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**IMPACT OF EMOTION-BASED TEACHING ACTIVITIES ON  
DEVELOPING CREATIVE WRITING OF ESLL EARNERS: A POSITIVE  
PSYCHOLOGY PERSPECTIVE**

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**Abstract**

The current study assessed the impact of emotion-based teaching activities on ESLL earner's creative writing. This study was quantitative innature and quasi experiment al research design was used. The sample of the study consisted of 50 ESLL earners of secondary school level through and om sampling technique. The procedure of this quasi experimental study comprised on attest based on creative writing in which learners created a story using emotions such a shope, enthusiasm, goodness, motivation, inspiration, gratitude, interest, joy and happiness etc. The researcher collected the words representing emotions and made a word bank to check how learners used the min their creative writing. The collected data were analyzed by SPSS (version23) and presented in the tabulated form. Pre-test and post-test technique was used to know the impact of experimental activities brought improvement in learning creative writing skills. This study concluded that there was a significant difference between the pre-test and post-

test results and there was positive impact of emotion-based teaching activities on creative writing of ESL learners.

## **Introduction**

Fredrickson (2009) termed emotion as a primary motive among human intellectual manifestation. It is abstract and metaphysical state of mind. Damasio (1994) in his book said human beings are like a machine which is cited by MacIntyre and Vincze (2017) in these words; “human beings are not thinking machines who feel but feeling machines who think” (p.63). After studying major languages of the region, it comes to know that English is one of the most common languages which attract learners to study it for its broader scope as second or foreign language. While learning a language, it is very prominent phenomenon that learners have to face a number of difficulties and problems such as motivation to learn English as a second language. The problems occur while learning a language e.g. writing and expressing the ideas effectively to transmit the thoughts. For this purpose, researchers have introduced different approaches regarding learning and teaching. It is stated that emotions are foundation of happy life (Baumeister, Bratslavsky, Finkenauer and Vohs, 2001). Children are allowed to show their emotions but as they grow up, they start hiding their emotions and with the blockage of negative emotions, flow of positive emotions also block because emotions in the human body flows in the same pipeline. Reeve (2015) stated that positive emotions are more adaptive rather than negative emotions because negative emotions are commonly observed and are difficult to control such as remembering failure than success, investigating bad events more thoroughly than good events.

Fredrickson (2009) stated that positive emotions are known as those feelings, thoughts and attitudes which are lacking in negativity and enhance the individual’s inner capability towards his goals without giving any pain or discomfort to anyone. Positive Emotions are crucial for learner’s behavior but their adaptations in second language learning classroom have become a controversial issue. In this fast-growing depressive age, these emotions are growing to become the key factors in the solutions of learners’ issues (Martin, 2006). Positive emotions include pleasant or desirable situational responses, ranging from interest and contentment to love and joy, but are distinct from pleasurable sensation and undifferentiated positive affect. (Fredrickson, 2001). Pekrun (2014) stated that positive emotions allow ordinary human to make their learning good and amusing in the class room’s settings.

## **Importance of Emotion-Based Teaching Activities**

Teaching is emotional activity (Rinchen, 2014). Emotion-based teaching activities make ESL learner’s creative writing more valuable and attractive. These activities are a part of education system, school culture and setting. According to McCarten (2007) emotional state of ESL learners, whether in grouping or individually, effects their performance and quality of work. To explore the ways of student’s engagement in classroom, multifaceted concept which consists of three components that are affective, cognitive and behavioral, are being focused (Boekaerts, 2016). There are many factors which influence the effectiveness of the teacher viz. intelligence, attitude towards teaching, experience, academic qualification, personality, mental health etc (Raghu, 1994).

## **Significance of the Study**

Although a lot of work has been done in the study of ESL learners' domain but the impact of positive emotion-based teaching activities in ESL learners' creative writings is a new kind of research in second language learning. Then, the use of creative writing makes it not only interesting but also enhances the significance of research because in ESL settings creative writing is not an easy task. So, it is important to develop and flourish learner's emotions and create emotional educational environment. Such environment helps ESL learners to develop an attitude of hope, inspiration, interest and gratitude among themselves. This study "Impact of Emotion-Based Teaching Activities on Creative Writing of ESL Learners" will be helpful for hesitant and slow learners. It will be helpful to arouse emotions while doing creative writing. This study will be beneficial for the teachers to explore emotion-based teaching activities for ESL learners and engage them in learning English as a second language and creative writing as well.

