

Research Article

The effect of creative writing activities on pre-service teachers' narrative text composing skills

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This study aims to determine the effect of creative writing activities based on narrative expression on pre-service teachers' ability to create narrative texts. The research was structured with a mixed research method in which qualitative and quantitative research methods were used together. Quantitatively, the study employed a pre-test post-test one-group quasi experimental design, whereas qualitatively, a case study design was employed. The sample group was composed of 20 pre-service teachers enrolled in the Turkish Language Teaching Program at a state university during the fall semester of the 2021-2022 academic year. An analytical rubric consisting of nine sections was developed for evaluating narrative texts written by pre-service teachers to collect quantitative data. A structured interview form consisting of five questions was also used to interview pre-service teachers in the study group about their opinions on the implementation process. Qualitative data were analyzed using the content analysis technique, while quantitative data were analyzed descriptively. The study concluded that narrative expression-based creative writing activities benefited Turkish pre-service teachers' abilities to create narrative text, resulting in an increase in narrative text elements. Also, creative writing activities made the story writing process enjoyable for pre-service teachers and had a positive influence on their views on the application process. The conclusion was also drawn that story elements were incorporated into narrative texts through creative writing techniques.

Keywords: Creative writing; Narrative expression; Text composing

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1. Introduction

A current educational approach aims not only to help students develop four basic language skills in an integrated manner, but also to synthesize existing information in order to create new perspectives based on that information. Various methods and techniques are available in the literature for improving the four basic language skills. In order to develop writing skills, creative writing is one of the techniques created and used specifically for this purpose. The process of creative writing emphasizes the writer's creativity, develops his or her world of thought, and promotes creative writing from varied perspectives. In a similar vein, Maley (2012) describes creative writing activities as areas in which individuals can learn and develop writing abilities. The

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creative writing process, instead of writing long-term or large-scale compositions, is aimed at revealing and developing the existing abilities of the individual through literary texts (İpşiroğlu, 2006).

In addition to being a process-oriented writing technique (Smith, 2000), creative writing allows students to express themselves in an original way with their experiences (Yüksel, 2011). Creating original literary products is the essence of creative writing, which is applicable to all kinds of writing activities (Ramet, 2007). Students develop problem-solving skills and produce different solutions to problems through creative writing activities. Goma (2001) also argues that creative writing is motivating for problem solving and developing creativity.

In order to develop writing skills, one must first have affective readiness since writing is a multidimensional language skill involving cognitive, affective, and procedural aspects. Individuals benefit from creative writing activities as they provide a free writing environment that supports the writing process. According to Maltepe (2006), creative writing promotes the use of language creatively, makes students participate in the writing instruction process at every stage, and requires students to use other language skills. According to Horng et al. (2005), the creative writing process combines feelings and thoughts with a subjective expression by blending them with imagination.

According to Oral (2003), creative writing is one of the ways to develop creativity. Creativity refers to the ability to use one's intelligence and problem-solving skills effectively to create something new and original (Aslan, 2001). As a result, writing activities promote skills such as planning, criticizing, interpreting, deciding, and evaluating (Uzun, 2015). As Maltepe (2006) points out, creativity is an important part of human and social life, and it ranges from everyday activities to scientific studies. Additionally, it involves mental and behavioral changes as well as an intense increase in awareness and consciousness. Consequently, Jolliffe (2007) suggests that language education curricula should include creative writing. A creative writing course is also included in the new Turkish language teaching curriculum (Ministry of National Education [MoNE], 2018). Among the topics covered in this course are the concept of creativity, definitions of creativity, the relationship between creativity and brain, characteristics of creative individuals, creative thinking, stages of creative thinking, levels of creative thinking, and evaluation of the creative writing process and product.

Individuals who have acquired advanced writing skills should be able to express the information in their minds in a meaningful manner, convey their feelings and thoughts in an original style and within a logical framework, and at the same time form the features related to the type of text they are about to write correctly. As opposed to traditional forms of writing, creative writing is based on the world of fiction in which originality is at the forefront. Plot, people, setting, time, point of view, and narrator are the most important elements of this world. Temizkan (2014) describes narrative texts as the literary genre in which these elements exist. There are interconnected elements in the story genre, which has an important place in creative writing studies, and some are digested in the text while others are clearly evident. There are a number of elements such as event and side events, fiction, cast of characters, space, time, conflict, and plot (Temizkan, 2011).

