

# Teaching Writing in the 21<sup>st</sup> Century: An Overview of Theories and Practices

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Rote memorisation and dependent teaching approaches are still common among ESL teachers teaching writing. The lack of practicability of creative approaches to violate the ‘spoon-feeding’ trend among students needs attention. This paper aims to provide an overview of theories and how these theories govern the ESL practices to teach writing creatively, using integrated strategies for weak ESL students, in order to enhance their essay writing skills. Teaching of writing creatively refers to three of the 21<sup>st</sup> Century teaching and learning skills. The three elements which are essential in the 21<sup>st</sup> Century are: creativity (C1), collaboration (C2) and communication (C3). Therefore, this paper suggests that the teachers be exposed to the 21<sup>st</sup> century teaching skills and theories needed to teach writing. It is vital to prepare the nation’s workforce for the Fourth Industrial Revolution and high performance to set a benchmark among other countries by international standard, thus, avoid unemployment.

**Key words:** *writing skill, creativity, teaching strategies, ESL, 21st century, teaching and learning.*

## Introduction

Creativity is a form of strength possible everywhere when enthusiasm and passion exist and if utilised to the maximum. The massive impact is felt on self-confidence and learning achievement (Robinson et al., 1999). Creativity or creative skill in writing is not an exception as it is a highly sought-after skill in preparing learners for the Fourth Industrial Revolution (National Conference, 2017). Teaching and learning in the 21<sup>st</sup> Century (2007), National Education Blueprint (2013), Common European Framework for Reference, (CEFR, 2013), Integrated National Curriculum Specification (KPM, 2013) aims for a competitive workforce in the future. This also aligns with NP50, the 11<sup>th</sup> Malaysian Plan mission where civil servants

need to ensure that they are constantly knowledgeable, creative, active and innovative and able to lead the community. This is in line with Thrust 2 which aims to raise the capacity for knowledge and innovation for the first-class mentality under the government's aspiration.

### **Creativity and Writing**

Creativity is an innate ability that is possessed by all learners at a varying degree, (Csikszentmihalyi, 2011), but it prospers only when exploited and promoted through actions, and creativity is vital in teaching for students to overcome the 21<sup>st</sup> century vast hardships and upskill profession to withstand the challenges in the future (Olusegun, 2015; Al-Thehli & Ahamat, 2019). Facilitating and collaborating creativity in teaching pedagogy and creating meaningful activities is always tough and inconsistent. Teachers should be ever ready and able to blend and integrate materials, methods, techniques, strategies, approaches and resources from a rich database, available to produce a creative lesson plan, and thus conduct a creative teaching session (Maley & Bolitho, 2015; McWilliam & Dawson, 2008; Sergeeva, Serebrennikova, Nikolaeva, Suslennikova, Bondarenko, Shumeyko, 2019).

Writing is one of the toughest skills for students with a lack of exposure to acquire it (Akinwamide, 2012; Salam et al., 2014). In order to enhance this skill, one is recommended to look from the lens of creativity because creativity leads to imagination and this trait is innate in nature. Creative teaching produces not only a practical individual, but it also creates problem solver to attempt difficult tasks (Huzaina, 2009).

Creativity is important in any students' life to face the 21<sup>st</sup>-century constant hardships especially in the future career (Olusegun, 2015). Rababah and Melhem (2015) mentioned that creativity is one of the language skills closely associated with writing among the elements of language teaching. Once thinking is enhanced, the writing abilities fall into place, promoting students' needs in various real-time events and further allow them to express their views and thoughts confidently and enjoy their lessons (Jaelani, 2017; Nim, 2017; Soffianny, 2017).

