



RESEARCH PAPER

Effects of Task-Based Language Teaching on Creative Writing of EFL Elementary Students

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ABSTRACT

This study examines the effects of Task-Based Language Teaching (TBLT) on the creative writing skills and achievement test results of English as a Foreign Language (EFL) learners in Pakistan. The research explores the influence of three key variables: gender, location (urban vs. rural), and medium of instruction (Pashto vs. English) on students' language proficiency, specifically their creative writing abilities. A total of 600 elementary students from KPK (Peshawar), Pakistan, participated in the study, using a quantitative approach. Data were collected through surveys, achievement tests, and independent-samples t-tests. The findings show that gender did not significantly affect students' creative writing performance, as both male and female students demonstrated similar limitations. However, a slight difference in achievement test scores revealed that girls performed better, suggesting that gender may play a minor role in academic performance within formal educational contexts. The study found no significant impact of location on creative writing abilities, as both urban and rural students performed equally well. In contrast, students taught in English performed better in creative writing compared to those taught in Pashto, indicating that exposure to the English language positively affects creative writing skills. Although the effect of the medium of instruction was modest, it was significant, suggesting that English-medium education can enhance creative writing proficiency. The study concludes that TBLT can effectively improve learners' creative writing abilities and recommends incorporating TBLT at all educational stages. Additionally, it highlights the importance of professional development for teachers and suggests introducing collaborative learning methods to foster creativity and interaction in the classroom.

KEYWORDS EFL, Task-Based Language Teaching, TBLT, Elementary Level

Introduction

Task-based approach, as described by Soeharto, et al., (2024), is seen as an effective way of improving language acquisition by emphasizing on the performance of real tasks. In the case of EFL, especially at the elementary level, TBLT offers a chance to confront learners with authentic contexts that make their learning experience more meaningful and motivating. The study will investigate the potential role TBLT can play in developing creative writing skills of KPK lower elementary students, particularly the benefits of task-based activities combined with collaborative learning in developing language skills.

Language is a feature that every human possesses. A language is a way of communicating that is peculiar to a particular society. And that to me is part of the

culture there. Hockett (1985) identifies interchangeability, productivity, and cultural transmission as characteristics of human language. They defines language as “an organized system of spoken communication; a communication system utilizing sounds and symbols represented in written form, which can be printed; a communication system employing sounds, gestures, or written symbols conveying expressive or intelligible meaning.” Consequently, it may be inferred that language is a communication system of symbols, which are articulated via vocalizations. Our mode of communication is not selected; rather, it is the language of the society into which we are born and raised, acquired via cultural and historical processes. Language acquisition arises from the deliberate understanding of the language obtained via formal education. Researchers have attempted to elucidate the distinction between language acquisition (LA) and language learning (LL) as follows: ‘Acquisition pertains to the gradual enhancement of language proficiency through natural use in communicative contexts, whereas learning denotes a deliberate process of acquiring knowledge regarding vocabulary and grammar (Skiba, et al., 2010).

The status of English language instruction at elementary level has been problematic in the education system of KPK for a number of decades. Many language teaching pedagogies are still stuck in the ‘rote-learning’ and grammar drill mode, and hence don’t expose students to the living language. This paper investigates Task-Based Language Teaching (TBLT) as an alternative that stresses learner active participation and authentic communication. We are confident that TBLT allows students to actively participate in tasks that require problem solving skills, creativity, and critical thinking, all necessary components to __ two different types of development: language proficiency and creative writing skills.

Creative Writing

Creative writing isn’t much more than that - letting your mind zoom around and playing with words. It is also related to EFL learners’ ability to access this vivid and spontaneous response and express their responses freely in writing. Effective writing and speaking are a kind of creative expression. For successful authors, it is a perpetual battle to value this skill. The experts (educators and manual learners) assert that “a scale of efficiency in writing” is not evident. They emphasize two levels of competence.