### **Statement of the Problem**

As per previous studies, the main content of the researchers was how negative emotions have positive impact on learning process, but this researcher's area of concern was that how positive emotions impact learning English as a second language through emotion-based teaching activities and make it more effective and to investigate learners' performance while building positive strengths and emotions of teachers during teaching process. It was observed that in Pakistani educational context, less attention is paid on the hidden talent of the students for learning writing skills mostly. Learners are not aware of how to use positive emotions to gain the objectives of creative writing. Students themselves are not well-versed and well-acute with the use of emotions so they feel hesitant. This experiment highlighted all the positive impact of these emotions for learning English and for creative writing task.

### **Hypothesis**

Emotion-Based Teaching Activities become helpful in sharing the ideas more effectively in creative writing for ESL learners in English language learning in Pakistani context. These activities have a positive impact on ESL learner's creative writing.

### **Objectives**

The fundamental aim of this research study was to examine the positive emotions in ESL learners' creative writing through emotion-based teaching activities. Objectives of the study were:

1. To explore the impact of Emotion-based teaching activities on ESL learner's creative writing.
2. To examine how Emotion-based teaching activities enhance ESL learner's creative writing skills.
3. To investigate which emotion words are used in creative writing of ESL learners.

### **Research Questions**

This study answered the following questions:

1. What is the impact of Emotion-based teaching activities on ESL learner's creative writing?

2. Which emotion-based activities ESL learners can adopt to enhance creative writing skills?
3. Which of the emotion words do ESL learners use in their creative writing?

## **Literature Review**

### **English as a Second Language**

English is enjoying the status of being one of the most widely spoken and written language in the world. There are 380 billion people are adopting English as a lingua franca. It has become a language of commerce trade, science and technology. It is playing very important role to mobilize our country towards the path of development. In Pakistan 72 languages are spoken but English is having a prominent place among these languages. It is considered an important subject which is fulfilling the economic and technological needs of people (Timurie, 1999).

### **Positive Emotions**

Emotions are complicated set of interaction which acts as a linking bridge between affective, cognitive, physiological and behavioral experiences (Kleinginna&Kleinginna 1981). These experiences include various components related to emotional experiences which rise up, generate and activate cognition related to emotional responses (Fredrickson, 1998). According to Goleman (2005) emotions are impulses of act and instantaneous plans which evolution has infused in human being for managing life in appropriate manners(p.6). Fredrickson (2001) stated that emotions are multi-component tendencies, which start the emotional process from the evaluation of people's personal meaning of substantive events (p. 218). Fredrickson&Losada (2005) explained that emotional responses are built-in abilities among human beings from their forefathers as they used them to avoid life-death situations. Emotions are important in influencing behavior in different situations (Sedova, Svaricek, Sedlacek, and Salamounova, (2016b).

### **Joy/Happiness**

Happiness is a human value and positive psychology gives us related knowledge about its impact on our everyday life (Martin, 2006). It is a state of pleasure, excitement, and well-being about any occasion and circumstance. According to Wilder (2013), joy is that emotion which is based on relational experiences. Joy can be felt in relationship with God, having feeling of His presence. It urges to seek pleasure and learn more by enjoyment in second language learning process (Kessler, 2011, p.10). Happiness is being felt by human beings can be affected by certain factors which are 5 in number according to Csikszentmihalyi, and Hunter, (2003). Such five factors are genetic determinants, large scaled social circumstances, lucky or unlucky occasions, proximal environment and personality (p.185).

### **Interest**

From early psychologist's point of view, interest was considered as the most motivational factor in learning and mental growth (Thorndike, 1935; Arnold, 1906; Berlyne, 1949 cited in Krapp, 1999). According to Gardner (1998) it is not only related with personal relevance but it engages people with high level efforts. According to Krap (1993) values and feelings of someone are referred to as essential trait of interest which can be termed as value related and feelings related valences of interest. (Rathunde, 1998). Markus and Wurf (1987) maintained that at this stage of flow, paradigmatic interest develops which lead towards intrinsic character.

