



Applying Techniques in Creative Writing by EFL Students

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Abstract

In this research, the aim was to find out the impact of literary devices used by college students in creative writing. More than 60 participants were enrolled. Quantitatively, it was found that creative writing skills can be boosted especially through the use of literary devices that are crucial for improving students' performances in writing. The respondent took the creative writing course and signed up for two exams. Their performance on the first exam indicated that they were not very adept at handling literary devices in their writing. However, as the results of the posttest demonstrate, their performances were judged to be excellent and improved as a result of attending a course that focused on using enough imagination and literary strategies in creative writing. The study's findings have shown that employing literary device techniques with diverse sorts and purposes maximizes students' capacity for short story and allegory writings.

Keyword: Creative writing, literary devices, allegory, EFL students.

1. Introduction

The phrase "creative writing" conjures up two similar ideas that were put forth and steadfastly upheld by two schools of thought. The first sees it as a phenomenon that inspires poetry, fiction, and occasionally drama as well. The second school, in contrast, views creative writing as being extremely imaginative and includes any unique idea in terms of form, event, structure, characters, organization, etc. Several debates, misconceptions, and disputes that follow these fundamental ideas eventually result in a very murky and tainted understanding of the idea. Creative writing has lost its actual character and positive effects on students and teachers as a result of this erroneous perception (Zaki & Kazmi, 2009, 3).

It might be assumed that it would be simple to define nonfiction. The implication of nonfiction is that you are writing from actual events and are not fabricating any details, embellishing, embroidering, or lying in any way. It is generally accepted that creative nonfiction is nonfiction that has been written utilizing fictional techniques, such as dialogue, narrative, imagery, and other aspects that are used to elicit a certain emotional response. In fact, a lot of creative nonfiction has a story-like quality (La Plante, 2007, 26).

Simply said, creative writing is any writing that uses language in inventive and daring ways (Rozakis, 1997). Further, writing that reflects the author's thoughts and feelings in a creative, frequently original, and poetic manner is referred to as creative writing. Instead of being constrained by the expository writing's stringent requirements for accuracy and logical progression, this form of writing is more driven by the author's need to express thoughts and ideas (Lukiv, 2006). The first school of thought used this term to identify poetry, novels, and short tales as typical examples of creative writing because they dealt with imaginative and daring language ideas. This frame of view restricted creative writing to literary situations exclusively and the pursuit of those with literary characteristics. Additionally, it was an



understatement to say that the utility and breadth of creative writing were severely constrained because ordinary people and other contexts found no express value in engaging in this activity. As an alternative to this, another viewpoint developed that considered creative writing as a component of real world (academic and professional) writings since the bold and imaginative use of language was found in various writings in this field, such as students' and newspaper articles and essays, biographies of people, and so on. Thus, creative writing was discovered to be the foundation of not only the writings of literary individuals but also of academic students and professionals in the workplace (Zaki & Kazmi, 2009, 4).

With reference to Jenkins (2023, 1) "Creative writing is any form where writers can express their thoughts and feelings imaginatively. This type of writing allows authors to draw on their imagination when creating stories and characters and play with language and structure. While there are no boundaries in creative writing, most pieces will contain dialogue, description, and narrative elements".

According to Ellis (2021) a literary work may use both detailed and precise handling of words that are only used once, as well as generic parts that recur frequently. A literary device is really anything that can transform uninteresting or bland writing into sumptuous, captivating prose. For instance, allegories are stories that, in order to convey a deeper meaning, totally depict something else, such as an important historical event or an influential ideology. The stories are frequently completely made up and only tangentially related to their sources, but occasionally specific characters stand in for actual historical figures.

