



## Empowering the 21st century materials for basic creative writing instructions

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### Abstract

This study investigated the practical roles of 21<sup>st</sup> century materials in creative writing instructions by manipulating social media's common features to compose 21<sup>st</sup> century tools alongside a conceptualized creative writing model. It was found out that writing instructions can be operated utilizing contemporary materials that exist around learners' environment. It manifested real-world motivation and authentic material utilization; independent learning, instructive reinforcement, situating learning, practical instructions and utilization flexibility as perceived by the writer reinforced by fellow language educators' perceptions and other researchers' pedagogical claims.

This paper employed descriptive method that utilized ranking, percentages and frequency. Mode was used to strengthen and emphasize central tendencies. Current teachers should further experiment on this conceptualized creative writing model with appropriate chosen 21<sup>st</sup> century inputs linking to the timely and relevant needs of modern English language learners without ignoring educational organizations' language programs or curricula. Findings revealed that through the strength and features embedded in under the chosen 21<sup>st</sup> century materials, creative writing model could be effectively employed. The study's favorable findings align to sixteen (16) criteria in contexts.

**Keywords:** 21<sup>st</sup> century materials; creative writing; writing models; teaching springboards; task designs teaching strategy; authentic materials; social media

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## 1. Introduction

Many researchers have been exploring 21<sup>st</sup> century materials' relevance across all disciplines. In language instructions, researchers were able to identify skills associated with 21<sup>st</sup> century, but have not pointed out what exact process should language educators creatively perform about 21<sup>st</sup> century materials that may address the needs of students as technology breakthroughs manifest around learners' real-world environment. Since the learning environment are not similar as determined by every country's economic status, there is a need for language researchers to come up with practical process which every learning atmosphere may commonly utilize to creatively educate learners.

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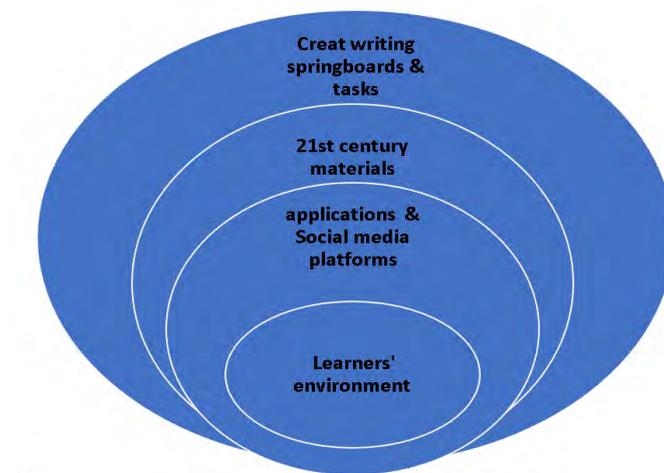
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Driscoll (2018) states that 21<sup>st</sup> century education is providing skills in order to be successful a transformational world. The 21<sup>st</sup> century skills (called the 4Cs) are critical thinking, creativity, communication, and collaboration. Many of us have realized that our students today need these new skills or “new literacies” to prepare them to be successful participants in the globalized society of the future. But for many busy teachers, these new skills and concepts may be unclear or you may be struggling with how to implement them in the actual classroom (Lin, 2014).

Through this awareness mentioned, watchful academicians could have perceived the 21<sup>st</sup> century as an age of instructive transformation and discoveries due to the varied presence of things that exists around learners’ interactive environment that may strongly influence teachers to apply their creativity for effective instructions under the said 21<sup>st</sup> century education. To be specific, English language teachers may take this opportunity to design their reading, listening, speaking and writing tasks out of these 21<sup>st</sup> century transformative materials that originate among students’ backgrounds. In connection to these, Yancey (2009) expresses that we are confronted with three trials that can create opportunities such as: developing new models of writing; designing a new curriculum supporting those models, and creating models for teaching that curriculum.

As anchored to the main purpose of this study, the writer has focused on writing skills and have classified these 21<sup>st</sup> century materials as social media platforms’ outputs for instructive applications. They could be useful springboards in the approach to creative writing. Thus, I was able to formulate a model to synchronize learners to the current situations they are being exposed to. I perceived that through these 21<sup>st</sup> century materials, creative writing instructions alongside other skills could be honed as illustrated in Figure (1.1) Origin of concept1.



**Figure 1.1.** Origin of concept1

Anchored with the concept, I was able to point out that both kinds of 21<sup>st</sup> century materials can be manipulated simply in varied styles such as the ones illustrated in figure 1.2 (Origin of concept2) below.