### **Inspiration**

Inspiration is a positive emotion which motivates learners to carry his/her ideas into fruition. Inspiration is considered important in creative writing (Oleynick, Thrash, LeFew, Moldovan and Kieffaber, 2014).

### **Hope**

According to Snyder (2000) Hope is optimistic motivational condition. It is based on successful agency and pathways which includes goal oriented energy and planning to meet the goals. Hope theory based on four groups: goals, pathway thoughts, agency thoughts and barriers.. Generally it is believed that goals attaining factor is associated with positive emotions whereas blockages are related to negative emotions (Snyder, Sympson, Ybasco, Borders, Babyak, and Higgins, 1996; Diener, 1984). High hope levels enable learners in building beneficial constructs to achieve success in academics as well as in creative writing (Snyder, Shorey, Cheavens, Pulvers, Adams, and Wiklund, 2000).

### **Gratitude**

Gratitude is a positive emotion which according to Emmons and McCullough (2003) is a state in which someone acknowledges others for his good fortune. There are two facts which are required to support in the state of gratitude. Firstly one has attained a positive result in any task and secondly gives the credit of this positive result to some external source or people.

### **Love**

Patricia De La Torre (2014) started his thesis with the quotation of John Lennon that love is all around us like a precious plant which not only is for keeping or leaving but to water it for its nourishment. It is needed to be cared. Lewis, Amini, and Lannon, (2007) stated that from birth to death, known or unknown human life is relentlessly revolving around love. Fisher (2006) cited by Torre (2014) declared that love is the most common emotion which is talked, wrote, fantasized, and fought a lot. It is the source of feelings, thoughts, brain and body functioning, identities and interpersonal relationship. It is the solution of all human problems (Formm, 1956, Fredrickson, 2013). Sternberg & Barnes (1988) asserted that love means different to different people. Fredrickson (2009) maintained that all positive emotions have love in them. It broadens the capability to strengthen social relationships.

### **Positive Emotions in Second Language Learning & Teaching**

Positive emotions are related to learning, training and achievement of the ESL learners in learning English as a second or foreign language. Emotions have an ever-lasting impact on the cognitive processes in human which involve learner's perception, attention, learning capacity, memory to store vocabulary, and reasoning to get information about second language (Ashby, Isen, and Turken 1999). Emotions are involved in teaching process to solve learning problems.

### **Emotion-Based Teaching Activities**

Language is a universal phenomenon for ESL learners. It is an important mode of communication in both written and spoken form. Writing is one of the most essential skills. It

provides the base on which the other language learning skills such as listening, speaking, and reading skills rely (Brandner, 2010). Some emotion-based teaching activities are as follows:

### **White Board Pictionary Activity**

To start emotion-based activity in ESL classroom with a lot of learners, it is not a practical and beneficial to use the game board. (Gilmore, 2007). Teacher divides the learners into two groups and creates a small column for each group on one side of the whiteboard to keep the record of the scores. A student from group A will come up to the front for drawing a picture of a word on the card. He will convey the drawing to his group members for guessing the word. He cannot use any body gesture or verbal description of that Pictionary. For guessing correct word for the drawing will award that group a point. And a group getting 10 points will be winning group (Melvin and Stout, 1987).

### **Imitation**

This activity is almost similar to the above Pictionary activity. In this activity there are also two groups of learners as participants and they have to guess the words through the actions performed by the selected group member who comes up to the front from any group. Both groups will have 2 minutes to guess the correct word (Fisher, 2000). Words used for this activity can be emotion words which are simple and easy to guess. And these emotion words can be tricky as well. This emotion-based activity will be useful for making learners attentive when they are dragging and falling asleep during lecture. Shadow-reading activity effectively convey true and meaningful imitation of a reading passage comprehension (Amoli, and Ghanbari, 2013). Shadowing is an active, cognitively suggested activity or an exercise in this activity learner simultaneously follow speech he/she hear and then vocalize it very clearly. In contrast, repeating is an offline process based activity where learner is allowed to silent pauses to reflect on and reproduce what he has heard (Oki, 2012).