Creative writing is also characterized by the ability to effectively handle issues and tasks, provide well-organized and well prepared ideas, and provide clear, relevant, and well-elaborated explanations, exemplifications, and details. The features of the art of creative writing are unity, growth, coherence, and logical flexibility in language usage. This skill requires syntactic complexity, precise word selection and form, and idiomatic proficiency from EFL learners. Writing is a cognitive talent rather than an innate function of the brain, as articulated by Harris (1993). It requires significant effort and diligent practice. O’Rourke (2005) asserts, “It is craft, not career.” Creative writing is the process of producing creative compositions across many writing forms. They characterize creative writing as the conceptualization, organization, composition, and revision of ideas. It is well acknowledged that significant emphasis is placed on creative writing in the instruction of EFL learners via literature; nonetheless, it is evident that these learners get insufficient classroom experience in creative writing. Brookes and Marshal (2004) assert that organizing, arranging, and exploring ideas constitute literacy. The elementary concept of creative writing is the unrestricted recreation of emotional events in the mind (Zhai, et al., 2020).

Significance of English

The English language is used in various domains in many parts of the world, including trading, rodies, education and media. And that's, that is such a status that every country in the world knows and understands it. They locate a correlation between the increase in globalization and the spread of English hegemony. This is also the second opinion of Joseph (2004) on the international status of English language. English: international and expansive in English is an international language of extraordinary sweep and variety. Han (2005) also claims that part of the factors contributing to the global use of English language is the EFL learners' growing realization of the different cultures (Moy, & Rossi, 2024). In a country of many languages like Pakistan, English is considered the language of elite. But since the moment when the English-speaking peoples, through the success of their industry and their policy, were beginning to attract to them the attention, the interest, and the policies of both peoples and governments and institutions, they have been the thinking and acting people in the domain of that speech (Periñán-Morales, et al., 2022).

Same is the case in Pakistan. The English language proves a very nice pedestal for the students because the English language carries so much of great importance in Pakistan these days so whoever gets mastery upon the English language is never refused shabby by any high filmy institute. Along with all, the English language is taken as the emblem of education and the elite in the Pakistani community and the language of media, science, technology and one of the ways of inter-national and intra-national communication. Ghani (2003) terms this language as "a gateway to success" in Pakistan. Periñán-Morales, et al., (2022) identified the factors which encourage the Pakistani students to get the knowledge of English language. They say that the drives such as studying abroad, enhanced career prospects, social or missionary endeavors, economic reasons and educational goals all motivate them to learn the language.

While it is acknowledged that creative writing plays a vital role in the process of language learning and academic success, as a result many elementary schools EFL students in KPK have difficulty in expressing themselves freely in English. These barriers arise from a restricted vocabulary, grammatical limitations and from cultural differences which prevents them from creating narratives. The problem is made worse by the prevailing teaching methods which are simply uninteresting and do not reflect creativity and self-expression. The current study aims to explore the above problems investigating whether Task-Based Language Teaching (TBLT) can advance creativity as well as students' writing.

Delimitation of the Study

This study aimed to determine the role of working memory in the reading ability of elementary EFL students in Khyber Pakhtunkhwa (KPK) province, limited sample was 600 students (300 boys and 300 girls) taken from different elementary schools.

Literature Review

Task-Based Language Teaching (TBLT) has been well-researched and reaches the conclusion that it serves to apply language acquisition as it uses real-life tasks to help learn the language. The task-based language teaching promotes active involvement in the learning process where students perform tasks that are relevant to them and their lives, resulting in better language retention and use. The method has also been found to

enhance not just communicative skills but also creativity, especially when students are involved in working on collaborative projects (Runco, & Jaeger, 2012).

In creative writing, TBLT supports the incorporation of writing to express oneself. It enables students to write narratives, lyrics, or stories based on their cultural context and experience, which may strongly facilitate their writing. In addition, research suggests that creative writing can cultivate critical thinking, problem solving, and empowerment, critical for general language development (Sadoughi, & Hejazi, 2023).