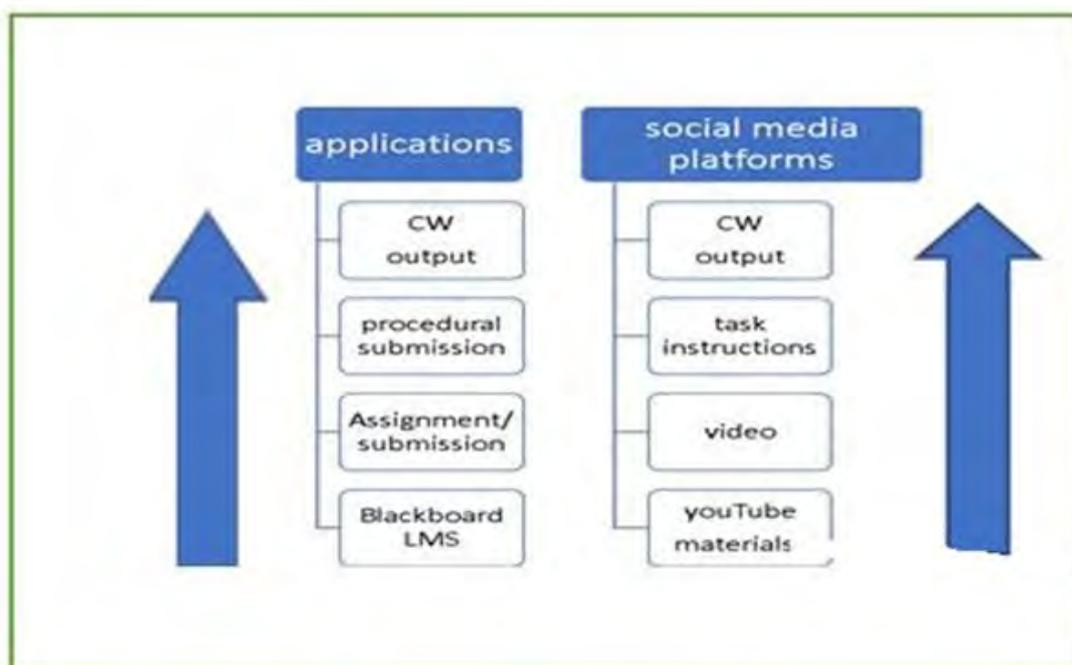


Figure.1.2. Origin of concept

As you can see in figure 1.2, a kind of an app called as Learning Management Systems (LMS) -the Blackboard can be manipulated as a 21<sup>st</sup> century tool under any of its many instructive components. To be specific, its assessment component is where writing assignment can be created by the teacher. The Blackboard LMS submissions and assignments are enabled for the students. Said component is manipulated by both learners and teachers alongside existing procedures can result to a creative writing output as shown on the right-side of this concept. The process can be unlimited or time-framed depending on teachers' instructive procedures. Another illustration where creative writing through 21<sup>st</sup> century materials can be manipulated is in figure 1.2. This reveals relevant use of the social media that produce products in fruition such as the YouTube. YouTube contains varied audio and visual materials that are exposed through adverts and others in forms of video with different genres ranging from sports to film trailers. These materials from it can be employed in creative writing instructions as inputs. A specific video supported by writing task procedures will lead to a writing output. Both can reveal the relevant use of 21<sup>st</sup> century materials in terms of tools and springboards and can be adopted whether the language instruction mode is face-to-face or online.

Driscoll (2018) further states that the more complex the world becomes, the more creative we need to be to meet its challenges and this is increasingly clear in education and the workplace. Creativity leads success among people but while there are changes or breakthroughs educational systems does not always adjust its curricular goals and objectives. As educators, one way to address the stated problem is to use their initiative by creating a teaching model. As writer, I was able to frame a model where 21<sup>st</sup> century materials can be practically and commonly empowered in a creative writing process. Our concept links to some proponents on instructional model constructions to foster Creativity in the classroom. Davis (2018) suggests that teachers should use creative instructional strategies, models, and methods. Other than that, Nilsen, P. (2015) explains why we need, models and frameworks with the theories. Though it is in teaching science, we can still associate these model aims in language instruction such as creative writing teaching where the models or frameworks according to him can describe and/or guide the process and may allow learners to understand and/or able to elucidate the factors that are found in them to be able to produce outcome. To Sowell, J (2019),

models can be useful tools at different stages in the writing process—even after a piece of writing has been completed. Depending on our aims for a particular assignment, we may provide models at all stages in the writing process or only at some stages.