Essentially, a story is a literary form based on the act of narrating, with events being its primary element. The text is formed by combining all other elements around the event. A pile of words remains when the event is removed from narrative texts (Aktaş, 2003). As a result, stories are used in creative writing studies as types of texts that stimulate the individual's thinking. A connection is established between the writer's experiences, dreams, and thoughts and the words coming out of his or her subconscious through creative writing (Göçer, 2014). The story is also considered to be one of the closest types of writing to human beings in the literature since it contains human characteristics (Kaynaş, 2014).

Due to these reasons, this study focuses on narrative texts and narrative text elements, and a rubric is developed to evaluate narrative texts created through creative writing. As described by

Harris and Graham (1996), a story should include a main character, a place, a time, an inciting event, an attempt, an outcome, and a reaction. The Draft Writing and Writing Skills Course Curriculum (MoNE, 2012) states that these elements consist of six stages (setting, inciting incident, goal, attempt, outcome, and reaction). Díaz Suárez (2015) mentions six basic elements and states that they are character, event, place and time, conflict, dialogue, and message. There are three general categories of story genres in literature: exposition, complication, and resolution. "Exposition" begins with an introduction, followed by defining the characters, setting, and time in the story. After the introduction, a number of events are presented in the "complication" section. This section introduces events, problems, and attempts to solve the problem. In the final section of the text, the "resolution", the events are summarized and the problems are solved.

Based on the examination of the literature, it was observed that some studies examined the effects of creative writing activities with different groups and different activities on pre-service teachers' story writing skills, and some studies included scoring keys to evaluate these products. Various studies in the literature have used the "Story Writing Skill Scale" developed by Temizkan (2011). There are 19 items on this rubric. Using the five basic dimensions, each criterion is scored 3 (adequate), 2 (to be improved), and 1 (unsatisfactory). The second result indicates that Harris and Graham's (1996) "Story Elements Evaluation Scale" has been used. "Story Elements Evaluation Scale" states that a story should contain 8 elements. A maximum of two points is assigned to each element. Students who are successful in utilizing these eight elements will receive a score of 19 on this scale. Lastly, "Story Writing Skill Assessment Form" developed by Akbaba (2020) and containing 26 items, and another form developed by Coşkun (2005) to evaluate narrative texts based on story elements.

This study, however, aimed to determine whether creative writing activities based on narrative writing enhanced pre-service teachers' ability to create narrative texts. This study was designed to address the following questions:

RQ 1) Do creative writing activities based on narrative writing have an impact on pre-service teachers' narrative text composition skills?

RQ 2) What are pre-service teachers' views on narrative creative writing activities?

2. Method

2.1. Research Design

An integrated mixed method research approach was used in this study, which combines qualitative and quantitative research methods. As part of the mixed research approach, the embedded design method was preferred. The embedded design involves adding a qualitative phase to a quantitative phase, such as an experimental study, because one data set can't answer all the questions, and different questions require different data sets (Creswell & Plano Clark, 2014). In line with the purpose of the study, an embedded design was used to make the research problems more understandable. A dual data set was created by combining the quantitative data obtained statistically with the qualitative data created from participants' personal experiences. Although quantitative data provided the basis for the study, qualitative data complemented the findings and the results were presented holistically.

2.2. Participants

Twenty second-year pre-service teachers enrolled in the Turkish Language Teaching Program at a state university in the fall semester of the 2021-2022 academic year comprised the study group. A convenient sampling method was used to select the study group. A convenient sampling method, one of the most widely used in social sciences, allows the researcher to easily reach participants, select appropriate and willing volunteers (Gravetter & Forzano, 2018). The researchers developed a personal information form to collect detailed information about the study group. Table 1 provides related information.

