



---

## **Effectiveness of Genre Based Approach on Enhancing Creative Writing Skills in English Among Secondary School Students**

*Uday Y*

Research Scholar (Ph.D. Education), Department of Education, Regional Institute of Education, Mysore, Karnataka India.

DOI: <https://doi.org/10.55248/gengpi.2022.3.6.46>

---

### **ABSTRACT:**

The aim of the present study is to investigate the effectiveness of genre-based approach on enhancing Creative Writing Skills in English among the Secondary School students. The sample of the study consist 70 students equal in half from both the experimental and control group, studying English at Class IX, State Syllabus, Warangal Urban District, Telangana State. English is taught using the Genre Based Approach based as an instructional strategy to the Experimental group and taught through the regular method of teaching to the control group. The Tool of assessment of 'Creative Writing Skills' is based the 'Language Creativity Test', English version, developed by S.P. Malhotra and Sucheta Kumari (1990). The study followed the two groups i.e., the Control group and the Experimental group. Hence, the study adopted the pre-test and post-test design. After implementing the genre-based approach, the instrument was re-administered to both groups.

The results were statistically analyzed using the non-parametric test i.e., Mann Whitney-U test. The results revealed that the experimental groups' Creative Writing Skills are enhanced than the control group as the result of teaching through Genre Based Approach. It is recommended that the Genre Based Approach can be used in different levels of education like Primary, Secondary and Higher Secondary etc., for enhancing Creative Writing Skills. The approach can simultaneously enhance students' knowledge on grammar, subject matter or content, to an extent the pedagogical awareness on learning English and few other stylistic conventions of writing in academic contexts. It enables the students to gradually build their skills by analyzing and emulating good models of texts introduced through the course of study.

**Keywords:** Genre, Genre Based Approach, Creative Writing Skills

---

### **1. Introduction:**

Language has always been a tool for communicating ideas and thoughts in both spoken and written forms through the history of humankind. Language essentially involves four basic skills i.e., listening, speaking, reading, and writing. Of the four language skills, writing has always been considered as an important skill in contributing to students' language learning. Thus, English as a second language and writing skills in English as a Second language has occupied a predominant position as a branch of core teaching and learning. Hence, it has been claimed that Creative Writing skills in English which is considered either as a first or second language are the core to language teaching and learning.

English language teaching is all the time given utmost importance among all the other subjects at the secondary level. Despite of the importance given on enhancing writing skills on par with those listening, reading, and speaking skills, students at secondary level are found a bit lacking the creativity and creative expression within their writing skills.

The NCF (National Curriculum Framework) 2005 is one of the four NCFs published in India by NCERT. It seeks to provide a framework for the betterment of educational purposes and experiences. Since, language is a medium through which human beings tend to communicate with each other by using various attributes if a language that are symbols, gestures, words, etc. The main purpose of teaching a language is to enable the children to use it practically while communicating with others. At this juncture, the major objectives that are defined by the NCF 2005 with regard to language teaching -learning includes:

- Ability to understand various verbal and non-verbal clues:

A child must be able to understand various verbal and non-verbal cues coming from the speaker for comprehending what has been said i.e., the competence to understand what one says what one hears. Verbal clues can be one or two words or phrases, word phrases, etc., and non-verbal clues can be silence, face expressions, hand movements, etc.,

- Ability to read with comprehension, and not merely decoding:

The ultimate test of reading ability is a critical appreciation of an unseen text that is at least one stage above the cognitive level of the reader.

The child must be able to construct meaning by drawing inferences and relating to the text with his previous knowledge. He must also develop confidence in reading the text by critically analyzing it.

- Ability to express effortlessly in a variety of situations.

The child should be able to employ her communicative skills in a variety of situations. H must be capable of expressing his ideas and thoughts in different kinds of situations smoothly. He must be able to engage in a discussion in a logical, analytical and creative manner.

- The ability to write coherently by a proper organization of thoughts.

Writing involves a rich control on grammar, vocabulary, content, punctuation as well as abilities to organize thoughts coherently often using a variety of cohesive devices such as linkers.

A child should develop the confidence to express his or her thoughts effortlessly and in an organized manner.

In a language classroom, a child should get ample space to develop her imagination and creativity. Class room, a child should get ample space to develop her imagination and creativity. Classroom ethos and healthy teacher-student relationships build confidence to enable the children to use their creativity. Hence, it is clear that knowing the history of language is not an objective of language teaching -learning as per the objectives gives by NCF -2005.

