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SOCIAL CONSTRUCTIVIST APPROACH: (RE) TRANSFORMATION OF "LITTLE RED RIDING HOOD" FOR WRITING COURSE

ABSTRACT
There has been limited study on creative writing courses in the literature, where social constructivist approach is applied to students of English as a Foreign Language at advanced level. Thus, the current study aims at investigating the creative writing skills of the English Language Teaching (ELT) students by referring to "Little Red Riding Hood". The sample group of the study consisted of 36 learners in ELT department at Balikesir University. They are the 4th year students who take the selective course "Teaching English through Literature". The data collection instruments consisted of a background questionnaire, interviews, oral presentations, classroom discussions, and essays which are parts of students' portfolio, and keeping a journal in which the students' perspectives on the writing were registered. The results indicate that advanced EFL learners' attitudes are changing positively on creative writing; and thus caused them to write more creative literary texts. It was concluded that English language teachers should adapt and use literary texts in order to enhance not only writing but also reading, listening and speaking skills.
        Keywords: Writing, Constructivism,
                English as a Foreign Language, Advanced Learner

SOSYAL YAPILANDIRMACI YAKLAŞIM: "KIRMIZI BAŞLIKLI KIZ"IN YARATICI YAZMA DERSİNE (YENİ)'DEN UYARLANMASI[*]

ÖZET
Sosyal yapılandırmacı yaklaşımın yaratıcı yazma dersine uygulanması konusunda, ileri düzeydeki yabancı dil öğrencilerine uygulanan sınırlı çalışma bulunmaktadır. Bu nedenle, bu çalışma "Kırmızı Başlıklı Kız"ın yaratıcı yazmaya etkisini araştırmayı hedeflemektedir. Çalışma, Balıkesir Üniversitesi İngiliz Dili Eğitimi bölümünde seçmeli ders olarak "Edebiyat Yoluyla Dil Öğretimi" dersini alan 36 4. sınıf öğrencisini kapsamaktadır. Verileri ön değerlendirme anketi, mülakat, sözlü sunum, sınıf tartışması, portfolyo çalışması ve öğrencilerin yazma hakkında düşüncelerini yazdıkları günlükler oluşturmaktadır. Çalışma, sosyal yapılandırmacı bir yaklaşımla verilen dersin öğrencilerin yazmaya karşı olumlu tutum geliştirdiklerine ve daha yaratıcı edebi metinler yazdıklarını ortaya çıkarmıştır. Çalışma İngilizce öğretmenlerinin sadece yazma için değil aynı zamanda okuma, dinleme ve konuşma becerilerinin gelişmesi için de edebi metinlerin kullanılması ve uyarlanması gerektiğini ortaya çıkarmaktadır.
        Anahtar Kelimeler: Yazma, Yapılandırmacılık,
                Yabancı Dil Olarak İngilizce,
                İleri Düzey Öğrencisi

1. INTRODUCTION (GİRİŞ)

That learners' building and refining their own personal understandings of the world based on what they already know is the essential basis of constructivism. Accordingly, the acquisition of reading, writing and speaking skills facilitates scaffolding and the process of learning in a constructivist environment. As meaning can only be constructed through the use of language in a social context, then creative writing, if supported by sufficient interviews, oral presentations and classroom discussions, enhances foreign language learning. In other words, for Karlson [1], reading, writing, and learning are socially-mediated interactive processes which include the student, the text, the teacher and the environment. Therefore, learning is the result of social interactions, embedded in various literacy activities.

The studies reviewed in this paper are categorized under two subsections. Whereas in the first subsection the theoretical approaches on social constructivism are reviewed, in the second one the gist of the studies was narrated under the title of the use of literature in ELT briefly.