Table 1
Demographic characteristics of the participants

<i>Characteristics</i>	<i>Number of participants</i>
Gender	
Male	12
Female	8
Maternal Education Status	
Primary school	9
Elementary school	6
High school	3
Undergraduate	2
Postgraduate	-
Paternal Education Status	
Primary school	4
Elementary school	4
High school	8
Undergraduate	4
Postgraduate	-
Creative Writing Education	
Yes	-
No	20

As seen in Table 1, the students in the study group show equivalence and similarity in terms of variables such as gender, parental education level, and taking creative writing courses.

2.3. Data Collection Process and Instruments

Data was collected in order to determine how creative writing activities based on narrative writing affected the narrative text composing abilities of Turkish pre-service teachers. A nine-unit scoring key was developed to evaluate the products of this genre produced through creative writing activities. "Following Instructions" is the first unit because a story left unfinished in the pretest and posttest was completed with all story elements in harmony with the text. Next, the grammar, spelling, and punctuation of the text were evaluated. The third unit examines the development of the plot and the organization of the exposition, complication, and resolution sections. Next, six units of story elements were evaluated, including observation and description. A variety of factors were considered, including place and time, characters, dialogue, conflict, and consistency in point of view.

Data were collected at the beginning of the study and after the intervention. In order to collect data, pre-tests and post-tests were given to participants before and after the intervention. Interviews were conducted to complete the data collection process.

Participants were asked four questions about their gender, their parents' educational status, and whether they received creative writing training in their pre-university education in the study. As part of creative writing activities based on narrative expression, participants wrote narrative texts before and after the intervention. The researchers developed an "Analytical Rubric for Narrative Texts Produced through Creative Writing Activities" consisting of nine categories and structured at four levels. The rubric was created using the rubrics developed by Harris and Graham (1996), Temizkan (2011), and Diaz Suárez (2015), as well as the general characteristics of narrative texts and the elements of narrative texts, and the criteria to be scored in this study were formulated.

Three Turkish language education experts, as well as a measurement and evaluation expert, were consulted about the draft rubric. Experts were asked to evaluate the content validity (content, structure, and criteria) using the criteria "sufficient, partially sufficient, and not sufficient". Arrangements were made following the examinations, and the rubric was finalized, ready for use. Using the rubric developed, three different scorers evaluated the narrative texts collected before

and after implementation. Upon evaluation by three different readers, the inter-rater agreement was examined in order to determine the results, and it was determined that the inter-rater agreement was 94% (Inter-Rater Agreement = Number of Agreed Items/Total Number of Items). Now that the rubric had been created, it was ready for use.

The analytical rubric developed in this project contains a four-point Likert-Type scale evaluated as "completely, partially, hardly, and not at all" for the story elements. The analytical rubric consists of the following units: Arrangement (plot development), Story Elements (place and time, characters, dialogue, conflict, consistency of point of view, observation, and description), Stylistics (grammar, spelling, punctuation), and Compliance with Instructions (completing the unfinished story in a manner that is authentic and compatible with the text by including all story elements). As well, while the 36-item rubric was used, nine sections were graded as 1 (Insufficient), 2 (Sufficient), 3 (Good) and 4 (Very Good). This range of scores was used for evaluating written stories.

As part of the experimental process, a structured interview form consisting of five questions was used to determine the participants' views on the intervention. A creative writing intervention was conducted two classes a week for 10 weeks as part of the experimental intervention. In the first step, creative writing activities were carried out at the level of words, sentences, and paragraphs. In these activities, students created sentences based on words, rewrote the given sentence differently, found differences between similar sentences, and expanded simple sentences. Narrative text elements were then created through genre-oriented creative writing activities such as person and place description, plot, and dialogue creation.

2.4. Data Analysis

First, the collected data were sorted, audited, and a data coding guide was created. The data related to the pretest and posttests were transferred to the computer environment with the data coding guide. A review of the data was conducted, and missing values were checked. Statistical procedures were first initiated with descriptive statistics such as frequency, percentage, mean, standard deviation, variance, kurtosis, and skewness. Moreover, the conformity of the distribution of data obtained from the study group to the normal distribution curve was tested with the Shapiro-Wilk test (Büyüköztürk et al., 2017), which is used when the group size is less than 50. Table 2 presents the results obtained.

