

Developing Creative Writing Skills among the Students at Secondary Level through Authentic Materials

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Abstract

The present research has adapted the qualitative approach in the process data collection. To draw the qualitative data of the study many things have been observed when the study was going on. The level of the requirement of the students was taken as a parameter to teach the creative writing skills. Creative writing skills are the most desirable achievement of present generations. So the need and importance of creative writing skills is taken in this study. All the factors were considered in this study such as medium of the study, gender, background of the students, the opinion of the students on creative writing skills.

Keywords: Creative Writing, Qualitative Approach, Parameters, Authentic materials, Research methodology.

Introduction

The present research has been done in the area of English language education. In the part of research it was taken a chance to study the problems of non-English medium learners in learning to write perfectly. It is a challenging task to do research in communicative English.

The aim of the research is to develop the creative writing skills among the secondary level learners through the intervention of activities based on the authentic material. The authentic materials are used to teach the language skills for non-native speaker of English. Most of the study focused on the new techniques and activities by using authentic materials as scaffolding device in teaching writing skills of the students. As it went on a systematic and significant way of research to deal with the problems that diagnosed in the learners, the need of

designing the tools was a big challenge. The best of the performance was given by the students.

Objectives of the study

The present study has focused on mainly on:

- (a) Developing creative writing skills of secondary level students through the use of authentic materials.
- (b) To create awareness of the importance of learning speaking and writing English.
- (c) To make the learning joyful with the introduction of authentic materials in the classroom.
- (d) To make the learners write considerably well in the target language;
- (e) To make the learners learn to write creatively in the different contexts through the use of authentic materials.

Apart from the above major objectives of the study, there are minor objectives in this study:

- Posing the Positive attitude towards the English language.
- Facilitate the learning conditions.
- Avoid the fear and anxiety while write.
- Encourage the students as they can learn the language.
- To make them be confident while they writing.

Statement of the problem

Many of the studies show that not much has been done in the area of the use of authentic materials as motivational factors to teach language skills in Indian classroom contexts. The few studies which have been done in India focus on the use of realia means of materials from real life situations to the language learners the present study deals with the students' secondary level at secondary level, particularly from Non-English medium background, who are interested in learning creative writing. For the success of the use of authentic material in educational settings we need to carry out explorative studies which benefit practicing teachers to adopt materials in their classrooms. In Andhra Pradesh, though English is taught to students from upper primary to university level of education,

As we know that the English language demand in the present generation. According to the needs of the present generation every student must have sufficient knowledge in English. The problem of this study is that most of the rural background students are not able to write English even in the English classroom itself. They shows fear and nervousness when a teacher of English comes into the class. Even the teachers are not encouraging or motivating

them towards learning English. This is the cause of lacking creative writing skills in English. They are all required a minimum writing skills in English which can help them in their later life. Further studies are all required a minimum knowledge of communication skills.

Background of the study

In a Chinese proverb that quoted as “A picture is the worth of thousand words”. It means that a picture can give the whole meaning of a situation what we want to say or interpret. It is taken into the consideration if we use the pictures in a language classroom it will be very effective to the learners to learn the skills. We cannot say most of the things that we were asked to present. But by watching and observing a picture, a number of ideas, thoughts, perceptions, views experiences float into the mind, it easy to say something by watching and observing.

As well as the pictures and the other materials such as realia (materials from the real life situations), advertisements, newspapers, audio-visual aids and everything that cannot mean the purpose of academics.

Significance of the study

With the development of science and technology into all the fields, the essence of learning English is being rocketed up as well. As an individual, English has become everyone’s part of life and one cannot detach English from his life. With the bearing in mind the essence of learning English is encouraged by all the people from different walks of life. Earlier, English medium education was confined only to the urban areas is now slowly being spread to the rural areas of the state. This spread of English itself shows the important that it has gained in the recent times.

English, in the rural areas id being neglected even though it’s important is being stressed upon by many scholars. Students from the rural areas find learning of English a herculean task. This made the learner to distance themselves from the learning of English. Therefore, keeping in mind the need of learning English it is to be taught in more interesting way. Therefore, in order to ignite the interest of learning English in the minds of the learners’ it can be done so by the use of authentic materials. With the use of authentic materials in the classroom, the learners may be motivated and show a sense of interest in learning English and would enjoy learning English.

