



## DESIGNING A MODULE AS A STRATEGIC SOLUTION TO ENHANCE CREATIVITY IN THE TEACHING OF WRITING



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### ABSTRACT

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The 4<sup>th</sup> Industrial Revolution (4IR) focuses on human capital growth in educational settings. This leads to the demand for educators who can bring creative temperaments to English Language teaching as mentioned in the National Education Blueprint (NEP) and Integrated Curriculum for Secondary School (KSSM) in line with the 21<sup>st</sup> Century Teaching and Learning philosophy. Despite a pool of pedagogical tools and ideas available to teach writing creatively, some teachers still lack creativity skills and knowledge to adopt, integrate, and apply teaching strategies to boost students' interest and writing skills. A preliminary qualitative study was conducted among 4 ESL participants in secondary schools in Selangor to assist in the analysis phase of the actual module development project. The main objective of this study was to describe the challenges faced by teachers to teach writing creatively. Data collected through semi-structured interviews and observations resulted in a strategic solution to generate creative pedagogies to suit the current academic setting. This study concludes that a module should be designed and developed with a puddle of suggestions on creative teaching strategies to be used in multi-levels. It also implies that students will be able to take their own authority in writing, thereafter. Besides, a set of criteria should be set to evaluate creative teaching by the educational authorities as a form of guideline to the teachers.

**Contribution/ Originality:** The primary contribution of this study is the development of a creative pedagogical strategies module to teach writing skills. Such a module will have implication to develop teachers and students' creativity, as well as collaborative and communicative skills pertaining to futuristic classroom for writing skills. This module can be an exemplar to multiple parties in the field of ELT such as Teachers, Curriculum Development Centres, and Teachers' Training Institutes.

### 1. INTRODUCTION

In fulfilling the demand of preparing top-notch human capital in the 4<sup>th</sup> Industrial Revolution, it is imperative that a language teacher integrates the six global competencies of 21<sup>st</sup> century education in the classroom which includes *creativity* other than *character*, *citizenship*, *collaboration*, *communication*, and *critical thinking* (Fullan, Quinn, & McEachen, 2018). Creativity is also a component highlighted in important Malaysian government documents, namely the National Education Blueprint (NEP 2013-2025) and the curriculum specifications of the Standards-

Based Curriculum as well as Secondary School Integrated Curriculum (KPM, 2003) in line with the 21<sup>st</sup>-century teaching and learning philosophy. Similarly, the Common European Framework for Reference (CEFR), which consists of the creativity assessment scales for writing, is an international teaching and learning framework and assessment tool adopted currently in Malaysia, to measure the competency and proficiency of creativity in writing.

Given its emphasis in the national curriculum, there is an urgent need for teachers, facilitators, and educators to harness and increase creativity among Malaysian learners, starting from a young age through creative teaching and learning in ESL classes to prepare the country for 4IR (Mohd, Nur, Tuan, & Hazrati, 2018). Yet, when common practice in ESL classrooms across the country is reviewed, there seems to be troubling discrepancy. Students' achievement in terms of scores and results are given more emphasis, which is rigidly governed by the curriculum (Annuar, 1998). Teaching is not seen as a cultivation of creativity, but merely as a transfer of knowledge, owing to the Malaysian or Asian culture whereby everything they teacher says is mandatory. Going against such an authority becomes an offence and is considered morally unethical (Lau, Hui, & Ng, 2004). By right, having the access and exposure to the latest learning gadgets and platforms, students should always be improving and be motivated to learn writing. Unfortunately, the bitter reality is that students do not have the interest and/or are unwilling to learn writing in spite of having technology at their fingertips. This could be due to the insufficient creativity on how to make effective use of learning materials that can benefit them.

Although many programs have been initiated by the Ministry of Education to polish the English Language achievement in Malaysia, writing skills are still one of the on-going, difficult, and notable concerns in Malaysian ESL classrooms (Ilyana, Paramasivam, Husain, & Bakar, 2015; Naginder, 2013; Zuraidah & Yunus, 2014). Writing skills do not depend solely on attitude and talent, but also on the teachers' creativity in teaching strategies and use of materials in the ESL classroom (Supyan, Maarof, & D'cruz, 2001). Lack of knowledge and skills to adopt, integrate, and apply new pedagogical approaches would hinder students from writing efficiently because the writing techniques necessitate specific strategies to produce a comprehensive and quality content to achieve the requirement of the writing assessment rubrics (Seman, Yusoff, & Embong, 2017).