In Malaysia, a study on the stages of thinking processes in teachers' questions and tasks carried out, indicates that many teachers posted low-level questions rather than higher-order questions during teaching and learning in the ESL classroom and is not on par with the curriculum needs (Dewitt Alias & Siraj, 2016; Row, Subramaniam & Renuka, 2016). This did not stimulate creative thinking nor critical thinking in a study using Higher Order Thinking Skills (HOTS) questions during lessons in Malaysian schools, where teachers find it a challenge to exploit questions that demand advanced thinking processes. This issue is prolonged and the reason could be the trend of feeding students with all information and knowledge just to get through the exam, instead of cultivating thinking habits (Baftim & Mustapha, 2010; Hussin, 2006, Salehi & Yunus, 2012). Hence, the focus is to teach descriptive essay writing creatively, is very necessary, although the toughest and the most commonly approached genre in the SPM

1119/1 Paper 1, Section B-Continuous Writing (Rashid & Heng, 2008), is argumentative, factual, narrative and open.

Furthermore, among previous creativity in writing studies in primary and tertiary schools, (Efe, Koleva, & Atasoy, 2016; Heppner, 2017; Munasinghe, 2018), primary school (Connolly & Burn, 2017; Patrick, 2017; Sibeko, 2015) and Higher Education (Safonova, 2018; Wyatt & Gale, 2018; Zamudio et al., 2017) creative teaching pedagogies focusing on integrating of various strategies is still not visible or implemented in policies in regular urban secondary school to date. The way it could be done would be through a module developed to assist teachers in using integrated approaches, and materials to teach writing creatively for the weak Form Four ESL students to enhance their creativity in essay writing based on creativity, collaborative and communication approaches. Besides, a module is proven to be useful and effective in essay writing skills (Karimah, 2017). This is because a module is helpful to develop a set of systematic instruction materials. This method has been vastly used in the field of education (Richey et al., 2004). Through this method, a more suitable and practical knowledge in the teachers' context can be obtained to solve the existing problem.

### **Related Practice on Creative Teaching of Writing through Modules**

This paper discusses creativity alongside collaborative and communicative approaches in integrating and blending all pedagogical skills to aid teachers in their teaching of writing about creativity. There is not much focus on creative teaching of writing that concerns the 21<sup>st</sup>-century teaching and learning which focuses on creativity through collaboration, communication and critical thinking and CEFR based in Malaysia.

There are a few established writing related studies in the Malaysian social sciences evolving around ethnic development in secondary school (Dawi et al., 2017), learning for the deaf (Dewitt et al., 2015), self-concept (Yusop et al., 2015), development of reading modules (Siegel, 1993), health education (Ujang et al., 2015), legal writing module focusing on sentences and paragraphing (Marsh & Campion, 2018) and more. One similarity that is achieved is that it all starts from a teacher's own, in-depth knowledge, skills in practice and how they sustain to the 21<sup>st</sup> century latest and up-graded application both creatively, and innovative integrating of suitable strategies, methods, approaches, materials, and resources, with or without technology, to produce an effective instruction to enhance teaching and learning. Moreover, the results of these studies were proven to be user-friendly and validated by experts according to selected methodology, although they are purely either quantitatively or qualitatively based.

A Thai study on a writing module by Prakash (2016) using a combination of applications such as Google Classroom and Versoapp in TodaysMeet online, among 94 undergraduate freshies asserted that writing instructions supported beyond classroom learning was easy, storage and data retrieval was also accessible quickly. This further encouraged communication and

collaboration through creative ideas, initiated creative opinions and ideas-sharing sessions and sustained students' interest in writing. Typing excites them over social media and application, apart from providing a medium of instant correction through peer and teacher feedback constructively. This is similar to another study conducted among psychology students in Arizona University using tutoring systems, Writing Pal, employing activities related to videos and clips, composing source-based essay through blended strategy training on students, and concentrating on reading and writing, which was successful in improving the quality of language comprehension and production (Weston-Sementelli et al., 2018).