### **Creative Writing Activities**

Page (1974) about creative writing stated that writing starts with the writer's knowledge about subject matter and exposed in graphical representation. Same as Rosenblatt (1989) maintained the idea that a writer works with the blank page and portray his creativity with the help of his knowledge related to that distinct subject. Such kind of creative writings are closely attached with his emotions which aroused in reaction to that particular matter. About the learner's improvement in creative writing, Taylor & Beach (1984) expressed that by gaining instruction and doing practice creative writing can better improved. And this improvement can be permanent with learner's positive response towards that theme of creative writing. The basic skills of writing are creative writing, composition, comprehensions, and word phrases etc in an accurate manner. Repeating and coping words and sentence making is a helpful creative writing activity. Same as Pushker (2007) stated that an ESL learner becomes able to write sentences by using his/her own learned knowledge in order to develop creative writing skill. There are certain instructions shared by the teacher for developing creative writing skills; for story writing (writing names of characters, picture description, title, and moral of the story, create coherence and relevance in sentences and paragraphs, use of examples, transitional words and after that proceeding to climax reach the ending of the story). A student is given the opportunity to be creative. She/he can take his/her learning to higher level and actively engage in writing activities by contributing his ideas and insights.

### **Shared Writing Group Activity**

An important writing process with meaning, choice of vocabulary and topic selected by the learners is shared writing. It is a group activity in which teacher divides any story into parts and distributes each part among different groups of students in the class. Students have to complete the story by creating the missing parts from portion teacher have given them. They complete the story with collective contribution of group members. While instructing the learners about this shared writing activity, teacher can motivate students emotionally which can better results in interaction among groups of the students.

### **Experience-Based Learning Environmental Activities**

Experience-based learning environmental activities get learners involved in their own learning environment. In this activity teacher will write any five emotions on the board and then ask the students to select any emotion with their own choice. By using their prior learning experience learners will use these emotions in their communication and written work. This experience based learning environmental activity is useful for teaching creative writing by using listening, speaking and writing skills.

### **Gallery Walk Group Discussion**

Gallery walk activities get learners out of their chairs to actively work and participate together, in group discussion (Hamzahand Ting 2010). In this activity teacher will assign some emotions to the students and suggest them to use these emotions in their group discussion to share their ideas. Teacher can assign a topic to the students and ask them to provide their personal opinion and suggestions related to a particular topic. Same topic will be given to all the students for this activity. Gallery-walk group discussion activity is useful to know the previous learning experience of same class level students.

### **Game-Based Learning Activity (GBL)**

Game-based Learning was written to assist English language learners who want to learn English. The teacher starts using game-based activities to help them teach. In this activity teacher give the task of making vocabulary cards to the students as homework. On the next day when all the students bring these cards teacher collect these from all the students. Then he/she spread these cards on the table and changes the class shape into U shape. Now the turn taking technique is used to precede this activity. One by one each student takes a card and makes sentences from that word written on the card. Then all students share their sentences with the class in loud voice. And other students act as a listener.

### **Indoor English Language Learning Activity**

Indoor English Language Learning Activities are based on all those authentic materials which a learner can tactfully use for his/her learning purposes. For example they can use newspaper, magazines, cuttings of pictures, News, commentary, advertisements, documentaries for enhancing their language skills. These activities provide learners with opportunities for structured investigations and experiments of materials, models, and other English language learning equipment. Indoor English language learning activities can be commonly assigned to the learners as homework assignment. They are free of cost but effective in learning language and research practice.

### **Process of English Learning Activity**

Process of English learning means going beyond the content to help learners understand how we know, what we know and giving them the tools they need to think critically. Process of English learning is a research-based process in which students are actively engaged in mastering course content and in developing essential skills by working in self-managed teams on guided inquiry activities. In this activity the needs and desires of the learners are judged. Through this process students can acquire listening, reading, writing, vocabulary, and grammar skills. This activity creates the emotion of interest, inspiration and enjoyment among the students.

### **Creative Writing Assignment**

Creative Writing Assignments are a flexible means of demonstrating writing as well as a method of exploring one's thinking to stimulate learning that is why the literature on writing instruction emphasizes both on learning to write and writing to learn. Teacher gives a topic of an essay to all the students and suggests them to put their own feelings, ideas, and vocabulary words to develop the essay. Teacher provides guide line, how to introduce the topic, how to manage the body paragraph and how to conclude the essay.