According to Maley and Peachy (2015) a vast pool of sources in various forms is available for teachers to teach creatively. This instills creative thinking skills and intelligence while further facilitating creativity in language teaching and learning. These creative activities are powerful enough to foster creative behavior among learners (Burton, 2010) especially when the tasks are student-centric and employ communicative approaches. Creativity in language teaching mainly concerns the individual, prior to the teaching and learning process and the end-result (Fisher, 2004). Hence, creativity is derived from a creative individual first, in this case, the teacher, who then influences the thinking and decision-making processes, subsequently contributing to the end product generated.

Creativity does not blossom spontaneously in an individual or an ESL classroom, but this does not mean that it is not an innate ability. Creativity can be enhanced and taught, although it is complex and requires cognitive abilities to complete a task (Fawcett, 2002). According to Bohm (2007) everyone is born creative, and if nourished well, creativity could flourish. The root starts from home before progressing in schools, where learning becomes flexible, unique, and creative. Setting a benchmark for creativity is challenging. Within the Malaysian setting, creativity is highly in demand for an individual to grow in all aspects holistically and able to serve the nation to support the educational revolution (Halim, 2009).

This preliminary study was carried out to identify teachers' hardships in the teaching of writing creativity and to propose a strategic solution to fill the gap in creative teaching strategies, as well as to fulfill the newest demand in the teaching of writing. Therefore, to address the needs analysis phase of a module development and a strategic solution, a writing module would be introduced; it will consist of a variety of strategies for teaching creative writing skills. The module will focus on strategies that teach writing creatively to improve students' grade in Section B: Continuous Writing, which allocates the highest marks i.e. 50 out of 85 marks, for the SPM or Sijil Pelajaran Malaysia (National Examination) English Paper 1, 1119/1. Thus, this paper precedes the needs analysis phase of

developing the Creative Teaching of Writing Module, by addressing the preliminary research questions (i), the challenges faced by teachers to teach writing creatively, and (ii) the teachers' need for a module.

## 2. METHODOLOGY

Kutner, Olson, Warner, and Hertzog (2008) state that there is no definitive way to determine the minimum sample for qualitative research as it is influenced and driven by many factors. In most qualitative studies, purposeful sampling is employed because it allows researchers to gather rich information and gain insights related to the research questions (Palinkas et al., 2015). As such, the primary source of data for the present study is a semi-structured interview conducted with 4 ESL participants who were Form Four teachers from two semi-urban schools in Selangor. With 15 to 22 years of service, these teachers had taught lower and upper secondary school students at both urban and rural schools and they held positions that included overseeing the English Language Panel, coordinating PT3 and SPM examinations, grading SPM papers, becoming CEFR master trainers and SISC coaches, judging co-academic events, as well as handling Language competitions at the state level. Considering the module for the future project is tailored for the upper secondary school students, the selection of the teacher-informants was appropriate. Thematic analysis was conducted based on Miles and Huberman (1994). The interview protocol was divided into 2 sub-sections: (a) *Challenges Faced in Teaching Writing Creatively* and (b) the assistance needed in teaching writing creatively. In brief, when conducting teaching and learning, teachers who possess sufficient knowledge and skills in teaching ESL writing skills creatively, will employ and utilize all the possible materials and resources, methods and techniques, and approaches in teaching strategies, as well as tailor-made styles to suit the various levels of students. Teachers' knowledge is identified as by the acquisition of skills that assist teaching and learning practices. Teachers are deemed knowledgeable if they are well-versed in information, concepts, theories, models, and frameworks that will be the foregrounds of the teaching and learning objectives.

Meanwhile, skills are the abilities of putting the knowledge in practical mode, such as creatively creating a learning condition, and dedicatedly improving the language skills of diverse students. Moreover, teachers should promote various and integrated teaching procedures that are appropriate to the content and objectives, as well as continuously supervise students' performance. Teacher's competence, involvement, focus on real-life situations, ability to design creative, collaborative, and interactive learning, and attending to students' needs are vital for improving professionalism in the innovative and creative teaching of ESL writing.