These authentic materials can be used for developing language skills. In all the four language skills, writing skills is considered to be an important one for it is used for medium of

communication. The authentic materials that are being introduced in the class would help the secondary level learners to enhance their speaking skills which are essential for learners in more than one way.

Research Methodology

Samples and Sampling Techniques

According to Mildred Parton, “Sampling method is the process or the method of drawing a definite number of the individuals, cases or the observations from a particular universe, selecting part of a total group for investigation.”

Sampling refers to the statistical process of selecting and studying the characteristics of a relatively small number of items from a relatively large population of such items, to draw statistically valid inferences about the characteristics about the entire population.

There are two broad methods of sampling used by researchers, non-random (non-probability) sampling and random (or probability) sampling. In judgement sampling the researcher selects items to be drawn from the population based on his or her judgement about how well these items represent the whole population. The sample is thus based on someone’s knowledge about the population and the characteristics of individual items within it. The chances of an item being included in the sample are influenced by the characteristic of the item as judged by an expert selecting the item. A judgement sampling system is simple and less expensive to use. Also when there is very little known about the population under study a pilot study based on judgement sample is carried out to permit design of a more rigorous sampling system for a detailed study.

In this random sampling technique was used random sampling, in random sampling, individual judgement plays no part in selection of sample. Each item in the sample stands equal chance of being included in the sample. In case of random sampling, the researcher is required to use specific statistical processes to ensure this equal probability of every item in the population. A random sampling system enables more reliable results of statistical analysis with measurable margins of errors and degree of confidence.

To improve the cost effectiveness of data collection and analysis, several variations of the random sampling are used by researchers. Some of the most common types of random sampling methods are (1) simple random sampling, (2) systematic sampling, stratified sampling, and (4) cluster sampling.

The sample of the present study was that Twenty-five students of Class IX were taken to generalize the research hypotheses, on the basis of random sampling technique. Among the twenty-five students both girls and boys are included. The sample of the study taken from Govt.High School students in Warangal District, Andhra Pradesh. All the students are from rural area and regional medium background. They have an opinion towards the English language that it is too difficult to learn either in speaking or writing, though the most of the students have the curiosity of learning to write in English. Apart from this, they do not have the writing practices especially outside of the classroom, because they listen and are taught only in English classroom only. In other hand two teachers of English were taken into this study. It is intended to that know the attitude of the teachers towards the English language teaching and to know what techniques and methods are being used in their real classroom and to know how the students' response will be in the classroom.

Respondents

Defining the population assists the researcher in several ways. First, it narrows the scope of the study from a very large population to one that is manageable. Second, the population identifies the group that the researcher's efforts will be focused on within the study. This helps ensure that the researcher stays on the right path during the study. Finally, by defining the population, the researcher identifies the group that the results will apply to at the conclusion of the study.

To make the study more manageable in terms of time and resources the population of this study is the heterogeneous group consists of twenty-five students of Class VIII with age 13 to 14 years from government high school Warangal, Andhra Pradesh. This population represents the all secondary level students of Government High School in Andhra Pradesh.

Variables

A variable is anything that can vary, i.e. changed or be changed, such as memory, attention, time taken to perform a task etc.

Variable are given a special names that only apply to experimental investigations. One is called the dependent variable and the other the independent variable. In an experiment, the researcher is looking for the possible effect on the dependent variable that might be caused by changing the independent variable.

- **Independent variable (IV):** Variable the experimenter manipulates (i.e. changes) – assumed to have a direct effect on the dependent variable.

• **Dependent variable (DV):** Variable the experimenter measures, after making changes to the IV that are assumed to affect the DV.

The study was based on the different variables including dependent variables independent variables.

Independent variable	Dependent variables
Students	Behaviour
Teaching methods	Competence in creative writing
Students background	Learning conditions
Interventions	Out comes

Above figure explains that in the process of research, the independent variables which can affect the dependent variables are:

Students: Students are the subjects in this study. They can influence their inner competence through the learning. By performing the writing skills with accuracy they improve their inner competence in creative writing skills.

Research questions

The research questions are likely:

1. What are the difficulties of the learners of rural areas in learning creative writing?
2. What are the possible reasons for the learners to lack behind in creative writing skills?
3. How far authentic material helpful in developing creative writing skills among the learners?
4. How the authentic material can make the learning enjoyable in the classroom?

