
A STUDY ON THE STRATEGIES FOR TEACHING CREATIVE WRITING SKILLS AT ELEMENTARY LEVEL IN QUETTA, BALOCHISTAN

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ABSTRACT

The study is intended to compare the teaching strategies applied by public and private schools teachers for teaching creative writing skills in English. The teachers from government and public schools taken as sample. An adapted structured questionnaire designed by Pan-Canadian Assessment Program (2010), was utilized to gather information from teachers on using teaching strategies. The collected data was analyzed by using T test through SPSS to conclude the study. Eventually, the study concluded that there was no significant difference in the overall performance of teachers in teaching English, teaching writing and reinforcement strategies between private and government schools it is proposed that it is important to build the capacity of teachers in area of instruction, assessment and management of variety of strategies to teach English writing. In this regard the teachers should be provided separate classes or periods on regular basis to enhance the student writing skills.

KEYWORDS

Strategies, Teaching Creativity, Elementary level

INTRODUCTION

The prosperity of every nation depends largely on the education and its systems; and thus the quality of educational system is dependent on the quality of teachers (Ayua, 2012). The teachers is considered as an important agent for both failure and success of educational system. No educational system can stand and progress without effective teachers. The effectiveness of teachers may be ensured by deciding what, why and where to teach as well as by addressing whom and where to be taught (Akinwumi, 2007). According to Ayua, Geoffrey (2017), Teaching is not concerned with transferring knowledge only but it is more concerned with developing human minds and discovering capabilities. It is evident that the humans are complex due to the differences in minds, aptitudes, attitudes, needs and interests. These differences make the teaching a complex process. Therefore, in an effective teaching recognition and significance of individual differences is the beginning point.

The process of teaching and learning is considered the two sides of a coin. The criteria that is the most accredited for appraising teaching is the extent of acquired learning by students. The notion of good teaching is claimed (Health Professions Council, 2007), Department of Health, 2004, Howe, Campion, Searle & Smith 2004, Egnew & Wilson, 2010 as cited by Regmi, K. (2012) that teaching is effective when teacher skills are combined with the appropriate communication means. Further, Braskamp, L. A., & Ory, J. C. (1994) high pointed that the effectiveness of teaching methods is created in situations when the students learn appropriately. However, this debate is still going on among the scholars and academicians to determine the effective teaching methods. When this debate enters in the world of language teaching and learning it becomes more complicated because the nature teaching and learning language is itself complex. Among the four skills of language learning (listening, speaking, reading and writing) writing is thought to be a dominant skill for communication and complex in learning as well. Even the the writing experts struggle while articulating their thoughts. Zimmerman and Reisemberg (1997) argue that many time the students struggle in the writing because most of times it is difficult for the students compose, gauge, and review their writing compositions.

Afrin (2014) asserted writing as an intellectual procedure, at first the writer ought to brain storm the ideas and perceptions which are further organized in the form of purposeful expressions while writing the ideas in a coherent way. All other processes and skills of writing that includes, planning, ordering, expurgation, revising, etc. arise from the mental process. Myles (2002) asserted the process of writing that writing is a multifarious and manifold process that necessitates the composing and forming of ideas as well as a ability for reshaping the text into a eloquent description. Prominent researcher Adas and Bakir (2013) asserted that it is not a common practice among students to write regularly but whatever they write is constrained to the boundaries of

classrooms. The writing skills among the students can be improved if they take personal interest and effort that make learning more valuable.

Ajmal & Kumar (2020), Al-Hammadi & Sidek (2015) and Chou (2011) advocated that writing abilities are fundamental and indispensable for learning purpose at every stage of education from early to higher. National Writing Project & Nagin, (2006) attributed effective writing skills important not only for academic success but future employment also.

Creative Writing in Teaching English

Maley (2017) delineated the comparison between the chief features of creative writing and expository writing. As he illustrated in his studies that creative writing and the expository writing are two contrasting styles to each other. According to him expository writing revolves around the framework of externally enforced rules and regulations. It is restricted to syntactic and lexical correctness with the aim to convey the content in a definite way to the reader. However, creative writing proceeds in a way that is freed from the clutches of rules of language that carry the writing far beyond the linguistics under the strains of novelty and originality. Thus, creative writing is principally destined for artistic purpose. Maley (2012) by studying deeply the notion of creative writing discovered the positive effects on learning sentence structures as well as on expressing in novel ways. The development of original and novel ideas in an esthetic way is the remarkable part of creative writing skills which further improves the linguistic abilities in a magnificent way.