In this study, teachers' competence in knowledge and skills in teaching is adopted from the SKPMg-2, Standard 4 (Standard Kualiti Pendidikan Malaysia, Gelombang 2, Standard 4) or Malaysian Education Quality Standard, the 2nd, wave, Standard 4 instrument. This instrument gives more focus on teaching and learning pertaining to teachers especially on the way they are planning and implementing the whole lesson with its focus to generate the students' effective learning processes. This study ensured a proper guideline was followed in planning and conducting creative teaching based on the scales adopted from SKPMG-2, Standard 4 instrument. Table 1 shows nine from twelve criteria from the instrument (knowledge: 4.1, 4.2, 4.4, 4.8, 4.10 and skills: 4.5, 4.6, 4.7, 4.9) in the overall teaching and learning criteria, as pre-defined by the SKPMg-2 Standard 4 for teaching and learning by MoE, a common scale used by authorities, superiors or teachers to assess their teaching and learning abilities.

As presented in Table 1, the observation checklist was used to assess teachers' creativity, knowledge, and skills in their teaching and learning activities during random ESL writing lessons. The criteria to be assessed were selected based on the aspects of creativity, collaboration, and communication from teaching and learning in the classroom, to form the general SKMP 2.0 scale. The aspects of collaboration and communication were included because the module to be developed has adopted the social-constructivism theory, active and action-oriented theories, and the Communicative Language Teaching (CLT), which uses Gagné, Briggs, and Wager (2005) nine events of instructions.

Table-1. Selected construct from SKMPg-2, Standard 4.

<b>Knowledge</b>
4.1 Teacher's knowledge in initiating students' active involvement for effective language learning:
<ul style="list-style-type: none"> <li>Teacher fosters active and collaborative interactions in numerous approaches, such as among peers, student-teacher, and student-materials.</li> <li>Teacher initiates students' positive engagement in learning activities to reach the language learning objectives, such as participating in group discussions; responding to questions; taking notes; completing practical homework, or assignment, or project; applying physical movements, and reacting to teaching and learning materials.</li> </ul>
4.2 Teacher's knowledge in ensuring consistency between learning acquisition and objectives:
<ul style="list-style-type: none"> <li>Teacher encourages students to provide accurate responses to instructions or questions.</li> <li>Teacher motivates students to share ideas, views, and opinions, or to pose questions collaboratively to gain additional information related to the learning content.</li> </ul>
4.4. Teacher's knowledge in tedious planning and preparation to increase teaching effectiveness:
<ul style="list-style-type: none"> <li>Teacher selects and prepares appropriate strategies, suitable learning materials, and evaluation materials, based on the students' ability.</li> <li>Teacher states language learning objectives in the form of behaviour and measure, according to the students' language ability.</li> <li>Teacher plans and prepares teaching and learning materials, and activities before a lesson, tailored to meet the learning objectives.</li> </ul>
4.1 Teacher's in-depth content knowledge that leads to confident, clear, and accurate delivery of teaching:
<ul style="list-style-type: none"> <li>Teacher imparts latest knowledge beyond curriculum and applies skills to achieve the learning content, according to the students' potentials.</li> <li>Teacher delivers the learning content, for example, by explaining a concept or a fact with clarity, accuracy, and confidence to suit the learning objectives.</li> <li>Teacher elaborates content using the present situation and/or students' prior knowledge to build understanding in language.</li> </ul>
<b>Skills</b>
4.5 Teacher's skills in delivering suitable learning content to improve learning objective achievement:
<ul style="list-style-type: none"> <li>Teacher integrates strategies to conduct and deliver interesting teaching and learning activities, for example, by using HOTS questions/mind maps/thinking map to stimulate students' higher order thinking.</li> <li>Teacher prepares a conducive learning environment for students.</li> <li>Teacher integrates teaching strategies and approaches to suit students' needs and ability.</li> <li>Teacher applies basic teaching skills, based on teachers' and students' prior knowledge, involving easy to complex tasks, and concrete to abstract tasks.</li> <li>Teacher delivers learning content flexibly, based on situations.</li> </ul>
4.6 Teacher's skills in communicating effectively for students' understanding and encouragement in learning:
<ul style="list-style-type: none"> <li>Teacher communicates orally or non-orally in an effective way to gauge students' committing and sustaining interest in the teaching and learning session.</li> <li>Teacher communicates effectively to ease understanding and encourages students to learn.</li> </ul>
4.7 Teacher's skills in integrating and using effective educational resources to strengthen students' learning:
<ul style="list-style-type: none"> <li>Teacher integrates learning materials and educational resources to utilize the resources obtained from real-life environment to strengthen students' learning.</li> <li>Teacher integrates learning materials and resources that suit the learning objectives and students' ability.</li> <li>Teacher integrates learning materials and resources to create an interesting environment to boost students' interest in learning.</li> <li>Teacher emphasises how to integrate and use learning materials and resources to enhance learning.</li> </ul>
4.9 Teacher's skills in effective questioning techniques to increase students' understanding:
<ul style="list-style-type: none"> <li>Teacher uses questioning techniques that contain many cognitive levels suitable to the students' ability and applies questions systematically to improve students' understanding.</li> <li>Teacher poses simple and focused questions and extends them to the entire class to initiate thinking, responses, or answers.</li> <li>Teacher provides suitable and positive feedbacks to expand students' attentiveness and engagement to get involved in the teaching and learning session.</li> </ul>