The constructivist approach can be examined under two distinguishing titles; first, the psychological Piagetian approach and second, the social constructivist approach. The social approaches to constructivism, which the authors of this paper focused on, have a very distinct perspective of the process of the construction of knowledge than psychological approach. The constructivists of the social approach do not focus primarily on the individual but view the community as instrumental in the construction of knowledge. Richardson's [2] clear description of how the knowledge is constructed by a person in transaction with the environment seems to be helpful in understanding the process. For him, as a result of this intersectional learning process both the individual and environment change. Accordingly, the knowledge, which takes place in a socio-cultural environment, is the result of social interaction and language use in terms of constructivism. And learners are viewed as active constructors of their own learning environment [3]. Specifically, social constructivism emphasizes that learning can be fostered only if interactive pedagogical practices are implemented effectively in a learning environment. Thus, individuals are never regarded as isolated but as active members of society. Similarly, Piskozub [4] emphasized that the learners are believed to acquire the language through exposure and interaction on communicative task. Yet, knowledge is not transmitted directly from one knower to another but is actively built by the learner themselves [1]. Furthermore, for Jordan [5] culture and social communities shape the manner in which individuals perceive, interpret and attach meanings to their experiences; eventually, society forms how and what people think.

Vygotsky, the forerunner of social constructivism, maintained that learning occurs through dialogue [6]; the *intermental* dialogue which takes place between teacher and student, between students, or even between text and reader [7] and *the intramental* dialogue in which meaning making is constructed by what is said or written [6]. Furthermore, Vygotsky insisted on the idea that students transform their inner speech to written and oral language [1]. Thus, the learning is interactive either by the learners' interaction with the knowledge in a social environment or the learners' taking an active part in (re)constructing the knowledge in their own minds. Vygotsky also pointed out that learning depends on the purpose or motivation of the learners themselves. Another fundamental concept in social constructivism is the idea of *scaffolding* first meant by Vygotsky [6]

and later developed by Bruner and others. It refers to the support provided by elements like parents, peers, teachers or reference sources. To put it another way, scaffolding, which is a challenging support, enables students to achieve in language learning. That is to say, students' reaction towards the task determines the *status quo* of the task in such a way that if the task is not challenging enough, students will be either apathetic or probably become unmotivated; however, if there is not enough support, students will be frustrated and may give up. For this very simple reason, scaffolding enables students to improve in language learning.

As has been stated, constructivism is founded on the premise of meaning making; human beings are essentially constructive meaning makers who are continually struggling to make sense of their experience. James Henderson [8] identifies three principles about the construction of knowledge which activates meaning-making. For him, firstly learners construct understanding and look for meaning in the events of the world and secondly, in order to understand something, learners need to know the relationships between the situations and lastly, learners are required to link new information to what they already know.

The studies on constructivism still skirts round the issue of its terminology and philosophy. For example, Meyer, [9] in his article entitled "Poverty of Constructivism" questions the characteristics of constructivism and considers the basic assumptions of constructivism are flawed. He even informs the constructivists be aware of the implications of constructivism on the grounds that future generations may be both profound and non-benign. Additionally, Gordan [10] in his study attempts to expose the misleading critiques of constructivism either because of fragmented or incoherent character of the literature on constructivism. He insistently defends that constructivist discourses have not had a bigger impact on educational practice and he lays out a pragmatic conception of constructivism. Though, the studies on constructivism in EFL focus primarily on its use and implementation in a classroom environment. For instance, Akar and Yıldırım's [11] study deals with the conceptual change of teacher candidates who went through in a constructivist learning environment. Even though the study essentially deals with the metaphorical images about classroom management in a social constructivist environment, the results are highly interesting for the reason that the teacher candidates digress from a leading or controlling one to a more cooperative and sensitive in terms of individual differences.

The present study was conducted under the guidance of two reasons. Firstly, as related literature indicates below, while constructivist approach, particularly the social constructivist approach has considerably positive effects on the implementation of literature courses, to what extent literature affects creative writing skills in English as foreign language learning still remains as an obscure research area. Secondly, although English is taught widely as a foreign language in Turkey, there have not been enough data on the effects of creative writing in English in terms of constructivist approach on English as a Foreign Language (EFL)learning qualitatively. With these concerns in mind, the research focuses on the effectiveness of creative writing and critical thinking skills in terms of constructivist approach on EFL learning process.