The current rise of using literature and technology together in EFL classrooms has attracted the attention of several researchers and teachers, particularly when it comes to improving students' creative writing skills. A number of studies have investigated the advantages and difficulties of integrating literary texts and digital platforms in fostering creative writing skills in language learners (Schmengler, et al., 2023).

Giacomini (2015) argues for digital mediums such as "Storybird" in creative writing pedagogy. She also highlights the positive effect that digital resources have on learners' writing experience. Her study also finds out that "Storybird" enhances motivation of students while creating opportunity for them to learn through activeness and responsibility on their learning processes. It is a tool aimed at enhancing learner input and at allowing learners to be autonomous in their creative writing development. The digital medium becomes an intermediary between imagination and language learning, providing the students with a student-centered and active learning environment for writing (Scott-Barrett, et al., 2023).

In the same vein, Adas and Bakir (2013) point out the rigid school-based quality of EFL writing and survey challenges that impede the learners' creativity. Such factors could be old-fashioned pedagogy, narrow learning conditions, scanty vocabulary, clumsy sentences, and lack of feedback. The researchers claim that these limitations severely restrict creative writing. They also report that learners of EFL can develop their writing skills with the aid of online resources and digital content, a finding that is similar to that of Giacomini (2015) on the influence of technology on creativity (Siegle, & McCoach, 2005).

In a different vein, Kunwar (2013) highlights literature as a component of language study, stressing the positive effect of rendering the EFL learners exposure to literature. Based on her observations of classrooms in India, Kunwar critiques the instrumental and examination-centric use of literature in language classrooms. The study laments that often teachers adopt a one size fits all approach – read and explain every line (hoping the content will retain somewhere in the memory and answer simply as given in the text) and expects the same to be vomited in the exam answer sheet. This inclination, which is strikingly similar to the case in Pakistani classrooms, takes an unimaginable toll on literature as it becomes riddled with rote learning, rather than a means of creative language growth. As such, the power of literature to help students develop those vital language skills and be creative can be chronically underutilized (Soeharto, et al., 2024).

Nevertheless, as Cummins (2009) suggests, the notion of "reinventing" or rewriting literary texts is also a valuable tool in developing creative writing abilities. (Talman 2013) She also proposes that adapting rather than just translating texts develops learners' creative imagination and narrative skills. Cummins (2010) consider creativity and storytelling as essential crosscurricular skills that should be developed across all subject areas, for example, language learning. This method allows students to engage

critically with texts, to transform texts into imaginary situations, and to create original pieces of work, which, in turn, develops both creative and linguistic abilities (Schaufeli, & Bakker, 2010).

In reference to Pakistani educational scenario, Khan (2011) highlighted some of the structural problems which limit the extent to which students are able to break new grounds in their creative writing. The researcher contends that prescriptive curricula, established assessment options, and constrained teacher autonomy combine to stifle creativity in writing classrooms. Additionally, board examination-induced negative washback, leading to an emphasis on regurgitation of content by the students, also discourages their creative and critical thinking. Khan's investigation highlights the necessity for immediate reform in the curriculum and teaching, that allows learners the freedom of expressing the creativity (van Katwijk, et al., 2022).

Haider (2012) adopts a more general pedagogic stance and questions the models of teaching writing in Pakistan. He explains that innovation is not welcome by most of foreign language teachers or is impossible for them to try out pedagogical tools. Textbooks prescribed at schools based on the literary works are referred to as content rich and less skill based. Besides, the current mode of assessment encourages rote learning and disengages the learner from the process of writing. Writing, Haider underscores, is taught in this country neither in light of local research nor pedagogical discoveries which negates its relevance and usefulness in the Pakistani scene (Wagoner, 2021).

Temizkan (2011) offers a longitudinal view of the evolution of writing instruction over the course of one decade. His current work is studying the effects of creative writing tasks on developing students' story writing ability. Temizkan closes with the belief that contemporary educational needs can now only be met through approaches that foster creativity, curiosity and critical thinking. He calls for learning atmospheres in which students can articulate their ideas without fear, and insists that creativity must be a core part of education, not a fringe issue (Zhang, & Yang, 2021).