### **Teaching with Smartphone**

Smartphone with its potentials to compute, download and deliver multimedia content offers new strategies in pedagogy for teaching writing skills. Smartphone offers autonomy to learners and it is a new teaching tool for writing skills. In the classroom it is observed that mobile phones are effective in teaching writing skills because the use of mobile phones made the students more engaged and motivated towards writing skills. (Kanchna, and Saha, 2015).

### **Audio-Video aids to Improve Learning**

Using Audio-Video aids to improve learning can engage learners and produce more meaningful and deep learning experiences by using films, television shows, popular music, news stories, literature, documentaries, and videos from sources such as YouTube. This activity creates the emotion of happiness and enjoyment among the students.

### **Teaching Creative Writing Activities**

Teaching creative writing skills to 10<sup>th</sup> class students is a good work. At this level teacher focuses on teaching small and long sentences, orthography, ability to speak and the ability to punctuation (Badger and White 2000). Repeating and coping words and sentence making is a helpful creative writing activities to develop writing skills. A student at the 10th level becomes able to write words by using his own previous knowledge in order to develop his creative writing skills. An ELT teacher can say to the students to follow the following instruction for creative writing. To write the name of all the things in the picture (creative writing), to write about all those pictures that is shown in the images and to write the situation and what is happening in the picture and write the familiar location. A learner is given an opportunity to be creative; students can take their learning to higher levels and become actively engaged in learning activities by contributing ideas and insights (Brandner, 2010). An ELT teacher may capitalize on students' intrinsic motivation, cognitive learning styles, and creative writing skills (Bloom, 1956).

## **Story telling**

Story telling is also an important language teaching activity for the development of writing skills. When an English teacher performs the role of the story teller actually he improves the creative abilities of the learners and when students do this practice with their class fellows, it develops their creative writing skills (Allis, 1994). Story telling is also important language teaching activity for arousing emotions among ESL learners. Through this activity Teacher can easily encourage and motivate students to share their emotions and experiences in their stories.

## **Positive Emotions and Creative Writing**

From the worldly languages, the English is one of the most common languages which attract learners to study it for its broader scope as second or foreign language. It's obvious that while learning a language, learners have to face number of difficulties and problems such as motivation to learn ESL (McCarten, 2007). Some learners face problems in writing English and expressing their ideas effectively as they are expected to write. For this purpose researchers introduced different approaches of learning and teaching how to write from the perspectives of creative writing of the students (Ramies, 1983). ESL learners get less chance for creative writing in ESL classrooms based on goal-driven approach in which learners have to focus on the directions instead of expressing their own imaginations into writing (Schultz 2001). By practicing such type of learning approaches in which memorization of vocabulary lists, specific sentence pattern are taught to write, instead of creating on their own, makes writing process boring for students and they lose interest in creative writing for academic purpose (Fulcher, 1999).

## **Research Methodology**

This research was quasi experimental research which was used for the evaluation of some educational programs, when it was not possible for researcher to take experimental and control group for experiment. So researcher only collected data from the whole group of selected category having students of different calibre and found the results. The impact of emotion-based teaching activities that influenced the writing competencies of ESL learner was done through pre-test and post-test. In this study writing procedure was intentionally introduced for ESL learners. After that the results were observed from the data collected through story writing. For this purpose positive emotions were being examined in the creative writings of learners to know if the creative writing was appropriate and appealing for ESL learners. Positive emotions; joys, interest, hope, gratitude and inspiration were the key factors to be examined in that creative task. During the research ESL learners were provided word bank, outline of the story, characters, and setting in their pre-test and post-test. On the basis of pre-test results, training session was organized for the period of 2 weeks. In this teaching session learners were taught about the positive emotions and creative writing (story writing) through activities. After that post-test was taken for drawing final results. In order to check the impact of emotion-based activities in ESL learner's creative writing, researcher had identified the variables used in present research. Independent Variable: Emotion-based teaching activities and dependent Variables: ESL Learner's creative writing.

