 minutes (one and half hours) and write no more than 600 words. Your composition should, however, be at least 350 words long write answers for all the questions Begin your answer on a fresh page.

Q.1 Select any one of these topics and write a composition

- i Importance of Sports
- ii Use of Mobile Phones

Q.2. How do you celebrate your Birthday?

Or

What is your Daily routine?

Q.3 Write a story on one of the following:

- (a) “A rich man unexpectedly lost all his wealth.”
- (b) “A friend asked you to keep a small parcel safe for a while. Later you discovered that it was a stolen property.”

Q.4 Read the following passage carefully and the instruction below.

You were in a shop when you saw a person taking articles from a shelf and hiding them in a bag. You realized that the person was stealing; later, you were asked to write an eye-witness report of what happened for the police.

- (a) What did the person look like?
- (b) What articles were taken?

- (c) How did the person try to leave without paying?
- (d) What did others in the shop do?
- (e) Was anyone else at fault?
- (f) How did the thief escape?

OR

An unfortunate incident occurred on the school outing when an argument arose with the owner of a stall selling drinks in the park. As the senior student present, you have been asked to give the principal a clear picture of what happened. You should write a letter to the principal, with the date and your signature. You must answer the following questions.

- (a) How did the argument arise?
- (b) Who was involved?
- (c) Why did a student refuse payment?
- (d) What complaint was made to the teacher?
- (e) How was the argument finally settled?

'Communicative Topics for the Discussion in Experimental Classrooms

Sr.# Statement

Descriptive Writing

- 1 My self
- 2 My Family
- 3 My Likes and Dislikes
- 4 My Favorite T.V Program
- 5 Fashions In Your Age Group
- 6 A Popular Person In Your Age Group
- 7 Dangers on the Road
- 8 Social Evils In Your Area

Narrative Writing

- 1 Eid Celebration
- 2 Independence Day
- 3 Sports Gala at My School
- 4 Debate Competition In School
- 5 Prize Distribution At School
- 6 Wedding Ceremony In Your Family
- 7 Eid Milad-Un-Nabi
- 8 A Festival In Your Region

Story Writing

- 1 Hard Work always Pays
- 2 I Got The Reward Of My Honesty

- 3 It Was My Great Success
- 4 A Small Child Made An Important Discovery
- 5 All is Well That Ends Well.
- 6 Blood Is Thicker than Water
- 7 A New Born Baby Found Abandoned At A Bus Stop.
- 8 Sometimes We Have To Treat People Unkindly For Their Own Good.

Functional Writing

- 1 Write A Letter To Your father About Your Performance In English Examination.
- 2 Write a Letter to the Editor Of Newspaper About Traffic Problems On The Road.
- 3 Write a Letter to the Editor Of News Paper About One Wheeling On The Road And Suggest Some Solutions.
- 4 Write A Letter To Principal of Your School About Problems Your Face At School.
- 5 Write A Letter To S.D.O WAPDA To Highlight Electricity Problems.
- 6 Write Report Of A One Day Tour For The Principal Of Your School.

Scoring Rubrics

Grammar

5. Few (if any) noticeable errors of grammar or word order.
4. Some errors of grammar or word order which do not however interfere with comprehension.
3. Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
2. Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
1. Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
0. Errors of grammar or word order as severe as to make comprehension virtually impossible.

Vocabulary

5. Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
4. Occasionally uses inappropriate terms or relies on circumlocution; expression of ideas hardly impaired.
3. Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
2. Limited vocabulary and frequent errors clearly hinder expression of ideas.
1. Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
0. Vocabulary limitations so extreme as to make comprehension virtually impossible.

Mechanics

5. Few (if any) noticeable lapses in punctuation or spelling.
4. Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
3. Error in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
2. Frequent errors in spelling or punctuation; lead sometimes to obscurity.

1. Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
0. Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Fluency (style and ease of communication)

5. Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
4. Occasional lack of consistency in choice of structures and vocabulary which does not, however impair overall ease of communication.
3. 'Patchy', with some structures or vocabulary items noticeably inappropriate to general style.
2. Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
1. Communication often impaired by completely inappropriate or misused structures or vocabulary items.
0. A 'hotchpotch' of half learned misused structures and vocabulary items rendering communication almost impossible.

Form (organization)

5. Highly organized; clear progression of ideas well linked; like educated native writer.
4. Material well organized; links could occasionally be clearer but communication not impaired.
3. Some lack of organization; re-reading required for clarification of ideas.
2. Little or no attempt at connectivity, though reader can deduce some organization.
1. Individual ideas may be clear, but very difficult to deduce connection between them.
0. Lack of organization so severe that communication is seriously impaired.

SCORE:

Grammar: _____ + Vocabulary: _____ + Mechanics _____ + Fluency _____
 + Form _____ = Total _____