The two illustrations in figures 1.2 & 1.3 triggered the creation of springboard and task samples from the materials where writing can be produced from 21<sup>st</sup> century application and from social media' elements. They reflect the rise of another model that illustrates one specific concept of using 21<sup>st</sup> century materials in creative writing process.

With these accumulated perceptions that were contained in figure 1.1 and figure 1.2, I was able to conceptualize and apply a framework prior to this research called “*empowering 21<sup>st</sup> century materials for creative writing*” which is Figure 1.3. This figure reveals generally those social media materials can be used as writing input. Tasks can be derived from the catalyst together with the necessary instructive & guided procedures for the learners to follow will result to creative writing outputs which is an essay. In the construction of writing outputs, receptive and productive skills interplay. Figure 1.3's general principles are specifically elucidated in figure 1.4 for emphasis. It can be perceived that while 21<sup>st</sup> century materials are empowered in the teaching of writing, order thinking skills under digital taxonomy are unconsciously employed.

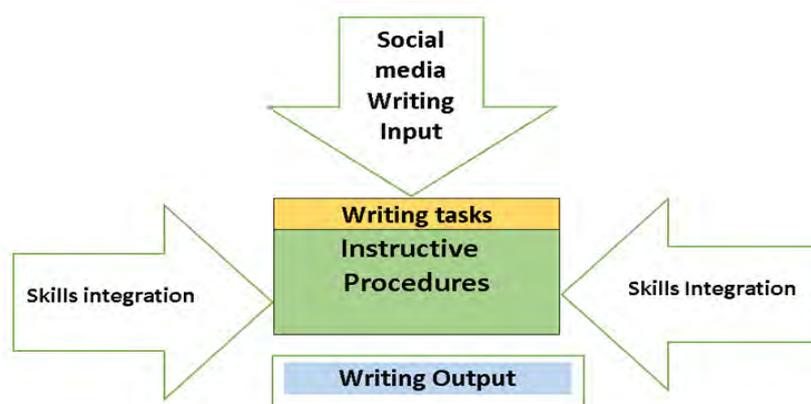


Figure.1.3. Creative Writing Instruction General model

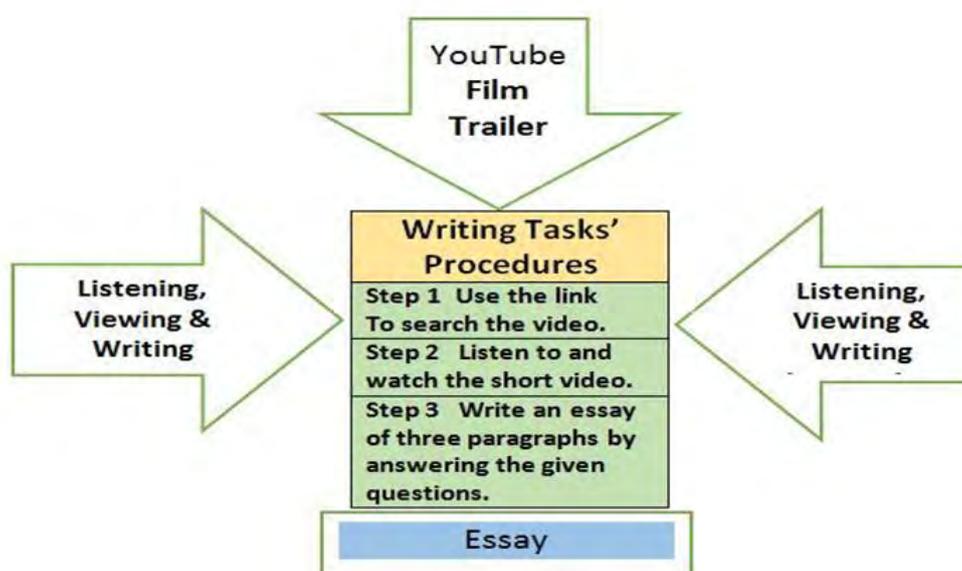


Figure.1.4. Creative Writing Instruction specific model

## 2. Research Questions

1. What are the perceptions of some worldwide researchers regarding the significance of 21<sup>st</sup> century materials in creative writing instructions?
2. What are the pedagogical advantages of the 21<sup>st</sup> century materials to creative writing instructions?
3. To what extent do English language teachers generally perceive the 21<sup>st</sup> century materials in creative writing conceptualized model? Do these perceptions corroborate the claims of the writer regarding the relevance of the conceptualized model and the use of 21<sup>st</sup> century materials?
4. In what criteria/ contexts do the claims of the researcher and language teachers align to?
5. What are some 21<sup>st</sup> century materials that can be manipulated as springboards in the creative writing model?
6. How does this instructive model practically work in writing instructions alongside social media outputs and how does it commonly work in all creative writing instruction settings?