2. RESEARCH SIGNIFICANCE (ÇALIŞMANIN ÖNEMİ)
- **The use of literature in ELT:** Literature plays an important role in teaching four basic language skills such as reading, writing, listening and speaking. The writing skill, the development of

which depends highly on the reading habits, is regarded as one of the problematical skills adopted by the EFL learners. Firstly, the significance of reading and then writing will be highlighted in accordance with literature. In the process of reading the fundamental reader resources are defined as code breaking, meaning making, text using, and text analyzing [12]. Firstly, the *code breaking*, which includes deciphering text at letter, word, and sentence-level, stimulates mental activity. Also, decoding practices in reading, including both top-down and bottom-up strategies, are usually the main focus of reading process. While the top-down strategies include guessing meaning from context, predicting, using background knowledge, and using text structure; the bottom-up strategies are mainly comprised of looking up unknown vocabulary in a dictionary, working out sentence grammar, and deciphering reference chains. Reading practices based on top-down and bottom-up strategies may help to scaffold the development of students' reading skills [13]. Secondly, just like code-breaking, *meaning making* is another essential reading resource. The reader is required to struggle to make sense in his own mind of what the writer's intention is (intermental dialogue). Then students need to construct their own representation of the writer's message (intramental dialogue). Thirdly, the *use of texts*, -for the purpose of pleasure, gathering information, writing essays, language learning- is based on the students' use of texts in a new social context. The use of texts is an encouraging and facilitating task in new social contexts [13]. Fourthly, the *text analysis*, by gaining text awareness, students build their own skills as writers. The students become real observers who develop as a writer. Since writing is not a skill that can be learned or developed in isolation [14], then it should be taught and developed in cooperation with other skills and aspects of the language. Furthermore, James [15] found that talent, motivation and desire always play an important role in writing and emphasized the importance of creative writing teachers' insights into creative work. To add, if right environment with prompts and encouragement are given, he believes in the creative potential of all people.

Literature itself can not only be an influential but also an inspiring source for writing in ELT. Firstly, literature can serve as a *model* particularly when student's writing becomes closely similar to the original work or clearly imitates its content, theme, organization, or style. However, when student's writing includes in creative thinking like interpretation or analysis then literature serves as a *subject matter*. With the help of literature, an immense variety of themes can be included into writings. And secondly, literature can serve as a subject matter when students make inferences, create their own ideas, and examine a text closely. Thus, they experience how to think creatively and critically. Such training helps them in other courses which require logical reasoning, independent thinking, and careful analysis of the text. There are mainly two kinds of writing based on literature as a subject matter: writing "on or about" literature, and writing "out of" literature, which are suitable and useful for English as a Second Language (ESL) / English as Foreign Language (EFL) learners. The former one is one of the methods which comprise the traditional assignments like written responses to questions, paragraph writing, in-class essays and take-home compositions. The latter one comprises creative assignments which

are developed around plot, characters, setting, theme, and figurative language [16].

3. EXPERIMENTAL STUDY (DENEYSEL YÖNTEM)
3.1. Subjects (Denek grubu)

The sample group of the study consisted of 36 junior students taking elective course entitled "Teaching English through Literature" (TEL) in ELT Department at Balikesir University. Twenty-two students were female and fourteen students were male whereas the mean age was 20.1 in the range of 19-23. All the participants were EFL students with an advanced level of English. They all previously studied English during their high school education, graduated from intensive language programs, and attended the ELT department after they passed Foreign Language Examination. The students who are advanced can be assumed as they understand and speak conversational and academic English well; they are near proficient in reading, writing, and content area skills needed to meet grade level expectations; they require occasional support.

3.2. Instruments (Araçlar)

The data collection instruments consisted of a background questionnaire, interviews, oral presentations, classroom discussions, essay papers which is a part of participants' portfolio, and keeping a journal in which the participants' perspectives on the subjects studied were registered. To begin, the background questionnaire interrogated the participants about their genders, ages and their attitude on writing. In the interviews, the participants were asked about their opinions on writing process and constructivism. Additionally, the negative attitudes towards writing on EFL learning were questioned in the interviews. During oral presentations and classroom discussions, participants talked about their opinions and experiences on Little Red Riding Hood (LRRH) and they acted out the tale on stage. The participants also produced an essay paper, which includes writings on some of the given topics.