For the assessment of teachers' knowledge, only criteria 4.1, 4.2, 4.4, and 4.10 were selected, whereas for the evaluation of teachers' skills, only criteria 4.5, 4.6, 4.7, and 4.9 were chosen. The selection of these criteria was validated by two content experts from Higher Learning Institutes, who have been lecturers in the field of education for more than 15 years

### 3. RESULTS AND DISCUSSION

The teachers are characterized qualified as they are particular about their lessons and students' homework, stern in rectifying mistakes and corrections, and focused on scores and accurate performance. Nevertheless, nowadays, a creative teacher is a role model who leaves an imprint though creative lessons, thus, inspiring students to be interested and motivated to learn English or even become someone like them in the future. Unfortunately, when probed on the reasons for teachers' becoming less enthusiastic with this investment, three main themes were identified. The identified themes that contribute to this phenomenon are (i) teachers' skills and knowledge in being creative, (ii) student's language proficiency and (iii) inadequate guidance and facilities for teaching creatively.

#### 3.1. Skills and Knowledge to be Creative

The participants in this study felt that creativity is very subjective and varies according to personalities. They agreed that being creative all the time in an ESL class, especially during writing lessons, leaves great impacts on students' interest and end-results, but causes two major setbacks. The two sub-themes that emerged were the lack of impact from creative teaching of writing and the lack of creativity in teaching strategies.

##### 3.1.1. Lack of Impact in Creative Teaching of Writing

Firstly, whether in standard or creative teaching strategies, every interesting moment lasts only within the lesson or period. Although activities can be interesting and students do participate, such occasions are temporary, because during exams, students still submit blank answer sheets or choose to sleep. The blending of strategies has to be powerful to leave an imprint in students' learning satisfaction, so that they can finally learn something new or correctly and are able to use it appropriately in their writing. Based on the verbatim remarks of participants, a few constructs were designed and presented in Table 2.

Table-2. Constructs of Sub-Theme 3.1.1

Constructs
• Lack of skills to integrate online and digital pedagogical strategies creatively
• Inadequate quality of proficiency and interest to teach writing
• Insufficient knowledge to design impactful pedagogical strategies to teach specific features of writing

In fact, based on Kupasan Mutu Jawapan (analysis and quality of SPM paper), *Sijil Pelajaran Malaysia*, SPM (Malaysian National Examination) 2016, for Paper 1, 111/9, Section B-Continuous Writing, teachers are suggested to use more interesting expressions, practice more HOTS questions, provide and accept original and own ideas, choose materials from wide genres, and think out of the box. There is a necessity to improve teaching practices that employ creativity in writing, so that an ESL student may rise to higher standards. Teaching for creativity should be followed by the assessment for students' creative output.

Teachers who teach creatively usually possess a wealth of foundation in the English Language and are able to derive lessons based on their knowledge and imagination, which provide sense or meaning at the end of the lesson (Jones, 2012). These teachers can quickly produce engaging activities from minimal materials or without any material at all. This includes the writing class where students' pre-writing can be stimulated with minimal teaching aids before it can progress gradually to the drafting process or vice versa. Besides, being creative requires

confidence, as teachers must lean on their experience and duty to make learning impactful and meaningful. This study is in line with the notion that if the initiative on trying new teaching strategies exists without being confined to a pre-set guideline, and the willingness of adopting and modifying available strategies are put into practice, students' interest and achievement can be addressed (Richards, 2013).