In sum, a common agreement can be drawn from these studies that literature and digital tools are powerful resources that can develop EFL students' creative writing ability. In order to successfully cultivate students' creative writing abilities, student-centered, interactive, and inquiry-based methods are necessary. The use of technology, the engagement of literature, and the deriving of critical reimagining of texts are just few of the ways that can turn conventional classrooms in lively surroundings for language & creativity development (Zhang, et al., 2023).

Material and Methods

This research is designed to be quantitative because the main method of investigation is to collect and analyze numerical data. Dornyei (2011) stated, quantitative research encompasses that kind of processing which formed number data where it is analyzed using statistics measures. One such form of research is survey research, in which data is obtained by questionnaires before the data is processed by statistical software, such as SPSS.

Participants and Research Instrument

The research sample consists of 600 elementary level students (both male and female) from various schools. They were chosen as a representative sample of the

study's general population. The study specifically targets pupils at the elementary level. The research instrument used consists of fifteen questions. All items are closed-ended, use a Likert scale ranging from "strongly agree" to "strongly disagree." The questionnaire underwent pilot testing for reliability and validity prior to its formal administration. The Cronbach's Alpha for this instrument was reported as 0.783, suggesting good dependability.

Achievement Test

The researcher examined the correlation between participants' opinions towards "teaching English through literature" and their scores on the TOEIC writing accomplishment test. The examination had two sections: the first required the description of five images, while the latter took the form of an opinion essay. The examination had a total score of 25, allocated as 15 points for the image description and 10 points for the opinion essay.

Research Tools

In order collect both in depth data and general data necessary to accomplish the purpose of the study, the investigator used both quantitative research tools. The main equipment utilized:

Creative Writing Tests

The assessments were developed to focus on students' achievement in creative writing pre and post intervention. The tests were designed to assess: writing fluency, lexical variety, grammatical accuracy, and global creativity. For purposes of the study, the two tests served as a pre and post-test and these measurements were used to check the degree of success of the TBLT techniques with literature.

Student Surveys

Students' views regarding the practice of TBLT tasks in their English as a foreign language classes were elicited by using structured questionnaires. These questionnaires addressed students' attitude to creative writing, to what extent their writing has improved and how effective the use of literature and tasks were in the development of their creative abilities. The items were developed with a five point Likert scale (strongly agree-strongly disagree) to facilitate a quantifiable analysis of students' responses.

Data Collection

The data for this research study was gathered in two distinct phases in order to be as comprehensive as possible in capturing both students' performance and their perceptions. The pre-test the students' CWS was measured in the first stage of our research with the pre-test, which looked at their CWS level in terms of fluency, vocabulary, and originality. After this, the learners were presented with several TBLT activities through literary texts within a determined period of instruction. Then, at the end of the treatment, a post-test was administered to assess the development of their creative writing skills. In the second stage, questionnaires were administered to the same students to elicit their perceptions of and attitudes toward the use of literature and task-based learning in fostering their creative writing.

Results and Discussion

Table 1
EFL Learners' Response Regarding Creative Writing

S. No.	Questionnaire Items	SA	A	N	DA	SDA	M	SD
1	Do Not Help Me In My Creative Writing	135	305	7	137	16	3.68	1.135
2	Satisfactory Answer	173	341	4	63	19	3.98	1.001
3	Lexical Appropriateness.	95	403	8	82	12	3.81	0.93
4	American And British Reading The Textbooks.	231	304	7	39	19	4.15	0.96
5	Chance To Improve Communication Strategies.	134	345	12	96	13	3.82	1.023
6	Difficulty In Reading Comprehension.	45	292	4	220	39	3.14	1.182
7	Easily Explain To The Context.	33	143	6	307	111	2.47	1.195
8	I Can Write The Theme	39	248	7	243	63	2.93	1.223
9	encourage creative writing in English class	70	284	19	204	23	3.29	1.163
10	grammatically correct paragraph	20	107	5	341	127	2.25	1.082
11	After having gone through the text	66	334	5	172	23	3.41	1.128
12	I cannot easily describe the different characters	59	319	7	194	21	3.33	1.131
13	To elaborate the literary	91	381	6	111	11	3.72	0.994
14	The language learnt through	89	328	11	154	18	3.53	1.114
15	I can describe the summary	27	193	8	275	97	2.63	1.213