Passing down learning opportunities to the students is a non-stop process for the teachers. These opportunities may be established through two main structures such as using face-to-face teaching-learning methods and online method or the combination of both. Therefore, only the teachers can justify which mode is preferred for his/her students, based on needs analysis and other supporting documents or literature, and design appropriately to deliver selected information which focuses on the specific content of a subject. This is clear through a self-learning organiser named Learning-to-Learn English module developed by Zaki (2011) using ADDIE. This pure qualitative research successfully developed a structure for individual learning units of writing, reading, speaking, vocabulary and grammar, which improved students' engagement and improvement in learning.

Besides, creative strategies developed in a writing module in the UK recently, asserts that quality writing was produced, and students' understanding was developed in all stages of the writing process through peer and teacher collaboration. On the other hand, teachers' supervision and guidance face to face are stressed, because limited contact and clarification leads to students' frustration, disappointment, uncertainty about the tasks assigned, despite the success of the opportunities to be creative and to boost confidence in sentences and paragraph writing (Burnett et al., 2018).

A web-based application for ESL writing was developed for novice ESL students in South Korea through web-based application for a well-organised writing exercise, by providing a big database of sentence patterns for writing, to improve sophisticated essay writing patterns using three stages of writing, which are selecting, planning and writing. The results ascertained that there exists a positive effect of good sentence modelling (Lim & Biocca, 2012). Other than that, an improvement of social engagement and active interaction in proficiency were seen in writing among Form 1 in Sudan, which concentrated on sentence and paragraph writing through blended-learning, Edmodo, instead of traditional classroom to curb passive learning, and encouraged thinking beyond the box (Abdelrahman et al., 2017).

Likewise, a study done among rural and urban boarding schools on reading and writing, based on authentic material such as Reader's Digest Magazines as an extended classroom program, showed a fun and active communication among students and enhanced creativity skills through vocabulary learning, sentence construction and paragraph writing, through integration of authentic materials or other resources to cater to students with HOTS, which was an essence

of the activities planned (Burdyko, 2018; Zumusni et al., 2018). Besides, an online scaffolding instruction among fifteen students in London on ESL reading and writing, indicated that formative academic literacy assessment is proven to produce opportunities to students to use digital technologies for a transformative learning experience, accommodate learning and practice of understanding textual composition, and stimulate critical thinking and active reading. This enabled the students to compile an essay in three stages of note-taking, outlining and paragraphing creatively (Fernando, 2018).

A typical and true experiment designed for creative teaching of writing materials in Bajawa, Indonesia, catered for students' poetry writing skills based on character education in contextual learning. This showed a positive effect on writing skills. Poetry was a literary piece compacted with meaningful language and required students to be active in mental processes, skilful interaction, establish a connection with the real world and adopt the constructivist point of view, where teachers act as the guide or facilitator. Overall, the study mentioned that a valuable character was built through cooperation, collaboration, interaction, independence, and hard work, during teaching and learning sessions through the poetry writing (Bupu & Subiyantoro, 2018).

### **Related theories on Creative Teaching of Writing**

The theories that are considered essential to the content of teaching writing creatively, to suit the demand of collaborative and communicative skills, are (i) Vygotsky's social constructivism (1978) which includes collaborative learning theory and active learning theory; (ii) Communicative Language Teaching (Klee et al., 1986); and (iii) Revised Bloom's taxonomy (Anderson & Krathwohl, 2001). The typical theory of education spells out that development paves the way for learning and results in mental and physical maturation (Piaget 1964). In contrast with Piaget's cognitive development theory, Vygotsky's theory describes that a learning process carves its way to the development of higher order thinking (Nordlof 2014) and this can be accompanied by Bloom's Taxonomy.

### ***Socio-Constructivism***

In constructivism or cognitive psychology, knowledge is processed through learning, meanwhile social constructivism defines learning as group activities involving mixed-ability people to collaborate, share, exchange and participate to help each other, especially group mates, to digest the knowledge acquired. (Mason, 2007). Based on this concept, the main theory that underlines and connects all the other theories, is social constructivism through Vygotsky's Zone of Proximal Development (ZPD), accompanied by scaffolding. He further iterates that interacting among familiar friends is evident for a fruitful outcome in lessons. Furthermore, this approach would also expand skills and strategies of not only learning but teaching as well.