Language skills-speech and listening, reading and writing-cut across school subjects and disciplines. Their foundational role in children's construction of knowledge right from elementary classes through senior secondary senior secondary classes needs to be recognized. For the same, the Genre Based Approach (GBA) is found effective in enhancing the creative writing skills among the students of different levels of their studies. The Genre Based Approach is defined as a framework for language instruction based on the examples of a particular genre by Irawansyah, 2016. This approach is also known as text-based instruction. The special characteristic feature of this approach when compared with all the other approaches is that it looks beyond subject content, composing processes and linguistic forms to see a text as that attempts to communicate with readers unlike the others to the large extent. It is also concerned with teaching learners on how to use language patterns in order to accomplish coherent and purposeful writing. Its central belief is that "we do not just write, we write something to achieve some purpose". Approaching language learning from the perspective of texts requires an accompanying methodology which can enable students to develop the knowledge and skill to deal with spoken and written texts in social contexts. Genre Based Approach is an approach which should be applied by English teachers in teaching four skills in English; listening, speaking, reading, and writing through the genres or Texts (Haerazi, 2017). Genre as an approach to teaching and learning writing is a matter of mixed approach between process and product approach. It is a kind of one coin with two facets which implies two sides that is genre as an approach or method or strategy to teaching and learning writing and as a product of the writing itself. There are currently three main approaches to genre Systemic Functional Linguistics, the New Rhetoric, and English for Specific Purposes (ESP) whose conceptual frameworks have been summarized in the literature (Maria, 2013). Genre Based Approach is teaching language based on the results of genre production, the study of how language is used within a particular setting and is concerned with the form of language use relation to meaning. Genre-based Approach is similar to an approach to teaching English. According to Stoner's theory there are four steps that must be followed to measure the effectiveness of Genre Based Approach. Those are Planning, Organizing, Leading, and Controlling. Genre Based Approach is based on the work of the Russian psychologist Vygotsky's social-cultural theory of 1978. Besides, there are five stages of teaching English using Genre Based Approach, those are: building knowledge of the field, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related text, through which teaching and learning English language for its skills takes a better place (Haerazi, 2017).

In pursuance of the present study, with the aim at finding out the effectiveness of Genre Based Approach in enhancing the creative writing skills in English among the secondary school students, Firstly the researcher had identified few genres that meet the objective of this aimed research study. The genres were identified from first three Units from the English textbook of state syllabus, Class 9<sup>th</sup>, of Telangana State. Here, few genres identified were: Description, Procedure, Biographical Recount, Auto-biographical Recount, Report, Review, and Narration.

Then, based on the identified genres, the researcher has prepared a tool and conducted a pilot study among a group of 100 students from three different schools studying English of State Syllabus at Class IX, from Warangal Urban District, Telangana State. The pilot study was carried out based on the 'Creative Writing Skills test' developed by the researcher. The test developed is based on Language Creativity Test developed by S.P. Malhotra and Sucheta Kumari (1990). The results of the pilot study revealed that most of the Secondary School Students lack proper knowledge on spelling, mechanics, and grammar, organization of structures of different text particularly upon the writing genres, and were found that they had poor ability in writing in order to present logical and well-developed content on whole. Since found a low level of Creative Writing skills in English as a second language among the class IX students studying English, of Warangal Urban District, Telangana State. Therefore, the present study is an attempt to investigate the effectiveness of the genre-based approach on enhancing the Creative Writing Skills of Class 9 students in English. Thus, the problem selected for the study is stated as follows: "Effectiveness of Genre Based Approach on enhancing Creative Writing Skills in English among the Secondary school students"

## 2. Research Question of the Study:

To overcome the problem found, the present research attempts to answer the following question:

1. How effective is the genre-based approach on enhancing the Creative Writing Skills in English among the Secondary School Students?
- 2.

## 3. Research Objective of the Study:

1. To find out the effectiveness of Genre based approach on enhancing the Creative Writing Skills in English among the Secondary School Students.

## 4. Research Hypothesis of the Study:

1. The Creative Writing Skills of the experimental group exposed to the Genre Based Approach will be significantly higher than that of the Control group.

## 5. Design of the Study:

- In this study, the Quasi-experimental design, with an experimental group and a control group, consisting pre-test and post-test aspects was used for the investigation. This study adopted the Non-Randomized Groups, Pre-test Post-test Design.