Finally, in the journal part, the participants responded two questions; the contributions and negative effects of rewriting in terms of language learning process.

To sum, the study was conducted qualitatively as presentations, discussions, interviews, essays and journals were used to provide data from the perspectives of the subjects. That is, in the existing study, participants' personal opinions which derived from the instruments were used to obtain data as it did not seem possible to reach conclusions holistically and heuristically in a quantitative study in natural settings.

It must be kept in mind that the course itself comprises of analysis of various literary genres from poetry to drama, from short story to fairy tales in terms of language learning. Nevertheless, this study could perhaps best be viewed as on-going conversation in which participants were invited to tell what they thought of the course, both during the course and especially at its conclusion. In that sense, the primary purpose of this paper is to share the story of what happened in the course, what feedback participants provided, and the authors own observations and suggestions on the experience.

3.3. Procedure (Yöntem)

The study used a three-step procedure: first one is preparation stage which includes the introduction of the tale, interviews, oral presentations and classroom discussions; the second one is production stage which includes writing parts as "maintaining LRRH", "estimating

LRRH's past and present", "writing a parody or a drama", and "changing the essence of the fairy tale" and the third one is the data analysis part; the participants were asked to keep a journal in which they were invited to write about the contributions and negative aspects of this study.

- **Step 1: Preparation (Hazırlık)**
The participants were asked to write about their ages, gender, the schools they graduated and attitudes on writing for a survey of background information. Then they were asked to choose three classical fairy tales that they wanted to study, as a part of autonomous learning to be implemented in the course. Finally, they agreed on studying LRRH. It must be noted that the aim of this course is rather than being taught "literary theories", the participants were expected to participate as learners of language arts; writing, reading, speaking and listening. With this aim in mind, two weeks of a 14-week elective course on TEL were separated to a special writing work on LRRH.

The aim of the study was to create a new context for participants through which they could not only practice their English but also develop their critical thinking by exploring how a fairy tale could be (re)constructed in terms of autonomous learning in a constructivist class. By the term constructivist learning environment or class, a supportive, safe, nonthreatening, free and responsive environment must be perceived [17].

The participants were provided with the reading text in which they made an entry during the first 10-15 minutes of the period. A typical entry involved their impressions about the plot, characters, setting, and atmosphere. The first phase of the course lasted for three hours and focused mainly on classical version of LRRH by Jacob and Wilhelm Green. The participants were asked to recreate the text with the aim of encouraging them to the interpretation of the tale and its adaptation to our contemporary world. The choice of familiar thematic teaching and studying provided opportunity for the integration of whole class knowledge in a common context orally. The participants worked in pairs or groups by listening to each other's opinions, discussing, reviewing and revising the text. The participation of the whole class in the discussions was encouraged. For, collaborative talk, which is socially interacted, was basically designed to model and facilitate the forthcoming writing process in terms of constructivist approach. In order to facilitate interviews, oral presentations and class discussions, a number of discursive questions were asked to participants.

- **Step 2: Production (Uygulama)**
The second phase of the course yet again lasted for three hours and the participants were expected to rewrite LRRH by applying the knowledge and skills they had gained in the first phase. A framework for rewriting LRRH was divided into four different titles upon their own demand but with a little guidance of the author such as, "maintaining the LRRH", "estimating LRRH's past and present", "writing a parody or a drama", and "changing the core of the fairy tale". Each writing period ended with participants sharing their pieces of art work with the others. Participants wrote about their own interests, ideas, experiences, memories, knowledge and imaginary thoughts consistent with their point of view about the world they inhabited. And they presented their concepts and perceptions about life itself. They wrote longer than 150 minutes, often longer than the allowed course time. Many participants wrote long narratives, consisting of

more than seven paragraphs that sometimes were compilations of modern times' crimes, individual dilemmas, psychological problems and conflicts within the society, etc. On the one hand, some participants' stories were creatively built; they structured a climax, a crisis and a focus. Others incorporated dialogues, suspense, effective paragraphing, metaphor, simile, innuendos, foreshadowing and catharsis. On the other hand, few participants structured the same basic pattern as in the LRRH without making any changes at all. Nevertheless, all these indicate that participants had a distinct style of writing and they had a natural feeling about exposing their own personal experiences, imaginations and problems. Furthermore, the existence of fictitious personal stories and their narration with emotional quality indicated that they had an instinct for expressing their own concerns. Their invented stories were a result of their own perspectives to the world sometimes by breaking down old ideas and clichés and constructing new ones instead. Then they came together and shared their opinions on the topic they themselves created and read aloud in class environment.