ZPD leads the thinking capacity of a student that also builds maturity with a teacher's creative and innovative skills in teaching and learning lessons (Gredler et al., 2005). ZPD is followed by scaffolding which is also cooperative learning or guided writing, as one is given the support to achieve the goals of tasks, and this also leads to task fulfilment in his or her capabilities. It is crucial, as during class, students can enjoy student-centred activities in groups but at the end of the day, it is an exam-oriented system, and students are required to produce an essay based on their creativity on their own.

Most of the teaching of writing focuses on ZPD and scaffolding, so that teachers are not troubled with the preparation of materials and lesson plans, while planning the activities within limited facilities. Thus, teachers who take up the role as facilitators can allocate more time to observe, monitor as well as help the students in their writing tasks, as well as evaluate students' work samples and progress. This could further cultivate a vastly higher-order creative thinking skill (Nordlof, 2014; Swaran Singh, et al., 2018; Santrock, 2011) in generating ideas during writing lessons, emphasised by Bloom's Taxonomy (Anderson & Krathwohl, 2001). Besides, scaffolding initiates a lively and active social interaction among students during activities and switches their mindset that writing is not tough after all.

Social constructivism includes collaboration and active learning; therefore, students can discuss and cooperate to generate more unique, innovative and creative ideas. This then creates active learners where action-oriented learning is emphasised (Fani & Ghaemi, 2011). These characteristics are also mentioned in the CEFR (2013) and CLT (Klee et al., 1986) where the communicative approach is required to be implemented in the teaching and learning sessions of four language skills. Here, students will become active learners, when the teachers who will act as facilitators will have more time to monitor and observe the students' reactions and behaviour.

### ***Active Learning***

Active Learning approach learning is normally defined as a teaching method that gets students involved in their learning tasks, as it requires them to conduct purposeful activities and not merely do what they are instructed to do, but think seriously about their actions and consequences of their actions (Gerald, 1999). In the teaching and learning setting, classical activities such as homework and assignments are viewed as just a transmission of information from the teacher to student, where the teacher is the primary source of knowledge while the students are simply the followers (Charles & James 1991).

From the social constructivist point of view, learning and instruction involves knowledge processing and constructing done actively and powerfully in which prior knowledge is used with existing cognitive form, which is promoted through socialising and collaboration in learning. (Camp & Eggs 2010; Good & Brophy 2007; Phillips 2005). In any circumstances, students are the active creators of their own, and constructive knowledge as this is similar to

Vygotsky's social constructivism theory (Bhattacharjee & College 2015). It is essential for students to be engaged actively in all the learning chances, because it gives them preference to feel connected instead of being just the viewer. This demands that the teachers adapt and adopt various methods of teaching and develop active learning strategies and learning that are students-centred and which offer instructions with or without technological tools (Keengwe & Agamba 2014).

Students do not absorb much by just sitting and listening to teachers, memorising essays, phrases and sentences and then forcibly ejecting the information processed without talking, relating and applying what they have produced in their daily routine. It is vital for them to be part of their learning experiences (Chickering & Gamson 1987), for as the students communicate and participate, they acquire more knowledge (Sutherland 1996). Flora, a participant in a study to assess student engagement in Hong Kong (Z. Zhang & Hyland 2018) instigated the use of mental and emotional processes to improve her writing skills using the active learning strategy employed by her teacher. Therefore, teachers who are also known as the active agent, meaning-makers and knowledge builders, should design activities where students take responsibility of doing, organising, explaining and arguing at every learning developmental process (Coyle et al., 2018). Similarly, MALL is an educational tool for teachers to initiate the active learning approach among students to collaborate and be innovative (Fisher & Baird 2006).