The study is intended to compare the teaching strategies applied by public and private schools teachers for teaching creative writing skills in English. The teachers from government and public schools taken as sample. An adapted structured questionnaire designed by Pan-Canadian Assessment Program (2010), was utilized to gather information from teachers on using teaching strategies. The collected data was analyzed by using T test through SPSS to conclude the study. Eventually, the study concluded that there was no significant difference in the overall performance of teachers in teaching English, teaching writing and reinforcement strategies between private and government schools it is proposed that it is important to build the capacity of teachers in area of instruction, assessment and management of variety of strategies to teach English writing. In this regard the teachers should be provided separate classes or periods on regular basis to enhance the student writing skills.

RESEARCH OBJECTIVES

1. Find out the difference of teachings strategies for teaching creative writing skill between government and private schools
2. Compare the teacher attitudes towards teaching writing between government and

private schools

RESEARCH METHODOLOGY

The purpose of the study is to differentiate between the teaching strategies of the teachers working in government and private schools at elementary level in Quetta city for teaching creative writing skills. The study was quantitative in design and the approach was descriptive. For which a structured questionnaire for the teachers was used to collect the required data. The data was analyzed by using descriptive statistics that is standard deviation and mean scores were applied to conclude the study.

Sample and Sampling Technique

Forty Three (43) government elementary girls and boys schools were selected randomly from the list of schools obtained from the directorate of schools. Then the questionnaires were distributed in all these school by selecting the teachers who are teaching English subject at class six. Only 25 school teachers filled the questionnaire (12 males and 13 females) out of the Forty Three (43) government elementary girls' and boys' schools. On account of this only 25 private schools were selected on the basis of convenience based sampling.

Table showed that total 12 males and 32 female teachers participated in the study.

Table 01: Distribution of Sampled Teachers School-Wise and Gender-Wise

Teachers	Government Schools		Private Schools	
	F	%	F	%
Male	12	48	0	0
Female	13	52	25	100

Research Tool

The study is intended to compare the teaching strategies applied by public and private schools teachers for teaching creative writing skills in English. The teachers from government and public schools taken as sample. An adapted structured questionnaire designed by Pan-Canadian Assessment Program (PCAP, 2010), was utilized to gather information from teachers on using teaching strategies. The study objectives and PCAP, 2010 are nearly similar. But some language changes are made to improve the response of teachers. The questionnaire was closed in response and covered the following segments as under,

- Demographic Information
- Professional development
- Teaching strategies
- Reinforcement strategies
- Teacher attitudes

Validation of the Research Tool and Pilot Testing

To validate the questionnaire, it was shared with professionals and faculty members of Education and English which was improved according to their suggestions. In order to pilot test the questionnaire, it was filled by three teachers from government schools and three teachers from private schools. After observing the teachers during pilot testing some items were changed where the teachers felt difficulty.

FINDINGS

Table 2: Comparison of Teachers English teaching strategies between Government and Private Schools

S. N	English Teachers Teaching Strategies	Mean		SD		Independent Sample T Test		
		Govt. School	Pvt. School	Govt. School	Pvt. School	df	T	Sig.
1	Discussions to explain the concept	3.6400	3.2800	.56862	.93630	39.584	1.643	.037
2	Using story maps	2.2400	2.6000	.72342	.95743	44.667	-1.500	.084
3	Raise open ended questions.	2.6800	2.4400	.90000	.82057	47.596	.985	.246
4	Provide time for writing practice	3.4000	3.4400	.76376	.65064	46.817	-.199	.300
5	Time for sharing ideas	3.1200	2.8800	.78102	.92736	46.651	.990	.063

Table 2 reveals an overall comparison of teachers teaching strategies between Government and Private Schools. It shows no significant difference of strategies between Government and Private Schools. As $\alpha = 0.05$ level of significance. The significance value is higher in all items. The higher mean, score value of government schools among teacher teaching strategies in item 1, 2, 3 and 5 rows indicate that govt. school teacher are better in teaching strategies while comparing to private schools teachers. While private school teachers are better in providing time for writing practice as compare to government school teachers.

Table 3: Comparison of teaching writing strategies between Government and Private Schools

S. N	Teaching Writing Strategies	Mean		SD		Independent Sample T Test		
		Govt. School	Pvt. School	Govt. School	Prvt. School	df	T	Sig.
1	Individual task to write	3.0400	2.8400	.88882	.89815	47.995	.791	.672
2	Collaborative writing practice	2.9600	2.7200	.73485	.73711	48.000	1.153	.430
3	Reflections	2.7600	2.6000	.96954	.91287	47.827	.601	.465
4	Summarize	3.4000	3.0400	.64550	.97809	41.573	1.536	.142

Table 3 reveals an overall comparison of teachers teaching writing strategies between Government and Private Schools. It shows no significant difference of strategies between Government and Private Schools. As $\alpha = 0.05$ level of significance. The significance value is higher in all items. The higher mean, score value of government schools among teacher teaching strategies in item 1, 2, 3 and 4 rows indicate that govt. school teachers are better in teaching strategies when compared to private schools teachers.