### 3.1.2. Lack of Creativity in Teaching Strategies

According to the participants, some teachers are less likely to step out of their common teaching strategies or be willing to learn new things by adopting, integrating, and applying creative teaching strategies to enhance and boost students' interest and achievement in writing. They mentioned that there is a lack of self-initiative pursuit among the younger teachers, probably because they are still in the initial stages of catching up with the reality in the practical methods of teaching, since most items are taught differently from how they are practiced in an actual setting. Their main concern and responsibility are to maintain discipline and ensure that students are well guided, especially in a standard, large classroom of 40 students with various capabilities (Maskit, 2013; Rosas & West, 2009). Only then, can the pedagogical issues and impacts be prioritized. The constructs of sub-theme 3.1.2 are presented in Table 3.

Table-3. Constructs of Sub-Theme 3.1.2

Constructs
<ul style="list-style-type: none"> <li>• Lack of self-initiative to blend pedagogical strategies and resources to teach writing</li> <li>• The experienced are exhausted due to overwhelming teaching years and the young takes teaching for granted</li> <li>• Perception that basic writing</li> </ul>
<ul style="list-style-type: none"> <li>• Focus on repetitive method (grammar drill) instead creative teaching of writing</li> <li>• Students' discipline and behaviour hinders teaching creatively</li> </ul>

Besides, based on the observation criteria from the teacher's evaluation checklist SKMP 2.0 (Knowledge Criteria 4.4), the teacher's knowledge in tedious planning and preparation to increase teaching effectiveness is less likely to meet all the required criteria after being observed during random writing classes among all teachers. Teachers seemed to be lacking in the selection and preparation of appropriate strategies, suitable learning materials, and evaluation materials based on students' ability. Their planning and preparation were inadequately tailored to meet the learning objectives.

For the Skill Criteria 4.7 in the teacher's evaluation of teaching, it seems not likely for the teachers to meet the requirement of integrating and using effective educational resources to strengthen students' learning. It is hoped that teachers use more resources obtained from real-life environment to strengthen students' learning in line with the learning objective and the students' ability. This is because creative learning materials and resources create an interesting environment that can boost students' interest in learning; thus, it is vital for teachers to emphasize the integration of various materials to enhance learning. 21<sup>st</sup> century teachers are suggested to be more updated with the latest occurrences and available technologies to be applied in creative teaching. For example, augmented reality can teach vocabulary; virtual reality can teach descriptive words and share information on places that students cannot access; Skype messaging can allow the exchange of ideas and information on content point development; whereas the use of various printed materials and actual physical movements can provide clearer examples to enhance understanding.

Hence, this study proposes that these teachers may learn to be creative slowly and steadily through assisted printed materials e.g. modules, and may gain more exposure through workshops. Meanwhile, teachers who have been in the service for a long time seem to display apprehension toward technological growth, due to being unfamiliar with available gadgets that continue to be updated rapidly. Likewise, their inability to solve technical



glitches, coupled with poor facilities in school labs or other rooms used for teaching and learning, becomes an obstacle (Yunus, Hashim, Embi, & Lubis, 2010). Hence, these teachers find it convenient to teach using their own personal styles and believe that certain traditional methods are culture oriented, inherited from the Asian teaching ethos. However, when the ministry highlights creativity in all policies and encourages it in the teaching pedagogy of all school levels, teachers may need to adjust accordingly by transforming their teaching strategies to be in line with the 21<sup>st</sup> century teaching and learning philosophy (Omar, Embi, & Yunus, 2012).

### 3.2. Students' Language Proficiency

The three sub-themes that emerged were more focus on grammar, challenges in preparing creative lessons and less guidance in teaching creatively.