In addition, Literary Terms (2016) established that any method utilized by a writer in literature to expand one's goals is referred to as a literary device. These tools are frequently employed for aesthetic reasons, i.e., to enhance the beauty of the item. However, because it's such a broad term, it isn't strictly defined in this way. Since the creation of narrative, mankind has been perfecting the art of literature and has developed a seemingly endless variety of literary methods. For the purpose of convenience, we can categorize literary devices according to scale namely, Word Level: Numerous literary devices have an impact on certain words or brief phrases. A metaphor, for instance, is when one term is used to represent another. Thus, the phrase "The sun was a golden diamond" would be a word-level literary device and a metaphor. Secondly, Sentence Level: "I enjoyed the show, but I preferred the intermission" is a nice illustration of this parallelism. Given that these two sentences share the same grammatical structure, the entire sentence exhibits parallelism. Lastly, whether it be a poem, novel, or work of creative nonfiction, these strategies are used across the entire structure of the text. A good example of a structural literary technique is character development, when a character starts out as one kind of person but changes significantly by the conclusion of the novel as a result of what she learns and experiences. This technique is used across the entire narrative as opposed to just one phrase or sentence.

Furthermore, a story within a story is known as an allegory. It has a "surface story" and a secretly revealed second story. For instance, the covert narrative might be about two neighbors throwing rocks at each other's houses, but the overt narrative might be about international conflict. While some allegories (such as the rock-throwing example) may be more overt, others can be far more subtly expressed. The concealed tale of most allegories typically has to do with politics, religion, or morality—complex topics that are challenging to comprehend directly. Since allegories are simpler to understand (and more enjoyable to read) than complex philosophical arguments, many authors find it easier to think through these concerns this way (Literary Terms, 2016).

The importance of creative writing lies in the facts that it enables us to communicate in ways that may be difficult for us to do with other types of communication. It also enables us to exercise our imagination and think creatively. For instance, through storytelling or poetry, it can help us better understand our emotions. Furthermore, writing creatively can also give us the much-needed respite from the stresses of everyday life by letting us enter a world that we



have created. Not only this, but also by sharing our experiences in stories or poems that others can identify with, creative writing fosters connections between people. In this way, we can both provide and receive insight into one another's life (Jenkins, 2023).

There are many different types of creative writing, including many genres and styles. There are many diverse forms of creative writing, which fall under the fiction or non-fiction categories. Among the most well-liked are: biographies, novels, novellas, short stories, Speeches, spoken word and poetry, playwriting/scriptwriting, personal essays, and speeches (Oxford Summer Courses, 2023).

Additionally, Mohammed (2019, p: 236) maintained that "Creative writing competence is the knowledge, skills, and abilities and behaviors that study tries to improve to build individual's ability to: a) apply flexible writing skills appropriate to a variety of writing tasks and genres. b) Organize a piece of writing into a coherent and readable piece of writing. c) Create their fiction and nonfiction. d) Able to criticize and analyze several genres of writing". The features and elements creative writing comprises themes, settings, characters, dialogue, plot, and point of view. The basic narrative framework is known as the plot, and the main character in a story is known as the character. Conversations between characters are included in dialogue to shed light on their relationships and emotions. Setting describes the setting or era of a story, whereas theme investigates the deeper implications hidden within the narrative. Point of view, which can be either first-person or third-person omniscient, describes how readers experience a tale (Jenkins, 2023).

Writers frequently use a variety of literary tactics and creative writing strategies to make their writing stand out, such as: firstly, the process of constructing a complex, realistic character with depth, personality, and obvious objectives or motivations is known as character development. Secondly, plot development: How your piece of writing's narrative grows, unfolds, and progresses through time. Thirdly, the standpoint from which a story is told is known as the point of view. It identifies the story's author and the reader's method of information delivery. A writer would frequently manipulate the protagonist's point of view in an effort to deceive the reader and change their perception. Fourthly, Dialogue is the term used to describe the speech and interactions that characters have with one another. A character's language choices and dialogue can play a significant role in defining who they are as a person. And finally, use literary devices like metaphors, similes, alliteration and allegory to enhance the imagination and descriptiveness of your work. Writers employ them in a wide variety of ways to enhance the vividness, intrigue, and engagement of their work (Oxford Summer Courses, 2023).