Hypotheses

This study has below hypotheses mainly.

1. Students from rural area may have difficulty in creative writing.
2. The introduction of authentic material may help the students to develop their creative writing skills.
3. There is no significance difference between girls and boys towards develop their creative writing skills.

Research tools

Tools are like the instrument to collect the data from the focused resources. The result of the study is based on the tools are involving to gather the information. Tools help the researcher to mine the problem where it is diagnosed. The appropriate tools in a research give a qualitative information or data. Tools should be relevant and appropriate and one of the most important factors in designing the standardization of tools. The tools should be valid and reliable for the data collection.

The followings are the research tools used in the data collection:

- Interview with the teachers
- Informal interaction with the students
- Pre-test
- Intervention
- Observation
- Post-test.

The above tools are standardised and tested before the process was initiated.

Qualitative approach

In this study the qualitative approach imparted on a focused group for experiment based on the assumptions. The qualitative approach provides the best opportunity to uncover new ideas and explore processes that may be poorly understood. Qualitative methods, in contrast, try to obtain a rich amount of information about an individual so that the individual's ideas, opinions and experiences can be understood in more detail.

Qualitative data cover a wide variety of information and research methods that most often take the form of written or verbal statements that are collected using unstructured or semi-structured interviews or questionnaires (Crabtree & Miller, 1992). Asking clients "What do you think helped you stop gambling the most?" is an example of a question that will yield qualitative data. In some cases such open-ended questions may be quantified, but in other cases these responses are analysed using qualitative methods (Crabtree & Miller, 1992).

The main tools for collecting qualitative data are:

- Structured questionnaires
- Semi-structured questionnaires

The main methods for collecting qualitative data are:

- Focus groups

- Individual interviews (in person, or by telephone)

Limitations of the study

This present study has limitations that such as:

- This study was restricted to a group of 25 students at the secondary level in Warangal district, Andhra Pradesh.
- This study was taken up in the rural areas and in the Government High School.
- This study focused only on developing creative writing skills among the students at secondary level.
- This study limited to only the non-English medium background students.

Data Analysis

Analysis of student's questionnaire

In the process of collection of relevant data a questionnaire was submitted to the students to know the reasons for lack of spoken skills,

1. I cannot write in English in the classroom because of...

Response Options	frequency	Percentage
Shyness and hesitation.	08	32%
Lack of accuracy.	12	48%
Any other reason	05	20%

Table:1

The aim of the question is to know that learning English writing in the classroom is difficult than any other. This question received 32% for the option 'Shyness and hesitation, and 48% of the students selected the option 'Lack of accuracy' the rest of 20% of the students selected the option 'Any other reason'. It is clearly knowing that most of the students say that the learning English writing is very difficult than any other. Some of them say opined that it is not difficult one to learn, the rest of them opined that it is sometimes felt difficult to learn English.

2. There is encouragement and motivation from the teachers in creative writing in English in the classroom.

Response Options	frequency	Percentage
Yes	08	32%
No	12	48%

Sometimes	05	20%
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Table:2

The intension of the question is there any encouragement and motivation from the teachers in creative writing in English classroom. For this, out of 25 students 32% of the students chosen the option 'Yes', 48% of the students chosen the option 'No' and 20% of the students chosen the option 'Sometimes'. So that the understanding 48% of these responses of the students it is noticed that there is encouragement from them teachers in the classroom. 32% of the students felt that there is no encouragement from the teachers. 20% of the students say that sometimes teachers are giving encouragement and motivation in the English classroom.

This is an opinion of the different individuals in a group.

3. Does your teacher of English adapt different methods in teaching English?

Response Options	frequency	Percentage
Yes	07	28%
No	12	48%
Sometimes	06	24%

Table:3

The purpose of this question is to know the teacher of English adapt different methods in English or not. The students 28% chosen the option 'Yes', the others 24% chosen the option 'Sometimes'. 48% of the students chosen the option 'No'. So it is clarified that most of the students felt that no teacher adapts different methods in teaching English.

3. Do you like the activities and tasks included in the textbooks are interesting for developing creative writing?

Response Options	frequency	Percentage
Yes	13	52%
No	07	28%
Sometimes	05	20%

Table: 4

The aim of this question is students want some activities of creative writing included in the textbook. Student's questionnaire is intended to know the students opinion about whether they like to write or not in English. 52% of the students gave the response 'YES'. 28% of the students say that 'NO' 20% of students said some times. It is clear that most of the children is interested in creative writing activates.