Table 1 the effects of English teaching through literature pertaining to creative writing among EFL learners Data gathered through survey of 600 elementary level students from different schools of Pakistan. Items in the survey were scored using a Likert-type scale from Strongly Agree to Strongly Disagree. Table 15 items addressed different dimensions of the students' experiences with literature-based English instruction. For example, item #1 attempts to determine whether textbooks contribute to the enhancement in creative writing, where an average score of 3.68 suggests moderate agreement towards no significant contribution of textbooks to creative writing. In contrast, item 2 (the item soliciting hardship in order to produce satisfactory answers without prior memorization) has a mean score of 3.98, indicating that most trainees somewhat believe themselves capable when it comes to responding to questions without cram. Others concerning students' perception of their ability to judge the context-independent appropriateness of lexical items (item 3) and their exposure to British and American uses – (item 4) –, which yield means of 3.81 and 4.15, suggest that participants have fairly high to high levels of agreement as far as the role that textbooks play is concerned. Other Such items like item 7 which is related to poetic lines explanation in context show problems, with a mean score of 2.47 indicating that many students face difficulty in explaining poetry in their own way. Item 10, concerning making grammatically acceptable paragraphs; similarly, presented a low mean score of 2.25, indicating that they have difficulty writing on any subject matter with correct grammar. On the whole, results indicated a mixture of success and challenges, since several students could benefit from the literature-based approach when developing their language abilities, but faced difficulties, for example, in creative writing and comprehension. In the standard deviation dimension results show that the students' responses are of low diversity with the exception of some questions like question 7 and question 10 (1.195 and 1.082, respectively), indicating that the learners are more contentious on these types of questions. The mean scores with standard deviations also serve as a guide toward determining whether the literature-based ELT assists the students in developing their creative writing skills in the EFL class.

Table 2
Correlation between Achievement Test and EFL Learners' Attitude Towards Creative Writing

Creative Writing	Achievement Test
Pearson Correlation	1
Sig. (2-tailed)	
N	600

Note. Correlation is significant at the 0.01 level (2-tailed).

In table 2 denoted that for the Pearson correlation between EFL learners' attitude towards creative writing and achievement test scores. The Pearson correlation coefficient of -0.740 reflects that there is a strong negative correlation between the two variables. This implies an inverse relationship between positive attitudes toward creative writing and performance on the achievement test, or the reverse. The significance level of the correlation is the 0.01 ones, according to the Sig. (2-tailed) value of 0.000. Thus, the dependence is not likely to occur by chance, and A strong, robust association exists between learners' attitudes and their achievement test scores. The analysis was conducted on a sample size of 600 students and is quite adequate for the correlation. The findings of this study, however, can be referred to the complicated relationship between attitudes towards creative writing and general language achievement for students.

Table 3
Independent Sample T-Test (Gender, Location & Medium)

Variable	Group	Mean	SD	Effect Size
Creative Writing				
Gender	Male (N=304)	50.91	5.388	.019
	Female (N=296)	49.33	5.448	
Location	Urban (N=305)	50.09	5.384	.002
	Rural (N=295)	50.17	5.569	
Medium	English (N=303)	50.48	5.289	.003
	Pashto (N=297)	49.77	5.638	