## 3. Literature Review

### 3.1. Creative Writing Features

Many writers associate creative writing with one's creativity or initiative.

Various authors had numerous perceptions towards creative writing under varied times they have dealt with this subject. According to Martial (1974), creativity writing is a form of composition with language intervention. Martin (1976) sees creative writing associated with language that involves cognitive learning styles. Additionally, Winston (2011) attests that it is an expression of art and beauty where rethinking is needed to express – a form of educational experience. To Writing Studio of Duke University (2019), creative writing is a form of artistic expression that ignites learners' mind to relay meaning by the manipulation of imagery, imagery, narrative, and drama. Moreover, creative writing to Rajaram (2014) can technically be considered any writing that is originally composed.

Correspondingly, creative writing Maley & Kiss (2018) define creative writing as aesthetically motivated and a personal activity, involving feeling. They further emphasize that creative writing's significant quality is the way it can trigger perceptions. It is noted that creative writing needs to start from personal writing which means writing about or using their own past and present experiences, wonderings, questions, emotions and opinions. Wang (2019) shares that the best moment in writing is when you come across something you think is not special or valuable to readers or learners only to find that they manipulate the beauty of the language and discover something independently.

According to Stauffer (2020), one of the 21<sup>st</sup> century skills is creativity. Creativity can be found in all aspects of studies such as in the language where writing can be introduced as an art through the language. Furthermore, Harshini (2020) shares that creative writing aids in the different stages of language acquisition such as grammatical structures, mechanics and terminology, triggers learners' interests to apply their creative styles in manipulating the language, upholds balanced thinking, exposition writing skills is being introduced through creative expressions of feelings.

### 3.2. 21<sup>st</sup> century materials as perceived by authors

21<sup>st</sup> century materials according to Levine (2017) are new platforms, devices, and apps, all of which bring exciting new possibilities for teaching and learning from educational technology companies. This boils down to a fact that schools should therefore have to adopt at least some forms of technological learning in its program. As soon as the 20<sup>th</sup> century started, schools slowly adjust to the

changes which enhance the skills of learners when they are engaged in their future jobs. Technological tools and educational programs give more alternatives than printed materials which means teachers can customize lessons by using several alternatives or resources under any subjects being taught. This links to SETDA (2001) declares that 21<sup>st</sup> century learning environment models situate classrooms into its real breakthroughs. It suggests that classrooms with 21st Century learning environments should be well-equipped with computer hardware, software, electronic whiteboards and rich digital and online curricular resources and additionally, the organization should have expert IT personnel for support and at the same time providing information technology literacy to all educators who are involved in learning programs.

In support of 21<sup>st</sup> century development, Osuna, A. et. Al (2009) reiterate that the Internet is rapidly entering nearly every classroom in developing or developed nations around the world. The Internet and other technologies have proven to be powerful new tools in the classroom as nations seek to prepare children for their future in an information age. Additionally, new State reading and writing standards that include new literacies must be integrated. Moreover, Saavedra & Opfer (2012) define century skills in nine (9) important points but focused on eight (8<sup>th</sup>) which stipulate the full use of technology to support learning. They also mentioned that the Internet has numerous sources where students may choose. With the use of technology and Internet sources, they claim that students' creativity is fostered. These claims of the two proponents may align the idea of this research where creative writing can be enhanced through the use of technology and springboards that can be found in the Internet.

### 3.3. The 21<sup>st</sup> century materials considerations for effectiveness

In order to empower 21<sup>st</sup> century for language instructions specifically on creative writing, the authors are able to consider what proponents say about selection of materials. Richardson (2005) elucidates that the efficiency of instructional materials includes number of factors and how they relate to the materials as stated in the **Table 1.6** below.