Table 2

Shapiro-Wilk test results of analytic rubric data

Test	<i>n</i>	Skewness	Kurtosis	Shapiro-Wilk	<i>p</i>
Pre	20	-.002	.096	.907	.676
Post	20	.068	-.891	.966	.843

According to Table 2, it can be said that the data obtained from the narrative texts produced by pre-service teachers through creative writing activities were normally distributed ($p = .676$ and $.843$, $p > .05$). The normal distribution of the pre and post test results means that parametric tests (t -test) can be applied to the data.

Thematic deductive analysis was used to analyze the qualitative data in the study. Thematic deductive analysis is a method for identifying, analyzing and reporting patterns (themes) within data (Braun & Clarke 2006). This process includes the data sampling and developing the code manual, summarizing data and identifying initial themes, applying the template of codes and connecting the codes, and identifying themes (Fereday & Muir-Cochrane, 2006).

Each of the five research questions in the structured interview form was represented as a theme, and the categories created for the answers were included under the relevant question. By choosing expressions with similar meanings and frequently mentioned expressions, codes were created, and frequency and percentage values related to categories and codes were calculated. Additionally, direct quotes from interview answers were presented with an analysis of the categories created in

order to increase the internal validity of the study. A detailed description of the data analysis can be found in the findings section.

3. Findings

The findings are presented below in line with the research questions. First part presents the quantitative findings, while the second part includes the qualitative findings.

3.1. The Effectiveness of on Narrative Creative Writing Activities

A paired samples *t*-test was conducted to determine whether there was a significant difference between the pre- and post-test mean scores of the pre-service teachers regarding the creative writing activities based on narrative expression, and the results obtained are presented in Table 3.

Table 3

Paired samples t-test results

<i>Test</i>	<i>n</i>	<i>Mean</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Pre	20	1.33	0.20	21	2.83	.01
Post	20	3.09	1.05			

The arithmetic averages of the rubric (1-2 point range) are interpreted according to the achievement level, suggesting that the pretest score (1-2 point range) is within the "insufficient" score range. To put it another way, the pre-service teachers were "inadequate" in terms of their ability to write narrative texts before the instructional process. A significant result was found ($p = .01$) when posttest scores of the participants were interpreted according to the rubric's achievement level, indicating that the posttest scores (3-4 points range) reached the "good" level.

3.2. Pre-service Teachers' Views on Creative Writing Activities

Pre-service teachers were asked five questions in a structured interview to determine their views on narrative writing practices. The first question asked was what they thought about the narrative-based creative writing techniques they learned. The frequency and percentage values related to the categories formed based on the general opinions of pre-service teachers regarding narrative creative writing practices are shown in Table 4.

Tablo 4

Pre-service teachers' views on narrative-based creative writing practices

<i>Category</i>	<i>f</i>
Helping to improve writing skills	11
Developing creativity and imagination	6
Increasing the desire to write	3

Based on Table 4, most pre-service teachers reported that creative writing practices based on narrative writing helped them to improve their writing skills. In their opinions (PT3) and (PT10), they stated that, "I improved my writing skills" and "I think it helped me write better".

Regarding *developing creativity and imagination* category, another pre-service teacher (PT20) stressed the importance of creativity and imagination in narrative-based creative writing by saying, "First of all, I think it teaches us to push our brain limits and expands our imagination by preventing us from being captive of technology and working with a lazy thinking system".

It appears at least one opinion was expressed in this interview question related to "increasing the desire to write". (PT6) illustrates this category by stating "Since I enjoy writing, the knowledge I gained helped me to write better and increased my desire to do so".

The second question was about the impact of using narrative writing techniques on their thoughts about writing. Table 5 presents the categories formed by the opinions of the pre-service teachers regarding the impact of the narrative creative writing techniques they learned.