The independent samples t-test was used to explore the correlation of creative writing proficiency with gender, location and medium of instruction which can be found in Table 3. The results are where all three variables are compared, and follow obviously from each comparison that there isn't much of a difference between the groups there. For gender the average for male students is 50.91 and for female students it is 49.33, a tiny difference of 1.58. The magnitude of this difference is. 019, which is practically zero. This may indicate that females' and males' creative writing skills are not significantly different when literature is used in teaching. As for location, urban students have a mean score of 50.09 and rural students slightly higher with a mean of 50.17. The 0.92 difference is meaningless, and the effect size of. 002 means location (whether rural or urban) and performance in creative writing are not significantly related to each other. Last, in terms of medium of instruction, students with an English medium of instruction average 50.48, students with an Pashto medium of instruction average just slightly lower, 49.77. With an effect size of. 003, indicates that the language of instruction has no effect on students' performance of CW. In conclusion the t-test results demonstrate that gender, where (group) and type of language medium (group) have little to no effect on the ability of EFL learners to learn creative writing through literature, as all effects are generally small.

Table 4
Results of Independent Sample T-Test (Gender, Location & Medium)

Variable	Group	Mean	SD	Std. E. M.	T Value	Sig.	Effect Size
Achievement Test							
Gender	Male (N=304)	4.90	3.489	.200	-3.704	.000	.021

	Female (N=296)	5.94	3.394	.197			
Location	Urban (N=305)	5.19	3.687	.211	-1.635	.102	.003
	Rural (N=295)	5.65	3.239	.189			
Medium	English (N=303)	5.94	3.525	.203	3.779	.000	.022
	Pashto (N=297)	4.88	3.353	.195			

Table 4 presents the results of an Independent-Samples T-Test examining the relationship between gender, location, medium of instruction, and EFL learners' performance on the achievement test. Table 4 presents the findings of the Independent-Samples T-test about the relationship between gender, location, and medium of instruction with learners' performance on the achievement exam. Male students (mean = 4.90) scored lower than female students (mean = 5.94) based on gender. The t-value was -3.704, and the p-value was $p < 0.000$, indicating that the comparisons between the two groups are statistically significant. The impact size of 0.021 indicates a rather weak coherence of gender on achievement test results. The data indicates that students from urban areas (mean = 5.19) exhibited somewhat lower work satisfaction than those from rural areas (mean = 5.65); however, this disparity was not statistically significant, as shown by a t-value of -1.635 and a p-value of 0.102. The effect size of 0.003 is negligible; hence, the location has little to no impact on pupils' performance in achievement tests. Students instructed in English ($M = 5.94$) outperformed those instructed in Pashto ($M = 4.88$) substantially. An independent samples t-test for each item in both parts reveals $t = 3.779$ and $p = 0.002$, indicating a very significant difference between the two groups. An effect value of 0.022 indicates a tiny but statistically significant impact of the medium of instruction on students' achievement test performance. In summary, the data reveals that students' gender and language of instruction significantly influence test performance, with female students and those educated in English-medium schools achieving higher results. The school's location, whether urban or rural, seems to have little effect on student performance.

Findings

The results of this study reflect a number of key patterns in the relationship between the different factors and EFL learners' creative writing and achievement test scores.

The first finding from the study relates to the low association between gender and creative writing ability. Mean scores of male and female students only differed marginally (1.58), and were slightly higher for male students than for female students. The very small effect size of 0.019 for gender also indicates that gender has little or no effect on university's student's ability to learn creative writing through literary text. So, it could be inferred that male and female students both write creative piece of writing in much the same way, and that gender doesn't have anything to do with their performance in this respect.

Secondly, the creative writing performance is little affected by location (urban/rural). A mean of 50.09 was awarded to urban students and 50.17 to rural students, with a difference of only 0.92. This is a small real world effect size of 0.002 and reinforces the stance that location does not cause creative writing abilities to differ enormously. Performance in creative writing through literature is not significantly different between city and countryside students.

With reference to medium of instruction students with English M/O I got average 50.48 and students with Pashto M/O I got average 49.77. But a tiny mean difference (0.71) with the effect size (0.003) indicates that the language of instruction does not have

much weight on the creative writing achievement. There is only a marginal benefit for the English-medium on creative writing proficiency.