- **Step 3: Data analysis (Verilerin Değerlendirilmesi)**

After the completion of the first and second steps, for the third one the participants were asked to keep a journal in which they were to write about the contributions and negative aspects of this study. The data obtained from each source were analyzed separately, and transferred into seven concept maps. After comparing the statements in each concept map, the data from different sources seemed similar. In other words, the similar statements indicated that the data ensured the validity. Finally, the data from seven concept maps were combined and presented in numbers and frequencies in percent in two tables (See Appendix 1 and 2).

Briefly, the qualitative investigation included three steps. First, the research issue was defined as the negative and positive effects of creative writing in a constructivist class on EFL learning process. Second, to collect data, background questionnaire, interviews, oral presentations, classroom discussions, essay papers, and journals were utilized. Last, in order to validate the findings and to see if the data are valid, the data derived from the sources mentioned were compared through concept maps.

4. FINDINGS (BULGULAR)

The results in the study were divided into two sub-sections. First, the findings on the contributions of creative writing in a social constructivist approach were presented (See Appendix 1). Next, the results on the negative effects were presented (See Appendix 2).

4.1. Contributions of Creative Writing on EFL learning (Yabancı Dil İngilizce Öğrenimine Yaratıcı Yazmanın Katkısı)

The findings indicated that creative writing has some considerable contributions to cognitive skills of EFL learners. First of all, the participants believe that creative writing improves critical and creative thinking. In addition, for them, it improves thinking skills and imagination, as one of the participants states below:

> It has been a fairly different and unfamiliar type of experience for us, because it is the first time that we have had such a kind of activity, which pioneered and contributed to our creativity… Changing the core of the fairy tale is the best part which increases the students' creativity. Lastly, we talked about our imagination and

creativity with our friends and we burst out laughing. We came to a conclusion that our imagination went beyond our capacity!

Also, the participants believe that it helps to develop research, analyzing and synthesizing skills, as seen below:

I have found out that to what extent creative thinking is important in the study conducted in LRRH. I have learned that how a fairy tale is created, how it can be fictionalized by an account of events, and which traces can be followed by changing the elements of the story. Actually, all these activities supplied analytical thinking.

Another effect of creative writing is related to the linguistic skills. For the learners, writing increases their awareness of similarities and differences among the forms of languages used in different genres. Next, they state that it improves productive, communicative and comprehensive skills in target language, as one of participants says:

It was interesting for me to see how the language of the fairy tale is different from the other genres. Also, I noticed that the language itself consists of some repetitions, patterns and parallelism which facilitate learning and help to carry out the tasks such as classroom discussions, oral presentations and interviews in a class environment.

In addition, most of the participants found rewriting very interesting and informative. It was claimed that such topics were more engaging. Another significant contribution of creative writing is related to the affective states of the learners. The participants believe that creative writing changes positively their perceptions towards learning the target language. Also, they state that it enhances participants' motivation and self-confidence, as noted by a participant:

Creating an end and a beginning to a fairy tale and rewriting the fairy tale as we want (just like the changing of the movies' end as we wish) made me believe myself and thus, I had a confidence. I felt comfortable because I learned that I can rewrite any piece of art by incorporating my own thoughts in it. It was very enthusiastic to create an art of my own. What is more, the study not only contributed to our cognitive skills but also affective states.