In an empirical study of vocabulary development using Mobile Assisted Language Learning, MALL, in Egypt, teachers provided students with a collaborative and supportive vocabulary acquisition, which was effective by integrating MALL vocabulary learning application in their teaching strategy, instead of the classical method of getting students to memorise a lengthy list of words or phrases (Kassem, 2018). This is wise and similar to a study conducted locally among ESL students indicating that MALL provides an holistic active learning and results in positive outcomes in students' ESL writing achievement (Hashim et al., 2016). These studies clearly adhere to the main principle of active learning where active participation in everyday routine creates a creative and valuable learning experience and meaningful learning. Thus, teachers act as the active agent to stimulate learners' mental activities through creative teaching strategies. The communication and collaboration related to a language guide indeed engages students actively in activities and reduces their dependence on teachers' assistance.

### ***Collaborative Learning***

Collaborative Learning approach learning involves a group of students working together intellectually, sometimes with their teachers. Usually the task is to solve problems or create a product through exploration or application of resources with a minimum of a teacher's expertise (Gerry, 2003). Learners undergo an intellectual process for purposeful learning. The emphasis is given to the process of learning and the content that is covered (NoorAileen et al., 2015).

There are a couple methods used to teach and learn writing lessons. It can be groups, pairs or even individual. Yet, if a teacher provides an opportunity to work in groups using the Collaborative Writing Strategy (CWS), students have the tendency to work together during a lesson. According to Rahmah (2017) in her Think, Talk and Write strategy to teach descriptive writing creatively, collaboration through group activities were emphasised. Factors such as IQ, creativity and more have an impact on writing skills.

Peer collaborative writing offers unique learning which allows weak and moderate students to mingle, participate and perform together although support is received from teacher for instance through talking, acting and play activities (Sue et al., 2001). According to Kim et al., (2014), creative contributions support a total new set of creative collaboration when all collaborators contribute meaningful, creative ideas in a collaborative writing platform. Besides, a study on planning, organisation, cohesion, coherence and grammar in an ESL writing lesson among 34 secondary school students in 12 groups, states that collaborative process writing, when a strategy used by the teacher to instruct, provided a beneficial and tangible learner-based result (Mutwarasibo, 2013; Zhang 2010).

Besides, collaborative learning helps teachers to prepare and outline the teaching and learning activities, because as students share, correct and edit their members' work, they gain experience from each other, and this helps them to perfect their writing skills as they practise (Sternberg 2009). According to Lin (2015a), Collaborative Learning helps to increase time used to practise language verbally when every member gets a turn to converse and students get to ensure their peers listen, comprehend the ideas from many other sources, encourage more conversation to use appropriate language, which occurs when members speak in different ways.

Other than that, many 21<sup>st</sup> century teaching and learning methods rely on collaboration learning which creates a positive learning environment, promotes social collaboration, allows critical thinking using Bloom's Taxonomy and creativity. All these when blended together enables students to evaluate, criticise, justify and be reflective of strategies. Thus aggregates gain when students pen down their discussion creatively, be open to wider perspectives of writing styles and address individual weaknesses. Besides, when students evaluate and improvise other students' writing, they explain, evaluate and describe through great individual experiences, hence, realise strengths and weaknesses to be enhanced or eliminated (Higgins et al., 2015; Lin 2015b; McWilliams et al., 2011; Teow 2014).

Teachers are required to assist students through the process of teaching and learning writing, not in a teacher-directed method but provide students a collaborative platform to collaborate where the mental processes and discussions are done collectively (Soraya 2016; Vygotsky, 1978). Collaborative Learning is the roof of many educational practices which includes intellectual effort in groups dealing with people, with ethics and values to contribute, sharing and taking responsibility for members' actions and consensus achieved. Learning

collaboratively is not competition but involves interdependence; interaction, liability, social skills and grouping in the 21<sup>st</sup>-century teaching and learning (Laal & Laal, 2012; Yim & Warschauer, 2017).