With regard to Oxford Summer Courses (2023), creativity is key - creativity is one of the most important features of creative writing. It's what sets you apart from other pieces of writing in your genre. This doesn't mean that one must write a tale about a totally fantastical and mythical world with unique creatures - but simply means using one's own creativity to think a little outside the box and put a unique twist on things; using literary devices like metaphors, alliteration, allegory and varied sentence structure to make one's work unique and interesting.

In Kurdistan region, particularly in Salahadin University-Erbil/College of education - Department of English creative writing has been initiated, Enrolled students take an intensive course throughout the whole academic year in their fourth stage as an elective subject. In this course, students learn history of creative writing, types, techniques, and render many practical sessions. To further benefit students in the aforementioned course, this research aims at applying literary devices as a strategy to establish creativity in writings of student who have joined the courses already.

2. Research methodology

In this research paper, more than sixty university students in creative writing course studying English language in their fourth stage were assigned to participate in two tests, namely pre



and posttest. The course started in September, and ended in January. The respondents were enrolled in pre-test where they wrote a piece of text using allegory. Then, in the post test they wrote another one. Before the posttest students were given necessary input and knowledge chiefly concerned with creative writing in general and literary devices use in particular. See appendix (B) for students' samples in the creative writing based tests on page (9).

3. Data collection and analysis

The current research applied a quantitative measurement to explore the effects of creative writing course on students' abilities writing texts in allegory and other literary devices. After conducting pre and posttests, respondents' answers were scrutinized using creative writing rubric (see appendix A) established by Mozaffari (2013). The checklist is comprised of a 4-point Likert scale ranging from 1=poor, 2=fair, 3=good to 4=excellent. The criteria show image, characterization, voice, and story to highlight the overall students' writings in terms of literary device use namely allegory. Later, SPSS program was used to analyze the data and uncover the effect of creative writing course on respondents' performance in writing short story as allegory, and exhibit the statistical measurement.

4. Results and discussion

The results in the current research manifest that the 64 college students' in English department studying EFL have successfully and significantly performed in the posttest. That is, in the posttest they did better than in the pretest. Table (1) shows the mean and standard deviation with mean score for the pretest ($M=8.7969$) and ($SD=2.5334$), while in the posttest the mean score got significantly higher and increased as showed ($M=11.8906$) and ($SD=2.0863$).

Table (1) Mean score pre & post tests
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre	64	1.00	13.00	8.7969	2.53346
Post	64	8.00	16.00	11.8906	2.08637
Valid N (listwise)	64				

5. Discussions

From the results in the current study, it can be said that the role of using and applying techniques of creative writing by students while writing in the post-test endeavor have been significantly helpful and has led to boosting respondents' competencies in establishing creativity in their writings. This finding is in line with a previous study namely, Tok and Kandemir (2015) who looked at how creative writing exercises affected students' performance in writing skills, writing disposition, and attitudes about English in the 7th grade. In the study, pre- and post-tests were used. The results demonstrate that although the students' attitudes toward English remained unchanged, their writing abilities and attitudes toward writing both improved following the intervention. Finally, it demonstrates that creative writing exercises in 7th grade English language classes in elementary school have a favorable impact on creative writing achievement and writing disposition. Their goals were in line with the current study's goal of increasing students' proficiency in creative writing.

Similarly, Mohammed (2019) looked on the effectiveness of using creative writing multi-tasks to improve the creative writing skills of level 4 female English major students. The research was carried out for 12 weeks during the 2018–2019 academic year at Majmaah University in the Kingdom of Saudi Arabia's Zulfi College of Education (KSA). The development of female EFL students' creative writing abilities in both fiction and nonfiction essays was greatly aided by creative writing multitasks.

In parallel to this, the studies by Healey (2019), Tok and Kandemir (2014), Nino and Paez (2018), Akther (2014), and Murugiah (2013) demonstrate that creative writing can be



effective, but that this effectiveness depends on how one arranges their creative writing classes. For instance, Healey (2019) demonstrated how introducing students to creative writing through this form of constrained writing, classroom writing, and the writing community inhibits their language development. Tok and Kandemir (2014) demonstrated similar findings, demonstrating that an effective way to creative writing is employing writing exercises as students honed their writing skills. According to Murugiah (2013), the majority of students thought the creative writing module improved their writing skills.