**Table 1: Research design of the study**

Group	Pre-test	Independent Variable	Post-test
Experimental	A1	X	A2
Control	B1	-	B2

**6. Variables of the study:**

Here, Genre Based Approach of Teaching English and Traditional Method of Teaching English are the independent variables and Creative Writing Skills are the dependent variables of the present study.

**7. Participants of the study:**

The present study is Quasi-experimental in nature, hence the sample selected for the study were Class IX students of two different schools of 2021-2022 academic year from Warangal Urban District, Telangana State studying English as their medium of Instruction. The study participants were divided into two groups: - The experimental group (N=30) who were taught using the Genre Based Approach by the researcher and the control group (N=35) who were taught using the regular method of teaching English by their regular subject teacher. Hence, the total sample comprised of 70 students in total.

**8. Instruments of the study:**

To achieve the stated objective of the study, the researcher had made use of 'Language Creativity Test' developed by S.P. Malhotra and Sucheta Kumari (1990) and had developed the tool, also for measuring the students' Creative Writing Skills in English, the same was used. This test has been developed with a sole purpose of measuring language creativity of school students. The test has five sub-tests namely (1) Plot Building (ii) Dialogue Writing (iii) Poetic Diction (iv) Descriptive Style, and (V) Vocabulary Test. The basic idea behind this classification is that in creative writing, words employed and ideas expressed are unique in their own way and the students can opt for any stream of writing viz., poetry, lyric, story, drama, essay or letter etc., in writing as their medium of expression. The purpose of Creative Writing Skills test is to measure Class IX students' Creative Writing Skills before and after the teaching of English through the Genre Based Approach. The test developed by the researcher was used for pre-test and post-test as well. As pretest, it was used to determine the study participant's level in Creative Writing Skills before the treatment is given. Then, as the post-test it was used to investigate the effectiveness of the Genre Based Approach on enhancing Creative Writing Skills in English among the Secondary School students.

**9. Validity of the Creative Writing Skills test:**

To validate the Creative Writing Skills in English test, and intervention strategy based lesson plans, were submitted to a panel of experts from three different fields like, English literature, English Language Teaching and English Literature and Language Teaching. They were asked to check the test items and validate it in terms of the suitability for the students 'level and the clarity of test guidelines and instructions'. They were also requested to suggest whether the test items measure the Creative Writing Skills in English that they are supposed to measure. The experts' panel had recommended some corrections and improvements, which were taken into consideration and revised the tool accordingly. Then, according to the experts' opinion, suggestions and comments, it is found that the suitability of the test to its main objectives and the consistency of questions to the test's objectives is appropriate and valid.

**10. Reliability of the Creative Writing Skills test:**

For estimating the reliability of Creative Writing Skills Test in English, the test- re-test method was used and calculated the reliability. The test verified that the tool is reliable with 0.73.

**11. Duration of the treatment through Genre Based Approach:**

The implementation of using the Genre Based Approach lasted for about four months from September 2021 to December 2021 of the academic year 2021-22. Each session was dealt for about 1 hour per day and followed the convenient schedule as prescribed and assigned by the concerned school authorities without causing any disturbance or disruption.

**12. Implementation of the genre-based approach:**

The researcher had identified the research gaps through the studies reviewed, hence that lead to emergence of this endeavour. Based on the research gaps that were analyzed by the researcher through the studies reviewed, the researcher had firstly, the Creative Writing Skills in English test was administered as a pre-test to both groups, ie. the experimental group and the control group. Instructions for the test were given on the same Test scripts or Question papers that were administered as part of the study. The participants' answers were analyzed and scored according to the standard procedures prescribed as per the test construction accordingly. After the participants were pre-tested, the experiment was implemented based validated instructional strategy and lesson plans. The implementation of using the Genre Based Approach lasted for about four months from September 2021 to December 2021 of the academic year 2021-22. Each session was dealt for about 1 hour per day and followed the convenient schedule as prescribed and assigned by the concerned school authorities without causing any disturbance or disruption. The experimentation was followed by the administration of post-test to the participants using the same tool. After the implementation of the Genre Based Approach, the Creative Writing Skills in English test was re-administered to both groups, ie. the experimental group and the control group. Instructions for the test were given on the same Test scripts or Question papers that were administered as part of the study. The participants' answers were analyzed and scored according to the standard procedures prescribed as per the test construction accordingly.