According to a study on creativity based on a constructivism perspective by Masek and Yamin (2010), knowledge, skill and attitude has high potential to be viewed from a constructivism perspective. Vygotsky focuses on cognitive potential that reflects higher mental processes which are attention, sensation, perception and memory. ZPD influences students' cognitive levels that improve maturity and can be attained with a teacher's skillful teaching. An important developmental process is learning to use language and symbol to instruct and manage thinking of a person. Children learn to identify meaning through social interaction among knowledgeable people which in return forms experience (M. Gredler et al., 2005).

Sutinen (2008) stated that education is a medium for a student to be creative and constructive in a social environment and this is an advantage for teachers to use in class to build students' understanding. According to Prawat and Floden (1994), the cognitive tools in social constructivism stresses learning skills and cognitive strategies such as hands-on activities. Secondly, idea generation is where teachers are assigned to guide students to develop ideas and apply in the real world, as well as to manipulate the situation creatively or innovatively (Gredler 1997). Thirdly, the emergent approach is built through active participation (Cobb & Yackel 1996) and lastly, transactional and situational cognition that cannot be separated, for instance, the interaction of the mind of a student is connected to the environment. According to (Hiebert & Taffy 1998) they highly emphasise social constructivism in writing due to its function to stimulate creative thinking to produce writing through the questioning method.

### **Communicative Language Teaching (CLT)**

In Malaysia, Communicative Language Teaching (CLT) consists of a formation of a technique for language acquaintance which is supposed to happen in a meaningful way using original language as data is fed (Mustapha & Yahaya, 2013). There are three proposed characteristics of CLT which are communicative and action-oriented activities, such as role-plays, dialogues, problem-solving and more. Secondly, the usage of original materials and lastly little group activities, when a student who is more skillful shares and exchanges his or her ideas with someone less skillful in which the fundamentals are in line with social constructivists, collaborative and active learning approaches (Freeman, 2000). The CLT approach was based on communicative functions back in the late 1960s where the emphasis was on the useful use of language to communicate in a real-life communication in the classroom (Brown 2000).

There are several studies conducted on the perceptions, attitudes, beliefs, implementation and implications of CLT on pedagogical aspects in the ESL classroom. In a study done locally during a teaching and learning session, teachers did not seem to provide opportunities for the students' voice (Shah & Othman 2006). As project-based learning is one of the foundations of

activities in this study, a study by Faridah et. al (2011) reported that project-based learning has victoriously developed language and communication of students including writing. Meanwhile Sidek (2012) and Thirusanku & Yunus (2014) noted that the English language curriculum for secondary schools in Malaysia has transformed to communicative approach, especially higher emphasis is seen from the year 2017, when CEFR assessment was introduced in both primary and secondary schools, demanding CLT to be integrated in the teaching of writing, in the case of this study. In another study recently, (Ali et al., 2018) grammatical competence was proven to be improved through CLT when grammar is taught to be used communicatively in a meaningful content as well as its form, meaning and function instead of being focused only on the practice.

### **Bloom's Taxonomy**

Apart from the theories mentioned above, Bloom's revised taxonomy by Anderson and Krathwohl (2001) addresses the needs of 21<sup>st</sup> century thinking skills and creativity to produce teaching and learning activities, because creativity is one portion of higher-order thinking skills mentioned in the taxonomy. If teachers ask more challenging questions that develop students' interest and steers them to open-up, probe and enlarge their thinking, students will be stimulated to think creatively and move up to an advanced level of thinking. It is a necessity for teachers in the writing classroom to create a comfortable and engaging instructional environment to reap multiple benefits of provoking more ideas in the writing process and giving the writing tools and practices a meaning (Englert & Dunsmore, 2015). Furthermore, it is crucial for teachers to employ various creative teaching methods and strategies to initiate students' participation and increase interaction with others as supported in many studies and researches (Bupu & Subiyantoro, 2018; Hapsari, 2016; Nachiappan et al., 2018; Ariffin et al., 2018; Yuliani & Fitriana, 2017).