4. I get opportunity to develop my creative writing skills in the classroom

Response Options	frequency	Percentage
Yes	06	24%
No	13	52%
Sometimes	06	24%

Table: 5

The above question no. 5. of student's questionnaire intends to know that students opportunities to develop their creative writing skills. The samples of 25 students were asked in their questionnaire. Among the 25 students 24% students says 'YES' and 52% of the students says 'NO' that they are not able to get opportunities develop their creative writing skills. The rest of the students 24% were chosen 'sometimes' for this question. So, the understanding of their responses it is clearly identified that because of lack of opportunities.

6. My teacher makes classroom interesting and employs activities to develop creative Writing skills.

Response Options	frequency	Percentage
Yes	07	28%
No	14	56%
Sometimes	04	16%

Table: 6

The sixth question of questionnaire was intended to know whether the teacher makes classroom interesting and employs activities to develop creative writing skills or not. For this question the 28% of the students selected the response option 'YES', 56% of the students said that there are no classroom activities to develop creative writing skills. And 16% of the students selected the option "sometimes" So, it is taken that there are no classroom activities to encourage towards creative writing skills.

7. I am scared to write in the classroom because of following....

Response Options	frequency	Percentage
I feel I may write wrong	08	32%
I feel my friends will laugh at me	13	52%
A and B	04	16%

Table:7

The seventh question from questionnaire intends that to know about student's interest whether he feels happy or unhappy to write in English. The students response for this question is the 32% of the students selected the option **I feel I may write wrong** , 52% of the students selected the option **I feel my friends will laugh at me**, and the other 16% of the students selected the option '**A and B**'. By the responses of the question we can understand that most of the students feel shy if they write other friends will laugh at them.

8. My teacher encourages developing creative writing skills in the classroom among Ourselves by involving us different group activities.

Response Options	frequency	Percentage
Yes	08	32%
No	11	44%
Sometimes	06	24%

Table: 8

The eighth question of the students' questionnaire is the purpose to know the opinion of the students whether the teacher developing creative writing skills among the students or not and about the group activities and tasks. The response for the question is, the 32% of the students selected the option 'YES' and 44% of the students selected the option 'NO'. And 24% of the students responds is 'Sometimes' Taking the response of the students, it is clearly that most of the students says that no classroom group activities to develop creative writing skills.

9. I could not express my ideas, emotions, and thoughts because.....

Response Options	frequency	Percentage
I do not know how to express with creative writing.	18	72%
. I have lack of writing skills	05	20%
I am scared of English language	02	08%

Table: 9

The aim of ninth question is to know the students ideas emotions and thoughts about creative writing whether they are expressing their thought, ideas and emotions in the classroom. For this, 72% of the students said that I do not know how to express with creative writing. 20% of

the students said that I have lack of writing skills. And the rest of the students 08% said that I am scared of English language. By examining of the responses of the students it is clear that the students do not know how to express their ideas, emotions and thoughts.

10. Apart from the text prescribed, there is also usage of other materials in the Classroom to develop writing skills in English.

Response Options	frequency	Percentage
Yes	04	24%
No	16	64%
Sometimes	05	20%

Table: 10

The aim of tenth question is to know opinion of the students, apart from the text prescribed, there is also usage of other materials in the classroom to develop writing skills in English. Among the group of twenty-five students 24% of the students selected the option 'Yes' and 64% per cent of the students selected the option 'No', the rest of 20% per cent of the students selected the option 'Sometimes'. Through the responses of the students for this question it is clearly said that most of the students felt that there is no other materials to develop creative writing skills.

11. My classroom has access to teaching aids like audio and video for developing writing skills?

Response Options	frequency	Percentage
Yes	02	04%
No	21	84%
Sometimes	2	8%

Table: 11

The aim of eleventh question is intended to know the classroom has access to teaching aids like audio and video for developing writing skills or not. 16% Students selected the option 'YES'. Out of them 84% of the students selected the option 'NO'. Out of them 08% per cent students selected the option both 'sometimes'. Most of the students selected no option so it is clearly said that there is no teaching aids in their classrooms.