### 13. Data Analysis and Interpretation of the Results:

To test the hypothesis of this study, The Mann Whitney U-Test was employed. The details of the analysis table that presented the mean scores, standard deviations (S.D), U -value and level of significance of the control group and that of the experimental group in the post-assessment of the Creative Writing skills test is given below.

**H<sub>1</sub>:** *The creative Writing Skills of the experimental group exposed to the Genre Based Approach will be significantly higher than that of the Control group.*

In order to test the above hypothesis, the corresponding null hypothesis is framed as:

**H<sub>0</sub>:** **There is no significant difference in the mean post test scores of Creative Writing Skills of the experimental and Control group.**

**Table 1: Results of the Mann Whitney U – test of Creative Writing Skills of the experimental group and control group.**

Mean Post test Scores of Creative Writing Skills				
Group	N	Mean	Std. Deviation	Mann Whitney U - Test
Experimental	35	21.46	3.34	165.00
Control	35	15.17	4.80	

From the table, it is evident that the mean score of the control group is 15.17 and that of the experimental group is 21.46. The mean score of the experimental group is higher than that of the control group. The mean scores of the experimental groups are significantly higher than the control group. The U-test score 165.00 is significant at 0.05 level. Hence, the null hypothesis is rejected. Which shows that there is a significant difference in the mean post test scores of experimental group and control group. This change in the experimental group's level of Creative writing skills is interpreted as a result due to the teaching of English through Genre Based Approach. It also reveals the effectiveness of Genre Based Approach on enhancing the Creative Writing Skills in English among the Secondary School Students.

### 14. Discussion:

Based on the aforementioned results, it can be said that the participants' Creative writing skills were enhanced after the implementation of the treatment. There is noticeable enhancement in the Creative writing skills among Secondary Students in English. These differences in the level of the experimental group students are due to the effectiveness of the Genre Based Approach which contained various activities and its effective strategy based teaching style with cycle of steps in it. These activities helped the participants write different texts creatively and effectively. The results of the study indicated that learners do write better creatively when they are made aware of the constituents and components of the selected approach. Almost all the studies referred, reviewed as literature and stated as part of this study, have revealed positive results and effectiveness and the genre based approach and on par with all those studies reviewed the present study had also shown positive results and effectiveness in enhancing the creative writing skills in English among the secondary school students.

**15. Suggestions:** Hence, to sum up, this study intends to advise the regular teachers that they can possibly minimize these problems through the selected approach, it is found feasible and learner friendly in the English Language teaching and learning, and classroom effective applications, if dealt through different effective strategies. The study also advocates for a change in the teaching strategy that provides the learners with ample opportunities to write, express their ideas without fears etc. Therefore, the researcher suggests through the study that teaching English through the Genre Based Approach for enhancing the Creative Writing Skills among students at secondary level in specific with regard to this study and to students of any level or standard of study in general.

### 16. Recommendations of the study:

In the light of the results of this study, the following recommendations that could be drawn are as follows:

The teachers teaching English at secondary school level should be provided with more chances for their students to use the target language in an authentic environment. The teachers and practitioners of teaching English at secondary school level and other levels as well, should emphasize upon the learning peer involvement in taking examples from this study. The group work collaboration with ample amount of activities should be taken up so that they let large number of students communicative and interact within the teaching learning process. Teacher and teacher educators should promote the concept of 'scaffolding' that presents information in small chunks so that the teaching process and mechanism should have an transition from being teacher-centered to learner-oriented, behaviourism centered to constructivism centered, in which learners become more involved in and responsible for their learning and become self-autonomous. English either as first language or the second language teachers' roles in using the genre-based approach should range from a motivator, a facilitator, a modernizer to an organizer. Teachers should pay attention to their students' learning needs and individual differences in the classroom environment that promotes English Teaching and Learning. Students should be made engaged in social and authentic context to gain satisfaction, self-confidence and reduce students' anxiety among the Listening, Speaking, Reading and Writing Skills of the language. Students should be provided with opportunities in exploring the texts and express their creativity either in written or spoken form.