Creative writing also contributes to reading skills in target language. In terms of reading as a receptive skill, the participants believe that creative writing improves reading comprehension. For instance, they think that it helps to reconstruct and recreate a plot of their own lives from a fairy tale by incorporating main ideas, characters, settings, and atmosphere, as seen below:

LRRH has always remained in my mind as a children story. But with this study, once I have thought that it is useless, I have created absolutely a new plot which secretly penetrates into my own subconscious… And if there weren't such a kind of study, I wouldn't have composed such a creative plot. This study helped me to create a new plot, sub-plots, characters and setting. It not only increased my writing skills but also reading skills as well.

In addition, the participants think that this study improves both speaking and writing skills. In terms of productive skills such as speaking and writing, some benefits can be noted. The participants

state that it can improve speaking skills by the implementation of class discussions, oral presentations and interviews. Additionally, it also contributes to creative writing skills while developing some of the literary elements, as noted below:

> I always believed that the learners should use their capacity and should contribute to the class enthusiastically. In this respect, the study held in the class was very useful. Throughout the study we both analyzed the story and wrote an authentic tale by taking into consideration the original story creatively and critically. We saw the same event could be interpreted in many different ways by using some of the writing techniques.

In addition, creative writing for EFL learners has some contributions to having grammatical knowledge and vocabulary gaining, as stated by one participant:

> To make use of language by writing also contributed to my grammar knowledge and in the study "changing the core of the fairy tale" and "writing a parody or a drama" I learned how to produce the sentences metaphorically by obeying the grammatical rules and by using new words.

The most challenging part for participants was applying LRRH to their own contemporary writing. Because they had to complete two tasks: first, generating ideas and second adapting it to a context. Accordingly, the EFL learners state that creative writing also affects language and culture or vice versa. It helps to conceive the relationships between culture and language; to see the connections between the events; to familiarize the cultural differences among the groups; to emerge different ideas among discussion groups; to give some effective results about the psychology of the learners, as one participant states:

> Perhaps, I have learned and developed an instinct for writing about the things which are assumed to be true in the eyes of society in which I am living; but these are the values that the *others* in the society think. They are not mine. In my opinion the society's values are not always true. Then it is worth of writing about it. I have the idea that if the end of a fairy tale can be changed, why not the life itself? Perhaps, our future students might read LRRH in a different manner. We can make a similar type of activity in the classroom and change their motivations, perception and insights. Or we can make new things by the use of a fairy tale in a class. Indeed, if we can rewrite a fairy tale, that means we can write our destiny as well!

What is more, the participants state that this writing activity has changed their perceptions towards using teaching methodology. For this reason, they think that it will contribute to their teaching career in the future, as one participant states:

> I came to a conclusion that how I will be able to attach the attention of my students by a fairy tale in my future career and how a lesson can be made an enjoyable and an interesting one. If a fairy tale is regarded as a door which opens to the world of children, then I must admit that I have learned how I will reach that door. Perhaps, the fairy tale is the most important study in this course which will affect my future teaching experience.

In sum, the participants are on the opinion that creative writing meets their needs; promotes meaning making; helps to acquire language

through exposure and interaction on communicative tasks; facilitates learning with the implementation of interactive pedagogical practices; helps to involve in the learning process; increases motivation; helps to fill the gaps even in the absence of information; makes easier to link new information with prior one; changes insights into human relationships as a consequence of interaction with the others. Namely, all these data are the social constructivist outcome of the course.

4.2. Negative Effects of Creative Writing on EFL Learning (Yabancı Dil İngilizce Öğrenimine Yaratıcı Yazmanın Olumsuz Etkileri)

The findings on EFL participants' opinions about the effects of creative writing indicate that it also has some negative effects on EFL learning. To begin, they believe that creative writing is a challenging work in terms of both top-down and bottom-up reading strategies, as one of the participant notes:

> Rather than positive effects, this study has some negative effects as well. In the process of reading a piece of literature, I have begun to contemplate on the texts deeply rather than reading the text superficially. Sometimes, I am not contended with the author's suggested style but I create my own. Perhaps, the most negative outcome of this study for me is that I am unable to finish any kind of book. For, I am searching for a covert meaning that is lying beneath the surface even for each sentence. That's why I overlook or miss the general meaning of the whole text.