12. I want to go for higher education like medicine, engineering, and law after higher Secondary level.

Response Options	frequency	Percentage
There is problem with my English	09	36%
I cannot speak and write in English	12	48%
I scare I may get failure because of lack of writing skills	04	16%

Table: 12

The intension of twelfth question of questionnaire intends to know the students' intention what is their future goal, what are the higher studies they like. Out of twenty-five students 36% per cent of the students selected the option 'There is problem with my English', 48% per cent of the students selected the option 'I cannot speak n write in English' and the rest of the students selected the third option 'I scare may get failure because of lack of writing skills'. By observing the above response for this question, it is clearly said the students cannot speak and write. And some of them feel they have problem with their English.

13. I have to have good creative writing skills in English because.....

Response Options	frequency	Percentage
It works as passport for my career	01	04%
It helps me into any job	20	80%
It helps me earn livelihood easily.	04	16%

Table:13

The thirteenth question of questionnaire is intended to why they learn creative writing. 04% of the students selected the option "It works as passport for my career" the second option "It helps me into any job" was selected by 80% of the students and the third option "It helps me earn livelihood easily." was selected by 16% of the students. So that it said clearly that it helps me into any job in real life.

14. I would like to have my class should pay attention in developing creative writing Skills by focusing on the material related to

Response Options	frequency	Percentage
Simple and day to day activities	19	76%
Corporate and job oriented	0	0%

Should be mixture of both simple and corporate life.	06	24%
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Table: 14

This fourteenth question intends to know about the students intention they would like to have my class should pay attention in developing creative writing skills by focusing on the material related to. 74% of the students selected the answer “Simple and day to day activities” no one selected “Corporate and job oriented’ and rest of the students selected the answer “Should be mixture of both simple and corporate life” Taking the responses into the consideration it is clear that they should pay attention in developing creative writing skills by focusing on the materials.

Analysis of teacher’s questionnaire

1. The language I use in the classroom.

Options	Teachers’ Responses
Telugu	01
Hindi	00
English	01
Other	00

Table: 1

The aim of this question, to know which language they are using in the classroom. One of the teachers chosen the option ‘Telugu’ and the other one chosen the language ‘English’ while they teach in the class. The convenience of the students is necessary to use the language in the class.

2. I follow the bilingual methodology in the classroom to teach effectively.

Options	Teachers’ Responses
Yes	02
No	00
Sometimes	00

Table: 2

The intension of asking this question is to know whether the teachers are using bilingual methodology or any other methodology. Both of the teachers chosen the option ‘Yes’ to indication of they follow bilingual methodology in the classroom.

3. Do your students follow when you teach completely in English?

Options	Teachers' Responses
Yes	00
No	01
Sometimes	01

Table: 3

The aim of the question is intended to know if the students are able to follow the teachers when they teach class completely in English. Because it is very backward area so that the students may not follow the teacher if he/she teaches completely in English. One of them gave choice 'No', the other one chosen 'sometimes'.

4. The total number of the students who can understand your language in the Classroom.

Options	Teachers' Responses
100%	00
50%	01
25%	01
10%	00

Table: 4

The response of the teachers explains the 50% of the students can understand the English completely when teacher one (T1) teaches the class completely in English. T2 selects the option 25% is the students who can understand when he teaches in English. The complete understanding of English is by a minimum number of students only.

5. How do you teach creative writing skills in the classroom?

Options	Teachers' Responses
Separately	00
Along with speaking skills	02
Neglected	00
Any other method.....	00

Table: 5

The fifth question of teachers' questionnaire is intended to know how the teachers teach creative writing skills in the classroom. Both the teachers (T1&T2) chose the option 'Along

with the speaking skills. It is declared that the both teachers are teaching spoken skills along with the other skills.

6. Do you use teaching aids in the classroom to teach creative writing skills Effectively?

Options	Teachers' Responses
Yes	00
No	02
Sometimes	00

Table: 6

It Is asked to the teacher through this question about the teaching aids used in the classroom to teach creative writing skills effectively. T1 says that he/she does not use the teaching aids to teach creative writing skills in the classroom, T2 says that he/she never use the teaching aids to teach the speaking skills in the classroom.

5. The creative writing skills are very important to secondary level students.

Because.....