#### 3.2.1. More Focus on Grammar

Based on the observations and lesson plans, activities conducted focused more on checking the forms and functions of grammar in essays, instead of emphasizing the flow of the content. The teaching focused on drilling the students with the basic grammar knowledge for simple sentence constructions and introducing suitable vocabulary, rather than addressing the elaborations of points in essay writing. The constructs of sub-theme 3.2.1. are presented in Table 4:

Table-4. Constructs of Sub-Theme 3.2.1

Constructs
• Emphasis given on basic is more important than flowery language
• Accuracy in vocabulary and sentence construction is important to deliver the intended message

Naturally, a writing teacher is transformed into a grammar teacher (Wolbers et al., 2018). Yet, vocabulary and proper sentence construction should also be given due focus in writing. Jeffrey and Craft (2004) mentioned that teachers' creativity in pedagogical skills and knowledge in the classroom influences the students' creativity of accomplishing a given task. This study is very much consistent with Jeffrey and Craft (2004) that a creative teacher is an agent of change to improve monotonous teaching into an interactive one. However, based on the participants' opinion, some teachers have the mindset that less-proficient students cannot even write well, and it would be more difficult to teach them creatively when they are incompetent in sentence construction and vocabulary. Hence more guidance and support in the form of module inclusive of creative materials and strategies should be given to teacher to shift such a mindset.

#### 3.2.2. Challenges in Preparing Creative Lessons

Teachers not only need to spend time, energy, and cost when planning and executive creative content, but also need to struggle to fulfil the students' needs from different mindset and background. Time constraints mainly exist due to the heavy translation from L1 to L2, to ensure students understand the task in the ESL classroom. Hence, this delays teachers in planning and carrying out creative activities in teaching writing.

Furthermore, students' inadequate writing proficiency makes it difficult for all parties to collaborate and participate, whether in monotonous or creative activities. This eventually causes dissatisfaction and frustration, leading to the loss of interest for instilling creative teaching in subsequent lessons, especially if the teachers are unwilling to engage in the trial and error of new ideas. As stated by teacher D, basic command of the language is more important to ensure that the learning becomes meaningful at the end of the day. The constructs of sub-theme 3.2.2 are presented in Table 5:

Table-5. Constructs of Sub-Theme 3.2.2

Constructs
<ul style="list-style-type: none"> <li>• Important to imprint the impact of teaching writing</li> <li>• Dissatisfied with the workload as it imbalances the core duty and secondary responsibilities</li> <li>• No appreciation from students as students' mindset is fixed that writing is tough</li> <li>• Better chance to make lessons creative if core business is taken care</li> </ul>

Teachers' skills and knowledge in blending all available strategies and resources to produce creative ESL classroom activities during writing lessons are generally affected although a pool of teaching activities, with or without available current technology. This was displayed when teachers mentioned that there is (1) a lack of cooperation, focus, and attention from students' participating in activities; (2) a low self-esteem or confidence among students regarding writing skills due to feeling incompetent; and (3) a tough preparation for a suitable lesson and activities needed in writing, which is interrupted due to unnecessary workload.

### 3.2.3. Less Guidance in Teaching Creatively

Teachers claimed that they need more guidance and facilities for using creative skills and knowledge on a variety of pedagogical approaches, especially concerning the targeted students. Teachers also stated that it is difficult to be selective in choosing, analysing, modifying, and preparing activities to be utilized, and to meet the targeted objectives within a brief period while considering cost, time, effort, suitability, simplicity, and practicality of catering the less-proficient students' writing skills. Moreover, unnecessary workload, such as administrative work, impedes the preparation for conducting creative teaching of writing. The constructs of sub-theme 3.2.3 are presented in Table 6.

Table-6. Constructs of Sub-Theme 3.2.3

Constructs
<ul style="list-style-type: none"> <li>• Inadequate facilities hinder teaching</li> <li>• Creative teaching requires time, energy, cost and effort</li> </ul>
<ul style="list-style-type: none"> <li>• Pedagogical strategies need to be tailor made to suit all types of students</li> <li>• Some students pre-set their mind to learn only the area tested in exam while some prefer interactive lessons</li> <li>• Students seeks for technology-based teaching strategies and guide such as module or handbook as a form of guide to creative activities</li> <li>• Teachers are in need of proper criteria or evaluation to indicate if teaching meets 21<sup>st</sup> C components of teaching</li> </ul>

Teachers are not passive recipients of knowledge and skills in all the new pedagogical tools and integration of methods, materials, resources, and techniques in teaching. They find that it is always a troublesome burden to facilitate their teaching method to suit different target groups and learning objectives (Hong & Kwek, 2011). Due to time constraints of catching up with the syllabus, and work overload which include administration and clerical tasks, teachers find it difficult to try out various integrated approaches in creating an interactive, student-centred, collaborative, and creative environment for students to learn writing (Imy & Yunus, 2016).