Regarding Pawliczak (2015), who conducted a survey analysis, she found that creative writing exercises are actually the best technique to help students develop their writing abilities. According to students' opinions, vocabulary, grammar, inventiveness (imagination), and even self-esteem are the key areas where creative writing assignments have a good impact. All things considered, it is clear that the finest method for enhancing students' writing abilities is through creative writing. Writing creatively allows you to expand your thinking and see the world in new ways, as one of her pupils put it.

By the same token, Tok and Kandemir (2015) looked at how creative writing exercises affect students' writing abilities, dispositions, and attitudes toward English in the seventh grade. The study was carried out over the course of four weeks during the academic year 2012–2013 in a primary school located in the heart of Denizli, Turkey. When pre-test and post-test scores were examined, it was discovered that the experiment raised students' achievement in writing skill. In comparison to before the experiment, students' writing disposition was also improved. The trial did not, however, change the pupils' attitudes toward the English class. The use of creative writing exercises in 7th grade English language classrooms in elementary schools appears to have a favorable impact on writing achievement and temperament.

Arif (2010) conducted an action research to enhance creative writing instruction using short stories. The results of this study showed that stories may be employed in a variety of teaching styles and have a profound impact on pupils. Similarly, in order to reinforce students' mastery of the English language's syntax and vocabulary and to foster their creative writing abilities, Kirkgoz (2012) looked into how short stories could be incorporated into an English language program. According to the study's findings, using short tales helped students learn grammar and vocabulary in an effective and relevant way while also encouraging them to be more imaginative and creative in their writing, which helped to liberate them from the monotonous classroom routines. Nevertheless, Ibrahim (2016) created a curriculum based on science fiction tales to help students in the first year of the preparatory stage strengthen their creative writing abilities. The study's findings provided proof of the planned program's efficacy in helping first-year preparatory students strengthen their creative writing abilities through the use of science fiction stories.

In light of the findings by Qoura and Hadidy (2018), the purpose of their study was to ascertain how a short story-based curriculum for EFL secondary school students affected their ability to write creatively. Two instruments were developed to meet the study's objectives: a pre-post creative writing test and a creative writing questionnaire to identify the most crucial creative writing skills for first-year secondary school students. They were separated into two groups: the experimental group and the control group. they determined that their study provided proof of the value of short tales in helping first-year secondary school students enhance their creative writing abilities (fluency, flexibility, originality, and elaboration). Additionally, all students find using short stories in the classroom to be quite pleasant.

Most recently, Pokhrel (2023) conducted a study to highlight the scenario of enhancing one's creative writing abilities in an actual EFL setting. Since writing creatively is a crucial talent to have, this study was intended to increase students' creative writing abilities in the EFL classroom using intervention action plans. With the aid of various activities created as an action plan, students were involved in writing tasks, and the data were gathered from the observations. Action learning theory served as the research's guiding principle. The conduct



of students was observed as they engaged in creative writing exercises. Findings of the aforementioned study established the rendering of the effectiveness of using creative writing skills in EFL class. The use of different activities and their details are the portrayals of the classroom realm which demonstrated the possibility of creative writing as an effective tool to enhance the writing skills of students.

6. Conclusions

In this research project, it has been discovered that creative writing techniques namely using literary devices play a vital role in enhancing language-studying students participated in aforementioned course and enrolled in two tests. In the first test, their scores showed a low level of their ability to handle the literary devices in their writings. However, as the results in the posttest show, their performances approved to be high and got increased after taking a course concerned with sufficient input of creativity, literary devices in creative writing. Finally, the research concluded that applying techniques of using literary devices with distinct types, and purposes results in maximizing students' ability and vision to write short story in the form of allegory.