## **Sample units and Population**

Total 50 ESL learners were selected through random sampling technique from Government Technical Boys High School Bahawalpur, class 10<sup>th</sup> section A, B, C and D.

**Data Analysis**

**Emotion of Hope**

**Table No 1: Pretest**

Use of “Hopeful” in Creative Writing					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	10.0	10.0	10.0
	No	45	90.0	90.0	100.0
<b>Total</b>		<b>50</b>	<b>100.0</b>	<b>100.0</b>	

The learner’s use of “Hopeful” in creative writing was analyzed through SPSS. This table 4.1 shows that out of 50 ESL learners only 10% learners used “Hopeful” in creative writing. It proves that 90% learners were unaware of the use of the emotion of Hope in pretest.

**Table No2 : Post test**

Use of “Hopeful” in Creative Writing					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	60.0	60.0	60.0
	No	20	40.0	40.0	100.0
<b>Total</b>		<b>50</b>	<b>100.0</b>	<b>100.0</b>	

The learner’s use of “Hopeful” in creative writing was analyzed through SPSS. This table 4.2 shows that out of 50 ESL learners 60% learners used “Hopeful” in creative writing. It proves that in post test learner are well aware of the use of emotion of Hope in creative writing.

**Emotion of Inspiration**

**Table No 3: Pretest**

Use of “Motivation” in Creative Writing					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	32.0	32.0	32.0
	No	34	68.0	68.0	100.0
<b>Total</b>		<b>50</b>	<b>100.0</b>	<b>100.0</b>	

The learner’s use of “Motivation” in creative writing was analyzed through SPSS. This table 4.11 shows that out of 50 ESL learners only 32% learners used the word “Motivation” in creative writing. It proves that 68% learners were unaware of the use of the emotion of Inspiration in pretest.

**Table No 4: post test**

Use of “Motivation” in Creative Writing					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	38	76.0	76.0	76.0
	No	12	24.0	24.0	100.0
<b>Total</b>		<b>50</b>	<b>100.0</b>	<b>100.0</b>	

The learner’s use of “Motivation” in creative writing was analyzed through SPSS. This table 4.12 shows that out of 50 ESL learners 76% learners used the word “Motivation” in creative writing. It proves that in post test learner are well aware of the use of emotion of Inspiration in creative writing.

**Emotion of Gratitude**

**Table No 5: Pre test**

Use of “Thankful” in Creative Writing					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	6.0	6.0	6.0
	No	47	94.0	94.0	100.0
<b>Total</b>		<b>50</b>	<b>100.0</b>	<b>100.0</b>	

The learner’s use of “Thankful” in creative writing was analyzed through SPSS. This table 4.21 shows that out of 50 ESL learners only 6% learners used “Thankful” in creative writing. It proves that 94% learners were unaware of the use of the emotion of Gratitude in pretest.

**Table No 6: Post test**

Use of “Thankful” in Creative Writing					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	60.0	60.0	60.0
	No	20	40.0	40.0	100.0
<b>Total</b>		<b>50</b>	<b>100.0</b>	<b>100.0</b>	

The learner’s use of “Thankful” in creative writing was analyzed through SPSS. This table 4.22 shows that out of 50 ESL learners 60% learners used “Thankful” in creative writing. It proves that in post test learner are well aware of the use of emotion of Gratitude in creative writing.

**Emotion of Interest**

**Table No 7: Pre test**

Use of “Passion” in Creative Writing					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	34.0	34.0	34.0
	No	33	66.0	66.0	100.0
<b>Total</b>		<b>50</b>	<b>100.0</b>	<b>100.0</b>	

The learner’s use of “Passion” in creative writing was analyzed through SPSS. This table 4.31 shows that out of 50 ESL learners only 17% learners used “Passion” in creative writing. It proves that 66% learners were unaware of the use of the emotion of Interest in pretest.

**Table No 8: Post test**

Use of “Passion” in Creative Writing					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	27	54.0	54.0	54.0
	No	23	46.0	46.0	100.0
<b>Total</b>		<b>50</b>	<b>100.0</b>	<b>100.0</b>	

The learner’s use of “Passion” in creative writing was analyzed through SPSS. This table 4.32 shows that out of 50 ESL learners 54% learners used the word “Passion” in creative writing. It proves that in post test learner are well aware of the use of emotion of Interest in creative writing.