Table 5

Pre-service teachers' views on the effect of using creative writing techniques on writing

Category	f
Helping to write and enabling better quality writing	10
Increasing the desire to write	6
Developing imagination while writing	4

The majority of pre-service teachers reported their opinions regarding the effect of using creative writing techniques on their views on writing as "Helping to write and enabling better quality writing". PT13 stated that these techniques were helpful for him, while PT1 asserted, "I realized that I was writing more professionally now that I have used these techniques."

The second category of opinions expressed was *increasing the desire to write*. It was said by one of the pre-service teachers (PT2) that these techniques increased her enthusiasm for writing by implementing creative writing practices based on narrative expression. According to this interview question, the least number of opinions was reported under *developing imagination while writing*. According to (PT20), "I can say that this affected me in terms of learning how to create various kinds of food using the few ingredients I have. Therefore, my writing has improved through the combination of my imagination and skill."

Thirdly, narrative-based creative writing techniques can influence your writing abilities. Table 6 shows the categories based on pre-service teachers' opinions about creative writing techniques based on narrative expression's effect on their story writing skills and the frequency and percentage values related to these categories.

Table 6

Pre-service teachers' opinions on the effect of creative writing techniques on their story writing skills

Category	f
Enabling more planned and organized writing	18
Developing creativity and imagination	2

The results of Table 6 indicate that almost all pre-service teachers expressed opinions related to "Enabling more planned and organized writing" when analyzing their opinions on the effect of writing techniques on story writing skills. A pre-service teacher, (PT10), asserted that, "First, I was able to create a story plan without any confusion in my head. It enabled me to write a story in a more systematic way". In addition (PT8) stated, "It gave me the ability to think before and after the text and transfer it to the paper in a planned way". Similarly, (PT14) stated that they wrote more planned and systematic stories with creative writing techniques. He said that "Previously, I didn't know how to begin a story. I used to start randomly and get stuck in the middle, but now I write more planned".

This question also addressed the category of *developing creativity and imagination*. A pre-service teacher (PT6) highlighted the direct creative aspect of narrative writing practices by saying, "I think I write more creative stories."

A fourth question asked the pre-service teachers about the difficulties they encountered when learning narrative-based creative writing techniques. Table 7 shows the categories formed based on pre-service teachers' opinions about the difficulties they encountered when using narrative writing techniques, and the frequencies and percentage values related to these categories.

Table 7

Pre-service teachers' views on the difficulties they experienced

Category	f
Having no problems	15
Difficulty in finding a topic and developing a plot	4
Difficulty in applying the techniques	1

In Table 7, more than half of the pre-service teachers surveyed expressed their opinions as "not having any problems" when asked about their difficulties in applying the narrative narrative-based creative writing techniques they had learned.

In the category of *difficulty in finding a topic and developing the plot*, one of the pre-service teachers (PT9) commented, "I encountered some difficulties while developing the plot in terms of character and place depiction". It was mentioned that they had difficulty creating elements of person and place, which are essential to narrative narration. One of the pre-service teachers (PT5) stated that she had difficulty due to her weak fiction skills. She asserted that, "I was unable to fit the given pieces into a logical fiction." and indicated the difficulty they had creating a storyline.

When it came to *applying the techniques*, the pre-service teachers reported having the least difficulty. In this regard, (PT11) said, "I had difficulty applying the new techniques even though they were easy because I was used to writing stories in the past". The statement highlights the importance of teaching correct spelling techniques for each genre.

A final question asked pre-service teachers if they would incorporate creative writing techniques based on narrative writing in their lessons. This question was answered by all pre-service teachers in the study with "Yes, I will". One of the pre-service teachers (PT20) elaborated this view in detail as follow which indicates a summary of the positive results of the study:

Of course I would. First of all, I start with the elements in creative writing techniques. Because I am one of those who think that the walls of the building cannot be strong without a foundation. After comprehending the elements of the fictional text such as time, place, plot, I use free writing technique with process-based writing approach. Because I try to ensure that creativity is revealed by using imagination with few materials."