In a study of online collaborative writing, on the lexical improvement of words, phrases, sentences and paragraph writing, where students creatively generated a rich repertoire of lexis, active participation (active learning), communicative collaboration and creativity were present in the writing task through a picture stimuli on web (scaffolding). Questions were posed to apply knowledge on new content and create creative and higher level writing (Bloom's Revised Taxonomy) (Sengupta 2015). In the development of teaching and learning activities that comprise questioning techniques, this should be done in accordance with Bloom's thinking skills especially the HOTS – mainly achieving the creative level to encourage creative teaching and writing from both teachers and students. This will stimulate students' learning to be more innovative and proactive, thus usher them to generate the latest ideas or products. It is helpful to use Bloom's revised taxonomy of thinking skills from easier (LOTS) to tougher (HOTS) to keep the class memorable and motivated, and based on the six cognitive levels suggested by Bloom.

## Conclusion

The social constructivism theory and Active Learning Theory are emphasised because all this while the education system has been feeding the students (Semana et al., 2017) the necessary knowledge and information, which hinders them to think out of the box and perform creatively. Therefore, when collaboration is included, students can discuss and cooperate to generate more unique and innovative ideas thus creating active learners where action-oriented learning is emphasised. This indirectly, lies at the backbone of the Common European Framework (CEFR) and its objective is where the communicative approach is required to be implemented in the teaching and learning of all four language skills, as per outlined in the Introductory Guide to the Common European Framework of Reference (CEFR) for English Language Teachers. Here, students will become active learners, when the teachers who will act as facilitators, will have more time to monitor and observe the students' reactions and behaviour.

The emphasis on the collaborative and communicative aspects would fulfil the notion of Chapter 2 of the Malaysian National Blueprint (2013 – 2025) under the National Education Philosophy (revised in 1996) to enrich and envision and to produce a balanced education emphasising developing critical, creative and innovative thinking skills in English Language, focused specifically on the students' aspiration to survive in the Fourth Industrial era with soft skills despite academic excellence (Nordin & Norman, 2018, p.2). When technology is embedded partially in the creative teaching of writing, it helps teachers to create a joyous and happy environment to teach writing in a creative way. Students' motivation level gets better, and teachers do not have to spend more time to develop an integrated lesson, but just modify the activities wherever and whenever necessary, to be used in the classroom with the aid of a module. Students these days are excited and portray a positive attitude with the usage of technology (Hashim et al., 2016; Said et al., 2013; Yunus et al., 2012a, Yunus et al. 2012b). Excitement leaves a significant impact on learning (Scoffham & Barnes, 2011). Whilst the teachers who use the integrated approaches to teach, will attract students' attention and keep them engaged throughout the lesson.

Therefore, teaching of writing concentrating on creativity can produce students who are innovative, communicative, collaborative and creative in writing skills and with these qualities, can help revive and recover an ailing economy and nourish the cultural landscape (Ashmore & Moriarty, 2016). The theories and practices governing creative teaching of writing is hoped to become a reference for many parties such as teachers from multidisciplinary establishments, lecturers, schools, teachers' training centres, curriculum developers and ministry. Also, this will spark an interest when the proper guidance is given to teach writing creatively in the classroom using various integrated approaches. It also enables to boost teachers' and students' performance in creativity and grade at the end of the day. Moreover, this paper would prepare the upper secondary teachers when CEFR is implemented in the upper secondary next year, as teachers are not clear and ready to adapt, implement and assess writing within a brief period and drastically.



### **Limitation and Study Forward**

Therefore, the future scope of the study could examine other theoretical aspects especially different writing processes and the latest creative teaching pedagogies. It is recommended that one of the ways to utilise and benefit the creative teaching of the writing module, is to withstand the traditional methods and use multiple paradigms such as action research combined with a case study.

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