**Emotion of Joy/ Happiness**

**Table No 9 : Pre test**

Use of “Charm” in Creative Writing					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	4.0	4.0	4.0
	No	48	96.0	96.0	100.0
<b>Total</b>		<b>50</b>	<b>100.0</b>	<b>100.0</b>	

The learner’s use of “Charm” in creative writing was analyzed through SPSS. This table 4.41 shows that out of 50 ESL learners only 4% learners used “Charm” in creative writing. It proves that 96% learners were unaware of the use of the emotion of Joy/Happiness in pretest.

**Table No 10: Post test**

		Use of “Charm” in Creative Writing			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	50.0	50.0	50.0
	No	25	50.0	50.0	100.0
<b>Total</b>		<b>50</b>	<b>100.0</b>	<b>100.0</b>	

The learner’s use of “Charm” in creative writing was analyzed through SPSS. This table 4.42 shows that out of 50 ESL learners 50% learners used “Charm” in creative writing. It proves that in post test half of the learners were well aware of the use of emotion of joy/happiness in creative writing.

**Findings**

**Emotion of Hope**

Emotion of hope was observed at its highest and significant level in post- tests. 12.4% participants used emotion of “hopeful” in pre-test where as in post-test 64% emotion of “hopeful” was used. It showed that participants have great interest in this emotion and used it in their story writing.

**Emotion of Inspiration**

Emotion of “inspiration” was observed at its significant level in post- tests. 18.8% participants used emotion of “inspiration” in pre-test where as in post-test 60.8 % emotion of “inspiration” was used. It is proved that students have great interest in this emotion and used it in their story writing.

**Emotion of Gratitude**

This skill was found better in post-test than pre-test among students which shows improvement in their writing. 10.4% participants used emotion of Gratitude in pre-test where as in post-test 56 % emotion of “Gratitude” was used. It is proved that students have shown positive interest in this emotion and used it in their story writing.

**Emotion of Interest**

Emotion of “Interest” was observed at its significant level in post- tests. 13.2% participants used emotion of “Interest” in pre-test whereas in post-test 57.2% emotion of “Interest” was used. It showed that participants have great interest in this emotion and this practice was very helpful in the composition of their story

**Emotion of Joy/Happiness**

Emotion of “joy” was observed at its significant level in post- tests. 12.4% participants used emotion of “Joy/Happiness” in pre-test where as in post-test 54 % emotion of “Joy/Happiness” was used. It is proved that students have great interest in this emotion and used it in their story writing.

## **Conclusion and Recommendations**

This study proved that if during second language or foreign language learning, emotion-based teaching activities are used, they show a great impact on creative writing of ESL learners. With the help of these emotion-based teaching activities ESL learners improved their creative writing through improvement in their cognitive, behavioral and emotional skills. Results indicate that post test results are significant with the pretest results which clearly show that teaching activities involved with emotions effect learners performance and they become efficient in their work. They start taking interest and become hopeful for their creative writing. They inspire through the way of teaching with such activities which trigger the positive emotions of ESL learners directly.

## **Recommendation**

In the light of above mentioned findings following recommendations are suggested. Appropriate information about the use of emotions in creative writing should be given to the learners about the ESL class by the teachers. Teachers should encourage the learners for actively participating in ESL class creative writing activities. It is observed from the findings that ESL learners and policy makers must be aware for ESL class Emotion-based activities. Teachers and learners should properly give awareness about the method when new language learning activities comes in the school.

It is suggested that the emotion-based activities are not only for secondary level but for all ESL learners. Most of the time it is observed that many learners are least interested to participate in classroom activities even the last date has gone and from school teachers do not display any notice for activities. School teacher did not properly inform the student that's why there should be maximum time for last date. It is recommended that there should be a proper schedule in learning session in which learners are provided information about the use of emotions in creative writing. Audio visual aids related to emotions should be displayed in the class to arouse learner's emotions in order to compile their creative writing. Teachers should be trained to design emotion-based activities for learner's creative writing. From psychological perspective, positive emotions are important for emotional catharsis for learners in second language learning. To achieve better results in creative writing, appropriate drilling for positive emotions must be popularized.

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