Options	Teachers' Responses
It helps in higher education	01
It helps in earning livelihood	00
It helps in communication	01

Table: 7

The aim of the question is to know the opinion of the teachers on the creative writing skills is very important to secondary level students. One teacher selected the option “it helps in higher education”. Another teacher said “it helps in communication”

8. The text books are providing sufficient activities and tasks on creative writing

Skills based on...

Options	Teachers' Responses
The culture and tradition	01
Village life and day to day life	01
Corporate life and city life	00
Both village and city life.	00

Table: 8

This question is aimed at know how the texts books are providing sufficient activities and tasks. Both the one teacher said that all the activities are provided based on the culture and tradition. And another teacher said that village life and day to day life.

9. Does your class get sufficient practice for writing skills in the students?

Options	Teachers' Responses
Yes	02
No	00
Sometimes	00

Table:9

The ninth question intends to know the class which the teachers taught is getting sufficient practice for creative writing skills in the students. Both teachers said that their students are not getting sufficient practice for creative writing skills.

10. Employ the following activities to develop the creative writing skills in the Classroom.

Options	Teachers' Responses
video/audio description	00
Picture description	01
Essay writing	01
All the above	00

Table:10

The above question indents to know what type of activities used by the teachers to develop the creative writing skills such as story writing, and picture description, group activities and above all, T1 says that he/she uses picture description technique, and T2 chosen the option essay writing.

11. According to you which method is most suitable to teach creative writing? Skills to the students?

Options	Teachers' Responses
Direct method	00
Grammar translation method	00
Linguistic method	00
Bilingual method	02

Table: 11

The aim of the question is to know the opinion of the teachers' on what method of teaching creative writing skills is the most suitable to teach writing skills. The T1 and T2 says that Bilingual method of teaching English is most suitable to teach creative writing skills.

12. Apart from the prescribed text do you use any other materials to teach creative Writing skills in English?

Options	Teachers' Responses
Yes	02
No	00
Sometimes	00

Table:12.

Twelfth question of teacher's questionnaire is aimed at to know that apart from the prescribed text whether the teachers use the authentic materials such as newspaper, series of pictures, advertisements, and audio-video aids, to teach creative writing skills. The response of both the teachers is 'No'.

Conclusion

Findings and discussion

Objective-wise Findings and discussion of the study

(a) Developing creative writing skills of secondary level students through the use of authentic materials;

The above objective was fulfilled at the end of the study. The variables of the study were tested before and after the interventions through the valid and reliable tools of the study. In the process of developing the creative writing skills through the use of authentic materials the researcher had to design the different types of activities which create the interest and curiosity in the learners to involve in the task. The subjects of the study have been taken in the experiment on creative writing skills in English. The subjects show the significant development in creative writing skills.

(b) To create awareness of the importance of creative writing;

This objective was achieved among the students. They have set the personal goals to achieve the complete proficiency in English language at the end of the study. There was a long informal interaction and discussion with the subjects at the beginning and the end of the study about the importance of learning creative writing skills at present.

(c) To make the learning joyful with the introduction of authentic materials in the classroom;

It is observed that it was successful that came to known at the time of introduction of teaching materials with using newspaper, picture of nature, cricketers, film heroes, audio conversations, some of the movie clips to promote the writing skills in English. These materials were followed by the students and the students tried to describe, explain and write about the following the characters in the movies. So this is clearly understood that the students enjoy the way of teaching creative writing skills in the classroom.

(d) To make the learners communicate considerably well in the target language;

For this objective of the study, the learners performed the creative writing skills well in which they have been trained. It was applied to other functions of English. Learners made many mistakes in creative writing in English before the interventions but after the teaching of learning to write in English they came to know how to communicate in English without making mistakes. After the teaching with help of the authentic material

(e) To make the learners learn the language in the context through the use of authentic materials;

This objective of the study was done in the classroom itself. Introduction of different types of authentic materials makes the teaching of creative writing skills is learnable. The students feel free and comfortable in learning to write in English.

Recommendations for further study

This study suggests the following recommendations to further research.

- This study studied with the respect to develop the creative writing skills through the help of authentic materials, it can suggest developing the other language skills such as speaking, listening, and reading skills can be taken as the research topics with use of authentic materials.
- In the area of language, there is scope to study in vocabulary development.
- There is scope for the study to know the methods and techniques of teachers' of English which they use in the teaching of English with respect to the government High Schools.
- With the special focus on the students' problems and factors which involve while creative writing in English.

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