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Appendix A Creative Writing Rubric

Criteria	4. Excellent	3. Good	2. Fair	1. Poor
Image	Maximal use of significant details (there is no or just 1 abstraction, generalization and judgment)	Several use of significant details (they are significantly more than abstractions, generalizations and judgments)	Minimal use of significant details (they are significantly less than abstractions, generalizations and judgments)	No use of significant details (sole use of abstractions, generalizations and judgments)
Characterization	Maximal use of characters' physical appearance, action, thought, symbol, etc. to reveal characters (complete indirect characterization)	Several use of characters' physical appearance, action, thought, symbol, etc. to reveal characters	Minimal use of characters' physical appearance, action, thought, symbol, etc. to reveal characters	No use of characters' physical appearance, action, thought, symbol, etc. to reveal characters (complete direct characterization)
Voice	Maximal use of images to make the voice appealing	Several use of images to make the voice appealing	Minimal use of images to make the voice appealing	No use of images to make the voice appealing
Story	The use of narrative to convey purpose.	-	-	No use of narrative to convey purpose (purpose is conveyed through formal statement)

Appendix (B) Students' Samples in the Post-and-pre Tests

Student's Sample (1): The best day of my life when I was 8 years, my father surprised me with a gift on my birthday. When I opened it, I found a very cool bike. I couldn't prevent myself from jumping because of joy. I remember urging him to teach me how to drive it daily until I could learn to drive. How happy I was when I found him seeing me driving alone. And I liked a lot when he smiles after I perform one of the simple movements such as driving with one hand or doing any other movements. This day was one of the best days of my life. My memories with it are wonderful, I raced by it with my friends, and I also enjoyed a lot when driving it at sunset and the weather was humid and beautiful, and the air caressed my face and body. It was such a great feeling; I might get to ride the bike again to get back this feeling from time to time

Student's sample (2): My grandma is one of my favorite people. She is kind, gentle, and generous. She makes the best chocolate chip cookies. And she daily lives out what steadfast faith and trust in God looks like. She is a woman I greatly admire, and I have learned a good deal of valuable life lessons throughout the years simply by observing her, asking questions, and listening. For instance: When speaking, honesty is always best. But sometimes keeping your mouth shut is far better. Strength is often best shown by knowing that there are times to lead, and this might not be it.

Student's sample (3): As a family-caring person, my happy moments are mostly those that I spend with my family, especially my oldest brother. Being away from each other is very hard for us because we are not only siblings, we are best friends. Five years ago, he left Kurdistan to live in Germany. He could not come back here, so we went to meet in Turkey last year. That day was a beautiful day in Istanbul. The sky was clear, the sun was shining, and I could feel a nice breeze on my skin. I was looking for him outside the airport, and then suddenly he appeared. I ran to his arms and hugged him like no one was there. My eyes were filled with tears and my heart pounded like crazy. His embrace was warm and loving, as always. We stayed silent and looked at each other's eyes. Then he finally broke the silence and said, "I missed you so much, little one." I told him that I missed him too, and then we went to spend the rest of the day by the sea.

Student's sample (4): Life is a full of memories, experiences, events and moments. Some moments in life are good some are bad; everyone has special moments that they will never forget. For me the most memorable moments of my life were those I



spent with my beloved sister, six years ago we visited Amedi city together, after we had a special lunch she said 'I had a surprise for you'. I was so excited in that beautiful moment. After that she took me somewhere, when we got out the car she said close your eyes I was out of patience when we got there, I opened my eyes, I couldn't believe my eyes, it was a heaven really heaven, I run into the river it was freezing and The water was as clear as a bell, that place called (Gali Sherana). The river was surrounded by mountains, trees and the sky was so nice. We spent all day in (Gali Sherana). When I think about those moments my eyes fill with tears I feel so good as well as so sad because I lost my beautiful sister but I will never forget that day I spend with her.