### 17. Suggestions for further research:

Based on the results of the present study, the following suggestions for further research were presented:

The selected approach can also be followed for enhancing other language skills like Listening, Speaking and Reading among the students of various other levels. The selected approach can also be employed for enhancing others language skills like Listening, Speaking and Reading in combination or individually among the students of various other levels. The selected approach can also be adopted in English for enhancement of academic, personal and technical writing skills as well. Studies can also be conducted in bringing out the perceptions and attitudes of students of various levels upon the selected approach. Studies can also be conducted in order to see the effectiveness of the selected approach upon various other variables apart from those

selected for this study. Studies can also be conducted in order to see the effectiveness of the selected approach among the sample from different locale like urban, semi-urban, rural, semi-rural, metropolitan cities apart from those selected for this study. Studies can also be conducted through different strategies, methods of intervention, activities, selection of content, selection of genres etc., in order to see the effectiveness of the selected approach unlike the present study. Longitudinal Studies, Case studies, Descriptive survey studies can also be conducted through different strategies, methods of intervention, activities, selection of content, selection of genres etc., in order to see the effectiveness of the selected approach unlike the present study.

---

## 18. CONCLUSION:

Hence, the present study fulfilled its objective in enhancing the 'Creative Writing Skills' in English among the Secondary School Students.

### *Acknowledgement:*

This Study is based Author's Ph.D. thesis named 'Effectiveness of Genre Based Approach on Communicative Competence and Creative Writing Skills in English among the Secondary School Students'.

---

## REFERENCES:

1. Boudhiaf (2014). The Genre-Based Approach to Teaching Writing for Business Purposes, People's Democratic Republic of Algeria Ministry Of Higher Education And Scientific Research, 1- 119.
2. Babalola. Litinin, Abeni. Halira. (2012). Effects of Process-Genre Based Approach on the Written English Performance of Computer Science Students in a Nigerian Polytechnic. *Journal of Education and Practice*. Vol 3, No 6, 1-6.
3. Centre for Development and Empowerment of Language Teachers and Education Personnel. (2009) Introduction to Genre Based Approach-MGM, Ministry of National Education.
4. Dirgeyasa, Wy. I. (2016). Genre-Based Approach: What and How to Teach and to Learn Writing. *English Language Teaching*; Vol. 9, No. 9. 45-51.
5. Dirgeyasa (2016). Genre-Based Approach: What and How to Teach and to Learn Writing English Language Teaching; Canadian Center of Science and Education, Vol. 9, No. 9.
6. Haerazi (2017). Genre-Based Language Learning Model in Teaching Writing Skills for English Department Students. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, volume 109. 108-111
7. Irawansyah, (2016). Genre Based Approach: A Way to Enhance Students' Writing Ability. *English Education: Jurnal Tadris Bahasa Inggris*. Vol. 9 (1), 74-88. (<http://ejournal.radenintan.ac.id/index.php/ENGEDU>)
8. Kuteeva, Maria. (2013). Graduate learners' approaches to genre-analysis tasks: Variations across and within four disciplines. *English for Specific Purposes*. Volume 32, Issue 2, 84-96.
9. Lee, Noh-Kyung (2013). The Genre-based Writing Instruction in EFL. *Language Research*, 49.2, 311- 332.
10. Maninji, Sophie. (2021). Genre Approach in Creative Writing Pedagogy in English in Upper Primary Classes in Kenya. *EPRA International Journal of Multidisciplinary Research (IJMR)*. 90-99. 10.36713/epra6595.
11. NCERT (2005): National Curriculum Framework for School Education, New Delhi, NCERT
12. Objective of Language Teaching- Learning according to National Curriculum Frame work 2005
13. <https://testbook.com/question-answer/according-to-national-curriculum-framework-2005-w--5edf935cf60d5d25cf1d3177>
14. Pothi P. (2021). The Development of Creative Writing Ability Based on Genre-Based Approach With Peer Feedback For Undergraduate Student. *Academic Journal Phranakhon Rajabhat University*, 12(2), 140-154.
15. Tuan(2011).Teaching Writing through Genre-based Approach, Theory and Practice in Language Studies, Academy Publisher, Vol. 1, No. 11, pp. 1471-1478,
16. Trong, LUU Tuan. (2011). Teaching writing through genre-based approach. *BELT Journal · Porto Alegre · v.2 · n.1 · p 121-136*.
17. Tachia, O, C. Loeneto, A. Bambang. (2018). The Application of Genre Based Approach in The Teaching of English to The Eighth Graders. *The Journal of English Literacy Education*, Volume 5, Number 2. 168-181.
18. Uday, Y. (2019). Genre Based Approach for Teaching of English. *Aayushi International Interdisciplinary Research Journal (AIIRJ)*. Vol - V Issue - VI JUNE. (1-6).