4. Discussion, Conclusion, and Recommendations

According to the data obtained in the study, it was found that the pre-service teachers' achievement level in creating narrative texts was "inadequate" before the teaching process, but after the teaching process, their achievement level in creating narrative texts had reached "good". This finding suggests that creative writing activities based on narrative expression improve pre-service teachers' abilities to create narrative texts. Using creative writing activities based on narrative expression, the researchers found that pre-service teachers' narrative text construction skills were positively affected by creative writing activities. Creative writing activities are found to improve writing performance, similar to findings in the literature.

Karakoç Öztürk (2014) conducted an action study to improve the narrative writing skills of sixth grade students that benefited from creative writing activities as well. According to the results of the research, students' story-writing skills improved positively as a result of the applications related to the story-writing program in terms of arrangement, language and expression, and morphological features. According to Temizkan (2011), creative writing activities were more effective in developing story-writing skills than traditional writing education in the study he conducted in which he attempted to determine the effect of creative writing activities on higher education students' story-writing skills. According to the study, the story structure of creative writing activities significantly influenced the content, planning, characters, as well as space and time dimensions in order to favor the experimental group.

It is evident from the results related to each unit that the results are similar to those found in the literature. To begin with, an unfinished story from the pretest and posttest was to be completed by including all the elements of the story and in an authentic and consistent manner. Grammar and spelling-punctuation were evaluated in order to determine the stylistic quality of the text. In his study, Akbaba (2020) also found that the experimental group made significant progress in their language and expression skills. Through the intervention, students learned how to select the right title for the text, form meaningful sentences, express their thoughts in the right words, finish sentences, ensure consistency and subject integrity within the text, create integrity in the text with logical transitions, develop thoughts and phrases in the text, and use spelling and punctuation rules in post-study measurements. Additionally, Alar (2018) concluded that creative writing

methods improved writing skills in areas such as grammar, paper layout, spelling rules, and punctuation.

Development of the plot and organization of the exposition, complication, and resolution sections make up the third unit of the evaluation key. As a result of this study, creative writing activities based on narrative expression contributed positively to pre-service teachers' ability to develop narrative text exposition, complication, and resolution sections. As part of Dorlay (2018)'s study, he also found that students who continued creative writing activities were able to include original (creative and extraordinary) thoughts in their writing, improved their sentence structures, and produced fluent, rich vocabulary texts that reflected the organization well (introduction, development, conclusion). Öztürk (2013) reached a similar conclusion in his study. Thus, he found that creative writing activities significantly improved students' ability to organize thoughts (introduction, development, conclusion). In contrast, Duran (2010) stated that students in studies conducted with creative writing techniques were directed toward content, not form, resulting in more robust texts.

The assessment key for narrative text writing skill evaluated six story elements, including observation, description, consistency in place, time, characters, dialogue, conflict, and point of view. Narrative text elements were found to reach a good level of achievement in this evaluation. Students' ability to use story elements in narrative texts is significantly improved by creative writing activities based on narrative expression, based on these results. Oğuz (2017) concluded in his study that creative writing skills improved as a result of similes and other arts in the texts, use of authentic expressions, use of proverbs and idioms in appropriate situations, establishing a connection between events, changing character and space characteristics, creating richer and more creative new titles, and generating extraordinary ideas. In addition, Beydemir (2010) found that students created original heroes based on their imagination and used original characters in their creative writing products. Additionally, research results from Özkan and Karasakaloglu (2018) and Temizkan (2011) support this study's findings. Based on their study, Türkben and Karaca (2022) found that, contrary to the literature, no significant differences were found between the subdimensions of space, planning, characters, and time from story elements in the creative writing studies. According to the short duration of the experimental procedures, there was no significant difference in narrative text writing skills with creative writing technique.