Table 4: Comparison of Reinforcement Strategies for learning writing between Government and Private Schools

S. N	Teaching Writing Strategies	Mean		SD		Independent Sample T Test		
		Govt. School	Pvt. School	Govt. School	Prvt. School	df	T	Sig.
1	Re-teach concepts	3.4000	3.1200	.64550	.78102	.577	1.382	46.356

2	Adapt instructions and resources	3.120 0	3.400 0	.7810 2	.6455 0	.577	- 1.382	46.3 56
3	Provide Home task	1.960 0	3.640 0	.7348 5	.4899 0	.453	- 9.511	41.8 14

Table 4 reveals an overall comparison of reinforcement strategies for learning writing between Government and Private Schools. It shows no significant difference of strategies between Government and Private Schools. As $\alpha=0.05$ level of significance. The significance value is higher in all items. The higher mean, score value of government schools among teacher teaching strategies in item 1 row about re-teaching concepts indicates that Public school teacher are better in reinforcing strategies as compare to private schools teachers. While private school teacher are better in providing home task for writing practice and adapt instructions and resources as compare to government school teachers.

Table 5: Comparison of teacher attitudes towards teaching writing strategies between Government and Private Schools

S. N	Teaching Writing Strategies	Mean		SD		Independent Sample T Test		
		Govt. School	Pvt. School	Govt. School	Pvt. School	df	T	Sig.
1	I enjoy teaching English writing	3.240 0	4.120 0	1.640 12	1.013 25	39.99 0	- 2.282	.000
2	I follow the procedure for teaching writing	3.640 0	4.120 0	1.524 25	1.013 25	41.74 6	- 1.311	.034
3	I feel nervous in teaching English writing	2.000 0	2.080 0	.7637 6	1.077 03	43.26 6	-.303	.162
4	English writing is important	4.520 0	4.600 0	.5099 0	.5000 0	47.98 2	-.560	.352
5	Easy to teach writing	3.240 0	4.120 0	1.640 12	1.013 25	39.99 0	- 2.282	.000
6	I am easy in assessing students writing skills	3.240 0	4.120 0	1.640 12	1.013 25	39.99 0	- 2.282	.000

7	I feel challenge in assessing writing	2.000 0	2.080 0	.7637 6	1.077 03	43.26 6	-.303	.162
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Table 5 reveals an over comparison teacher attitudes towards teaching writing strategies between Government and Private Schools. It shows no significant difference of strategies between Government and Private Schools. As $\alpha = 0.05$ level of significance. The significance value is higher in all items except 1, 5 and 6. The higher mean, score value of private schools among teacher attitudes in all rows indicate that private school teacher are better in attitudes towards teaching writing when compared to government schools teachers.

DISCUSSION

In order to broaden the study, four indicators that is teachers English teaching strategies, teaching writing strategies, writing reinforcement strategies and as well as teachers attitudes towards teaching English writing were used to compare an overall performance of teacher in teaching English. Generally, the practice of teaching and learning is considered the two sides of a coin. The criteria that is the most accredited for appraising teaching is the extent of acquired learning by students. The notion of good teaching is claimed by Health Professions Council, (2007), Department of Health, (2004), Howe, Campion, Searle, & Smith (2004), Egnew & Wilson, (2010) that teaching is effective when teacher skills are combined with the appropriate communication means. Further, Braskamp, L. A., & Ory, J. C. (1994) high pointed that the effectiveness of teaching methods is created in situations when the students learn appropriately.

The findings demonstrates that overall attitudes of teachers towards teaching writing of private schools are found better when compared with government schools, the study results are aligned with John, S., Ishaque, M. S. Tariq, M. N., & Aziz, S. A. (2012) study whose findings scrutinized, that the teachers of private school have an improved teaching behavior, to improve the images of schools when compared to public school. The findings also indicated that the assignment of homework, adapting their instructions and teaching materials according to the needs of students.

CONCLUSION

There was no significant difference in the overall performance of teachers in teaching English, teaching writing and reinforcement strategies between private and government schools.

There was significant difference of teachers' attitudes towards teaching English writing. The attitudes of private school teachers were found better as compare to government schools teachers.

The teacher from government and private schools spend most of their teaching time in demonstrating and explaining the concepts rather than collaborating, sharing and reflecting on what the students had learnt which result in limiting the chance of creative writing expressions.

The reinforcement approaches among private school teachers were improved when compared with Government schools.

RECOMMENDATIONS

Build the capacity of teachers on the selection of instructional strategies, reinforcement's strategies for teaching writing.

In this regard the teachers should be provided separate classes or periods on regular basis to enhance the student writing skills.

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