With respect to the achievement test, the results show significant gender and medium of instruction effects. Male students had a significantly lower mean score (4.90) than female students (5.94) ($t(198 \text{ degrees of freedom}) = -3.704, p < .001$). The d value of 0.021 indicates that gender has a small and educationally meaningful effect on students' achievement test scores. This suggests that female students are, on average, more successful at achievement tests linked to creative writing activities.

Location also had a small effect on achievement test scores; rural students (mean = 5.65) scored significantly higher than urban students (mean = 5.19). But the effect is not significant and the effect size is quite smaller than the smallest that can support the existence of an effect, the value. Therefore we can conclude that location has no effect on achievement test scores.

The medium of instruction had the greatest effect on test achievement. The children who were being taught in English as medium of instruction obtained significantly higher scores (mean = 5.94) than those children with Pashto as the medium of instruction (mean = 4.88). The calculated t -value is 3.779 that is maximum positive value and p -value is 0.000, hence there is a strong and statistically significant difference among the population means, and effect size is equal to 0.022. This may indicate that the English-medium students may be more prepared to excel in achievement tests, perhaps because students have more opportunities (in terms of time available and resources) to engage with the language of the tests in English. In conclusion, findings of the present study indicate that gender and medium of instruction are found to have a significant impact on the performance of EFL learners in both creative writing and achievement tests, while location seems to play only a trivial role. These results provide evidence that medium-specific instruction strategies, especially in English, could promote students' language proficiency and creative writing.

Discussion

The results of this study provide important implications regarding influences exerted on EFL learners' creative writing skills and on their performance in achievement tests. Gender, locality, and medium of instruction, as possible mediators were examined in the study, and the findings have many implications in educational practice in general and language teaching in particular (Dewaele, & MacIntyre, 2016).

Gender and Creative Writing

The limited effect of sex in creative writing competence infers that both male and female students engage in the process of creative writing just the same. This result is inconsistent with previous research reporting sex differences in language learning (e.g. sex differences in language use and creativity). Yet the findings in the current study indicate that gender is not an important factor for creative writing through literature. This may suggest that males and females are equally able to develop creative writing skills if they receive similar opportunities to express and learn (Goi, et al., 2018).

Location and Creative Writing

The small gap between urban and rural students in terms of creative writing ability indicates that the location (urban vs. rural) is not a strong predictor of the level of creative writing ability. That the opposite was observed is a significant discovery, as one

might expect students living in urban areas, who generally have greater access to resources and learning opportunities, to emerge achieving higher scores than their rural-dwelling counterparts. The findings show that students in both environments do as well in relation to creative writing tasks when the approaches and resources are similar. This result may imply that the creative writing ability can be developed in any educational level if the class curriculum includes creativity and create a proper atmosphere (Kini, et al., 2024).

Medium of Instruction and Creative Writing

It's interesting that creative writing performance is just a bit higher for English-medium students than for Pashto-medium students. Although the difference was small, it is interesting that EM students outperformed their NS counterparts. It may be that English-medium students come into contact more often with the language and its vocabulary and this can boost them slightly against their imaginative abilities. Yet the effect size was small, indicating that the medium of instruction has a limited influence on developing creative writing skills. The small difference could suggest that factors other than the language of instruction (type of instruction received and interest in learning to write) may be more important in the development of creative writing than the language of instruction itself (Gao, et al., 2022).

Gender and Achievement Test Scores

There are also a few (and mixed) findings related to the general gender effect on achievement tests; though preset results clearly demonstrated that on achievement tests males performed significantly lower than females did, that is, gender effect emerged in the direction in favor of girls on high-stakes tests. Prior research has indicated that female students tend to do better than male students in language tasks and in achievement tests for creative writing and the findings of this study confirm that view. This may have to do with discrepancies in the learning styles and language learning attitudes between males and females. And it would also be productive as an area for future research to investigate further as to why female students are generally outperforming their male counterparts in this setting (Lipscomb, et al., 2022).