As a general conclusion, pre-service teachers had a positive writing process when engaged in narrative-based creative writing activities. As a result, writing skills improved, creativity and imagination developed, and a desire to write increased. According to pre-service teachers, creative writing activities were generally enjoyable. They also developed a positive attitude toward writing as a result of this situation. Literature also indicates that creative writing is both fun and useful for developing writing skills (Arshavskaya, 2015). Rowinsky-Geurts (2010) argued in his study that creative writing has features such as helping to improve writing skills, inspiring and increasing self-confidence. Similarly, Rizvanoglu (2016) states that creative writing activities enable students to discover themselves and increase their self-confidence. In addition to this, results were obtained from a study of pre-service teachers' opinions regarding the effect of creative writing activities based on narrative expression on writing skills. A number of results were observed around helping to write, providing more qualified writing, creating a desire to write, and developing imagination while writing. Literature mentions that creativity is largely based on imagination, so promoting imagination in the classroom supports creative writing (Gunnin, 2005) and motivates writing (Babae, 2015). Many studies in the literature have found that pre-service teachers favor narrative-based creative writing activities. The results of Göçen's (2019) study also revealed that creative writing activities have a positive effect on students' creative writing achievement, writing attitudes and motivation. Avcı (2013) asserts that creative writing produces a significant difference in writing dispositions and that this difference is quite positive. Bayat (2014) found that his program for creative writing education, which incorporates speaking activities, also had a positive effect on creative writing achievement. Thirdly, when pre-service teachers were surveyed

regarding the effect of creative writing activities based on narrative expression on their views on story writing, it was found that the results were collected with the goal of enhancing creativity and imagination by providing more planned and organized writing. Due to the individual's comfort in expressing himself/herself through creative writing activities (Duran, 2010), this situation leads to the individual improving their writing skills, which in turn leads to better writing and an increased desire to write. The creative writing activities Beydemir (2010) conducted had a positive effect on students' writing achievement and desire to write. It is because creative writing process is a progressive writing task that motivates students by using the process method to write creatively (Maley, 2009).

Results indicate that pre-service teachers do not experience any difficulties in the process of creative writing activities based on narrative expression. According to Kapar Kuvanç (2008), this is due to the fact that creative writing activities facilitate the creation of fictional texts. In addition, studies also showed that creative writing activities improve fluency of speech and thought (Nasir et al., 2013), contribute positively to the ability to choose a more creative and appropriate title for the text (Özdemir & Çevik, 2018) and increase vocabulary (Mollaoglu, 2002). Rather than concerns about content, pre-service teachers may have difficulty finding a topic and developing a plot due to a concern about form. Thus, students who focus on form have difficulty creating a topic and plot when using classical writing techniques. This view of Yaylı (2008), who stated that writing was a tiring and boring activity, explains why pre-service teachers found it difficult to apply the techniques. It is possible to explain the results showing no difficulty in general by pointing out that the difficulties encountered in writing do not occur in creative writing activities (Türkben & Karaca, 2022).

As a result of the results obtained from preservice teachers' opinions regarding using narrative-based creative writing techniques in their lessons when they become teachers in the future, it was concluded that all of the preservice teachers participating in this study would use these techniques when they became teachers in the future. According to Chaiyadejkamjorna et al. (2017), students were more successful and satisfied when they used the creative writing model. According to Spiro (2004), creative writing activities can motivate students, stimulate their imagination, and help them to find new and unexplored words in the classroom, as well as inspire teachers to bring creativity into their classrooms. The literature supports the view that pre-service teachers will use creative writing activities in the future.

As a result, the literature supports all the conclusions obtained from the research. This study concluded that the story genre is an effective tool for developing creative thinking and writing skills. Furthermore, creative writing contributes to an individual's writing skills and academic success, as well as to his/her social life, professional development, and future career prospects. Particularly in light of the Turkish Language Teaching Curriculum (MoNE, 2019), which teaches skills such as how to use Turkish correctly, beautifully, and effectively, critical thinking, creative thinking, and problem solving are amongst the basic skills students are expected to acquire. With this opinion of preservice teachers, it is reasonable to assume that Turkish lessons will be carried out by well-trained teachers in order to achieve this goal.

The purpose of this study was to examine the effect of creative writing practices on narrative text writing skills. Further studies can examine the effects of creative writing practices on other text types and structures and similar studies can be conducted with different study groups such as different grade levels and prospective teachers. In-service training can be provided to teachers for these reasons. Moreover, studies should be conducted to examine the level of awareness of creative writing practices among other language skills.

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