In terms of linguistic skills, one of the participants complains that writing takes too much time that it is not easy to present critical thinking:

> Even though the study in some way contributed our creativity, since allocation of time was limited during the production stage it impeded our creativity for the creation of a well-developed essay. The allocation of time for the production stage must be long enough for the students' creative thinking and writing process. It is too encouraging and difficult to develop a well-structured story creatively.

Next, for language and culture relationship, creative writing creates a problem among participants because of individual differences in terms of motivation and self-confidence, as one of the participants notes:

> The students who are good at individual activities can be a little bit hesitant about the implementation of the activities in the class. The choice of the study should be appropriate to the students' interests. Otherwise, writing can be an act of torture for the students. In my opinion, it is an excellent activity just for those who like writing, but it is deadly for the others just like me!

At last, in terms of constructivist approach, some of the participants complain that it discourages to be actively involved in the learning process and to keep on motivation.

5. CONCLUSION (SONUÇLAR)

This paper aimed to investigate the effects of creative writing in a constructivist class since the related literature mainly focused on reading and writing in terms of constructivism. The sample group of the study consisted of 36 junior studying English as a foreign language. As data collection instruments, a background questionnaire,

interviews, oral presentations, classroom discussions, essay papers, and journals were used to examine the effects of creative writing on EFL learning process. The collected data were used to provide analysis to address the research issue.

Two main results were obtained from the study. The first is that creative writing in a foreign language has some significant contributions to EFL learning, and the second is that it also has some negative effects. Mainly, creative writing has significant contributions to the improvement of EFL learners' critical, creative, imaginary, and linguistic skills. Furthermore, it helps to improve their productive, communicative and comprehensive skills, grammar knowledge and vocabulary gaining in English, and increases awareness about the relationship between culture and language.

Creative writing also causes positive perceptions and motivation towards foreign language learning in terms of constructivist approach. The result of this study also proves the prospective teachers, if being trained in a constructivist learning environment, can establish a significant link between theory and practice and have many opportunities to teach, to observe and to reflect on their own teaching [18].

Nevertheless, it has also some negative effects. For instance, some of the EFL learners believe that it is such a challenging task that it is not easy to overcome the tasks that are presented. Also, it is a challenging task as it takes too much time and energy. Additionally, the process of implementation of such a type of tasks is criticized for individual differences were not taken into consideration. Thus, it causes demotivation towards producing in English. Specifically, they see that such types of tasks are not being implemented considering to the individual differences is a failure in EFL learning.

The discussion of the results found in the study in relation to the findings of the previous studies can be summarized under two headings. First, the results of the present study indicate that creative writing has significant contributions to the improvement of ELF learning process as Karlsson [1] noted that the students "acquire literary skills through conversations and present purposeful engagements in literacy events". To say the least, in this study what attracts attention is that the learners themselves expose their own anxieties about life [1]: "…knowledge and understanding are constructed when individuals engage socially in talk and activity about shared problems or tasks". Moreover, the present study also demonstrated that creative writing improves EFL learners' critical and creative skills, imaginary, and linguistic skills. To add, EFL learners can improve their productive, communicative and comprehensive skills, grammar knowledge and vocabulary gaining, and increase their motivation and awareness about the relationship among culture, language, and motivation. On the other hand, the results also show that creative writing does not facilitate critical thinking as it takes too much time and energy. Secondly, critical reflections of the students' writing in general appear to be powerful means for developing both teacher autonomy and learner autonomy. Teacher autonomy is developed because new methodological and pedagogical opportunities are opened up which leads way to further development. On the other hand, learner autonomy is developed because students can become aware of and identify their strategies, needs and goals.

By trying to construct a constructivist class, learning through exposure to (semi)authentic language was facilitated; learners' interactions on communicative tasks were structured; learners' autonomy by having them involve in curriculum planning (which fairy

tale is to be worked on and which sub-titles are to be involved) was promoted; the capabilities, preferences and involvements of the learners were realized and each activity was designed according to students' needs and interests with the utmost care; students learned to use language creatively by taking charge of their own learning; learners worked in small groups which facilitated learning co-operatively; integrated tasks were proposed for the development of listening, reading, speaking and writing skills.