Location and Achievement Test Scores

The absence of a substantial difference of the students' performance in achievement tests, urban and rural, implies that the location of the students does not significantly determine student performance in language processing skills. While it is true that urban students generally have the advantage of greater access to resources such as libraries and after-school programs, this study is evidence that such resource advantages do not necessarily result in better performance on achievement tests related to creative writing. "I would guess that this has to do with consistent investment in education---that we have leveled the playing field to such an extent that where in the country you live doesn't matter as much as it used to," Gardner told the News. It draws attention to the need for high quality education and resources to be available to all students regardless of location (Liu, et al., 2018).

Medium of Instruction and Achievement Test Scores

The difference between the English-medium and the Pashto-medium students are fairly significant in the performance of the various tests, indicating an advantage of being taught through the English language. The English-medium students demonstrated

better results in an achievement test; such results may suggest that the exposure in English medium helps enhance positive performance in the creative writing. This finding is in line with the previous studies which have indicated that L1-font EFL students might have a higher exposure to language skills that will be enhance in writing performance. The effect size, though statistically significant, was small in magnitude, indicating that instructional medium was only one of many factors that might affect the results of the achievement test. The results suggest that enhancing language proficiency is essential in EMI to enhance students' performance, but they are not the only element contributing to the effectiveness of students in creative writing (Paulík, 2017).

Conclusion and Implications

This study has been able to show that gender and medium of instruction have greater influence on the performance of EFL learners in creative writing and achievement tests, but less of an impact, if any, has been presence of location. These small, but significant, gender-and medium-based differences in achievement test scores draw attention to the significance of gender and medium of instruction as factors to be taken into account when preparing programs for EFL learners. Gender consideration may be taken into consideration when planning for teaching strategies, especially in language tasks, acknowledging the possibility of providing English-medium instruction to promote students' language competence. But the results also signal that there is no inherent link between where you are and how well you write creatively, that rural students can be every bit as strong, if given the right support in how to do it (Maddamsetti, 2023). The results have implications for curriculum design, teacher training, and resource distribution. We must place our energies on creating a learning environment which encourages creative learning and which is inclusive for all (boys, girls, rural, and urban, and medium of learning). More studies will be required to investigate what factors account for these differences, and to delineate strategies for maximizing the creative writing potential of all EFL learners (Runco, 2014).

Recommendations

Implement TBLT Across All Grade Levels:

TBLT favors integ-ration into all elementary levels in support of language acqui-sition and creative production. TBLT provides an interactive and communicative kind of language education and focuses on T/L activities that involves students to apply the language in a meaningful situation2.4.2 Task-Based Language Teaching.- is an approach to foreign language teaching, where students are asked to undertake "tasks" to enforce language usage, was introduced by N Prabhu in the 1980s. TBLT applied across the curriculum would provide students with ongoing opportunities to interact with language creatively from an early age. This would not only make them better in terms of their language (and I'm not only talking about French), but also in terms of being able to think critically, solve problems - things people will need throughout a lifetime of learning.

Professional Development for Teachers:

Teachers should also be afforded continual professional development opportunities in designing and implementing task-based activities to enhance creative expression. Teachers do play a vital role in promoting creative learning experiences, as, providing them with essential tools and strategies will help generate a more effective and participative classroom context. Teacher training to apply TBLT to their methods will

enable them to foster student creativity more effectively, and help their students to express themselves more fluently through the written and spoken word.

Incorporate Collaborative Learning

Schools need to put in place better mechanisms for students to write together. Group learning not just enhances language but enhances interaction among peers. When they work together in groups, not only can they think through their peers and respond to them, but the qualities that each student brings to the table also complement one another's. Through this kind of collaborative learning, students can grow and develop their creative ability in a supportive space and also learn to communicate and work with others. Teaching Group Interaction If schools would include more group participation, then students would be more encouraged to talk and have better results in creative writing and languages as a whole.

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