به کارهینانی تهکنیکه کان له نووسینی داھینەرانه له لایهن قوتایانی زمانی ئینگلیزی وهک زمانیکی بیانی

سایمان تهحمده عهبدوآللا	سایف الدین ابراهیم شریف	رئیین عبدالقادر عزیز
کۆلیژی پهروه رده- بهشی کوردی/زانکۆی سه لآحه دین- ههولیر	کۆلیژی هونه ره جوانه کان- بهشی شیوه کاری /زانکۆی سه لآحه دین- ههولیر	کۆلیژی پهروه رده- بهشی ئینگلیزی/زانکۆی سه لآحه دین- ههولیر

پوخته

ئامانجی پڕۆژهی تووژینه وهی ئیستا نه وه بوو كه دیاریکردنی چۆنیه تی به کارهینانی ئامیره ئه ده بییه کانی خویندکارانی کۆلیژی کاریگه ری له سه ر نووسینی داھینەرانه یان هه بووه. زیاتر له ٦٠ كه س ناویان توومار کردبوو. شیکارییه کی چه ندایه تی ده رکه وت كه ئامیره ئه ده بییه کان كه پووستن بو بزکردنه وهی ئاستی نووسینی خویندکاران، ده توانن یارمه تیده ر بن بو باشتکردنی تواناکانی نووسینی داھینەرانه. وه لآمه ره وه ناوی خوئی له دوو تاقیکردنه وه دا توومار کردوووه و خولی نووسینی داھینەرانه ی وه رگرتوووه. ئاستیان له تاقیکردنه وه ی یه که مدا ده ریخست كه توانای نووسینیان زور نه بووه کاتیک باس له به کارهینانی ئامیره ئه ده بییه کان ده کریت. به لآم وهک له ئه نجامی دوای تاقیکردنه وه کاندای ده رکه وتوووه، هه لآسه نگیندرا كه ئاستیکی نایاب و باشتریان هه بووه له ئه نجامی وه رگرتنی خولیک كه جه ختی له سه ر به کارهینانی خه یالی گونجاو و تهکنیکه ئه ده بییه کان له نووسینی داھینەرانه دا کردوووه ته وه. به پیتی ده رته نجامه کانی تووژینه وه که، توانای خویندکار بو نووسینی کورته چیرۆک و ته مئیل زۆرتین ده بیت کاتیک تهکنیکه کانی ئامیری ئه ده بی بو جوور و مه به سستی جووراو جوور به کار ده یئیرین.

وشه ی سه ره کی: نووسینی داھینەرانه، ئامیری ئه ده بی، ئامازه یی، خویندکارانی EFL

تطبيق تقنيات الكتابة الإبداعية من قبل طلاب اللغة الإنجليزية كلغة أجنبية

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ملخص

كان الغرض من مشروع البحث الحالي هو تحديد كيفية تأثير استخدام طلاب الجامعات للأجهزة الأدبية على كتاباتهم الإبداعية. كان هناك أكثر من 60 شخصاً تم تسجيلهم. كشف التحليل الكمي أن الأجهزة الأدبية، الضرورية لتعزيز أداء الطلاب الكتابي، يمكن أن تساعد في تحسين مهارات الكتابة الإبداعية. سجل المبحوث اختبارين وأخذ دورة الكتابة الإبداعية. أظهر أداءهم في الاختبار الأول أنهم يفتقرون إلى الكثير من مهارة الكتابة عندما يتعلق الأمر باستخدام الأدوات الأدبية. ومع ذلك، كما يتضح من نتائج ما بعد الاختبار، تم تقييم أداءهم بشكل ممتاز وأفضل نتيجة لأخذ دورة ركزت على استخدام الخيال الكافي والأساليب الأدبية في الكتابة الإبداعية. وفقاً لنتائج الدراسة، يتم تعظيم قدرة الطلاب على كتابة القصص القصيرة والرموز عند استخدام تقنيات الأجهزة الأدبية لمجموعة متنوعة من الأنواع والأغراض.

الكلمات المفتاحية: كتابة إبداعية، أدوات أدبية، حكاية رمزية، طلاب اللغة الإنجليزية كلغة أجنبية