Furthermore, this study indicates that teachers have the opinion that the existing descriptors in the teacher's teaching evaluation currently assess the standard teaching styles of a teacher. They claim that there is no clear or detailed descriptor in the SKMPg-2 Standard 4, teaching and learning evaluation criteria that evaluate how creatively a teacher teaches an ESL classroom. They believe a standardized and precise guideline should be provided, which adhere to what is required in the teaching of creative writing. Therefore, this study is inclined



towards Richey, Klein, and Nelson (2004) notion's that that module would be a possible solution for the challenges faced by the teachers in this study.

#### 4. STRATEGIC SOLUTION: MODULE DEVELOPMENT

Creativity needs to be inserted into teaching and learning sessions to produce a productive and creative result (Maley & Kiss, 2018). Conventional teaching would limit the discovery of a teacher's creative potentials and a student's creativity in participation and interaction during writing class; this affects the process approach learning of writing, a notion also supported by Thulasi, Ismail, and Salam (2015). This notion is also in line with Seman et al. (2017) where skills and knowledge to incorporate materials, methods, strategies, techniques, resources, and approaches, by teachers using collaborative and communicative approaches, are essential in producing a quality writing that meets the requirement of the exam descriptors.

Perhaps a writing module could be the solution for teachers to rely on for creative activities. Despite suggestions of creative lessons, teachers will have the flexibility to adapt, modify, and implement suitable ideas based on students' levels, age, teaching and learning objectives, and writing skills covered for the day. In fact, this will allow teachers to come up with ideas efficiently and effectively, with a material on one hand, and a mobile phone in on the other (Nordin, Hamzah, Yunus, & Embi, 2010). Hence, teachers are at the center stage to expand students' writing skills through creative pedagogical skills and knowledge (Jeffrey and Craft 2004) in teaching of writing.

The knowledge produced through this module can increase teachers' knowledge and skills in creative teaching, through using integrated materials, methods, strategies, and resources. It simultaneously enhances students' writing skills through creativity, which may then boost their overall motivation towards writing. According to Richey, Klein, and Nelson (2004) the strength of the design and research for module development can be used to solve problems in a specific context. Module development, based on design and research, enables the development of a module that is efficient in solving the current problems faced by upper secondary school teachers and students. When knowledge and skills are improved, teaching becomes more meaningful.

#### 5. CONCLUSION

In conclusion, creativity depends on the individual's initiative to blend skills and knowledge to generate creative pedagogies in the teaching of writing. With regard to the proposed evaluation for creative teaching, teachers' creativity in the teaching of writing should be given urgent emphasis to meet the constantly changing teaching situations. A modified SKMP 2.0 teacher's teaching and learning evaluation criteria on creativity is vital, while suggestions in the form of writing modules can aid teachers' teaching and lesson planning for daily teaching practices that emphasize creative activities.

This implies that the teaching of creative writing would carve a path for excellence, not only to generate creative teaching strategies to tackle essay writing, but also to improve students' interest and motivation by considering writing as a doable task. Thus, the activities and strategies proposed in the module would ease the burden of teachers in teaching writing. The module can be used as a compact and comprehensive tool for the teaching of writing, as its systematic and organized instructions may help teachers to convey knowledge and skills effectively and efficiently. The activities can be altered for teaching other skills like reading, speaking, and listening as well.

Moreover, the development of this module would not only update teachers' knowledge and skills in teaching, but also assist them in completing the syllabus peacefully without neglecting the KSSM objectives that emphasize future creative skills. The content and titles planned in the module are hoped to help teachers plan and execute a detailed and quick process of teaching writing. This module would inspire and encourage other teachers from different fields to teach creatively using various sources. The innovation made in this module would not restrict teachers into rigidly following textbook formats, so it can be used in any level with a little modification. This

module is also a new alternative for creating integrated teaching and learning materials that can provide positive effects on the quality of teaching writing skills.

Development involves building solutions with strategies, objectives, and goals of the identified areas to fulfil the missing knowledge and skills, along with resources (Jean, 2006). Meanwhile, the 'ADDIE' instructional design used in this study defines development as a process of producing instructional materials, tools, and supports based on design. The module is created based on the needs phase of an evaluation phase (Arkün & Akkoyunlu, 2008). This study adopts the characteristics of the ADDIE model, where the development of the module is a detailed plan prepared with components from the teaching and learning environment.

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