Given that creative writing has significant effects on EFL learning process, some practical recommendations can be listed. First of all, EFL teachers should encourage and motivate their students to speak and read in English as they facilitate creative writing. Also, teachers should create, as for Hendry [19] a safe and free classroom environment in which a wide variety of ideas are present, allow their students to choose the topics, give time for creating and producing ideas in the classroom, and allow discussion sessions about the attitudes of the students towards the subject studied. Finally, as reading triggers writing, the students should be encouraged to have positive attitudes towards creative writing in respect of language achievement, language development, comprehension, communicative competence, acquisition and literacy development.

As a final note on the limitations of the study, the subjects of the study were limited to 36 EFL learners at ELT department of Balikesir University. The scope of the study was confined to the data collected qualitatively using a background questionnaire, interviews, oral presentations, classroom discussions, essay papers and journals. Given that the study holistically investigates the effects of constructivism on creative writing in language learning on EFL learning process, further studies should focus deductively on the factors that affect creative writing on foreign language learning process.

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APPENDIXS (EKLER)
Appendix 1. Contribution of creative writing to EFL learning
(Yabancı Dil İngilizce Öğrenimine Yaratıcı Yazmanın Katkısı)

	Number	Frequency (%)
Cognitive Skills		
It improves thinking skills, imaginary, critical and creative thinking.	28	10.2
It develops analysis and synthesis skills.	11	4.0
It helps to think from a wide range of perspectives.	8	2.9
Linguistic Skills		
It increases an awareness of similarities and differences among the languages of the genres.	5	1.8
It improves productive, communicative and comprehensive skills in target language.	4	1.5
Affective States		
It causes positive perceptions and attitudes towards foreign language learning.	6	2.2
It causes motivation and self-confidence in language learning.	7	2.6
Speaking Skills		
It helps to improve speaking skills.	12	4.4
Reading Skills		
It improves reading skills and comprehension.	5	1.8
It makes easier to understand the main ideas, characters, settings, atmosphere of a work.	11	4.0
Writing Skills		
It improves writing skills and rhetoric.	12	4.4
It helps to develop points of view, main ideas and details about various topics.	11	4.0
It causes awareness about signal words, orthographic and punctuation rules.	4	1.5
Grammar		
It helps to learn grammatical rules, patterns and structures in a context.	7	2.6
Vocabulary		
It improves vocabulary in target language.	9	3.3
Language-culture relationship		
It helps to conceive the relationship between culture and language.	2	0.7
It helps to see the connections between the events.	3	1.1
It helps to understand the cultural differences among the students.	7	2.6
Constructivist approach		
It meets the needs of the students.	6	2.2
It promotes meaning-making.	9	3.3
It promotes to acquire language through exposure and interaction on communicative tasks.	7	2.6
It promotes learning with the implementation of interactive pedagogical practices.	8	2.9
It helps to be participant in the learning process.	13	4.7
It helps to increase motivation.	22	8.0
It helps to fill the gaps even in the absence of information.	7	2.6
It helps to link the new information with the prior one.	14	5.1
It helps to change insights into human relationships as a consequence of interaction with the others.	7	2.6
Contribution to professional development		
It changes perceptions towards using teaching methodology.	10	3.6
It will contribute to my teaching career in the future.	19	6.9
TOTAL	274	100

Appendix 2. Negative effects of creative writing on EFL learning
(Yabancı Dil İngilizce Öğrenimine Yaratıcı Yazmanın Olumsuz Etkileri)

	Number	Frequency (%)
Linguistic Skills		
It takes so much time that there is no adequate time left to present critical thinking over the issue.	2	11.8
Writing Skills		
It is boring for those who don't like writing.	2	11.8
It is challenging to find a general meaning about the created text.	2	11.8
It is challenging to adapt the texts to our modern world.	4	23.5
Language-culture relationship		
It creates a problem among the students because of the individual differences.	2	11.8
Constructivist approach		
It discourages to be actively involved in the learning process.	2	11.8
It discourages to keep on motivation.	3	17.6
TOTAL	17	100