**Table 1.6** Factors of material selections

Teacher factor	language proficiency	Does the teacher have enough knowledge of the language, training, experience, cultural awareness to be able to use the materials by a preferred learning style?
	training & experience	
	cultural background	
	Preferred teaching style	
Learner factor	Preferred Learning style	Will the materials suit the learning styles of the learners and cater to what they really need with enthusiasm?
	Language learning needs	
	Interests and motivation	
Contextual factor	School culture	Is the material accepted for language instructions taking into account the classroom situations, class size and the presence of tools for the materials to be processed?
	Classroom condition	
	Class size	
	Availability of teaching resources for materials to be used	

The factors stated earlier are supported additionally by Elliott & Tunks (2021) by their arguments that technology for creativity and instructions integrates models which comprises Technological

knowledge (TK), Content Knowledge (CK) and pedagogical knowledge (PK). These provide the full function which complete the skills of modern teacher to be able to manipulate educational technology in the classrooms. This is applied in 21<sup>st</sup> century materials where other technology forms are accompanying tools not to forget the relevant factors mentioned in the table.

### 3.4. Materials and tasks authenticity

One factor that should be considered for effectiveness of the 21<sup>st</sup> century materials is authenticity. To Lombardi (2007), technological support for today's authentic learning environments commonly may include high-speed Internet connectivity for provision of multimedia information. Align to the teaching of creative writing, students and teachers can easily surf the internet for materials from social media. The writer perceived that 21<sup>st</sup> century materials can be considered authentic materials as supported by the criteria of authentic materials for language teaching created by Rao (2019) which are stated below.

1. They provide varied language backgrounds, registers, types in written and spoken texts
2. They are relevant to students with low previous knowledge
3. They establish an association between the classroom and the real-world.
4. They activate students' classroom interactions
5. They are relevant in the of design learning aids fitted to learners.
6. They facilitate artifact for situating English language learning.
7. They provide favorable outcomes on students' motivation and engagement.
8. They engage students' cognitively and affectively.
9. They can indicate language performance.

Since the social media outputs were created as springboards for tasks development in creative writing, authenticity of the springboards is corroborated by some criteria framed by Herrington and Oliver (2000), Herrington, Oliver and Reeves (2003) regarding task authenticity. To them, authentic tasks can be defined by the statements below.

1. contains real-world significance
2. give the prospects for learners to examine the activities from varied perceptions, using different resources
3. give breaks for learners to collaborate, and reproduce,
4. can be associated and used through vicarious learning areas to offer goals' upshots,
5. can be perfectly pooled with assessment

These several authentic materials' possibility may bridge the gap between the classroom and real-world situations.

### 3.5. Designing a 21st century assessment in EFL learning context

When these 21<sup>st</sup> materials are designed for used in classrooms, creating assessment is also a relevant factor which aligns with the 21st century standards and assessments, common to all educational institutions.

Asri (2019) points out that assessments are critical elements of instruction; they determine accomplishment of lesson objectives, the learner's ability to apply knowledge and skills to real-world challenges. This is tantamount to saying that the creative writing tasks formulated based from the materials should be assessed in the learning standards to indicate positive performance at the end of instructions. These materials should be functional in their real-world. Roopchund, Ramesh & Janky

(2018) add that social media has a crucial impact where it is strictly based on web based and it is a free, supportive and interactive enhancer for developing pupils' learning experiences in providing networking opportunities. Also, introducing a successful writing instruction from current materials available to the present day in the classroom where creative writing could be one of the tasks need to be integrated in the syllabus of the institution's curriculum as Manara (2015) points out. Hashmi (2021) further declares that successfully implementing 21<sup>st</sup> century approach to learning creative writing entails a curriculum that invokes inquisitiveness.

### 3.6. 21<sup>st</sup> century materials considered in this research

Many researchers and groups claim lots of 21<sup>st</sup> century materials but in here are limited to what the writer is going to closely apply in creative writing as underpinned in the table. Table 1.7 shows apps/tools, social media platforms, or even the outputs they have produced that may trigger creative writing.

**Table 1.7.** Social media -related materials for instructions

21 <sup>st</sup> century materials	Underpinned by Proponents
Teacher Laptop & Productivity Tools; Presentation Device - Collaborative Learning System (Interactive Whiteboard), LCD or Plasma TV; Projector ; Digital Camera; Video Camera Printer; Flash drives for each Student; Audio System	<i>SETDA (2001) Schaffhauser (2015) Osuna, A. et. Al ( 2009) Lombardi (2009)</i>
Web 2.0 technology (e.g. blogs, wikis, podcasts, digital portfolios, social networking) Computer-mediated communication (e.g. email, chats and text messaging) Management Learning Systems (MLS)	<i>Kanokpermpoon, M. (2012) Schaffhauser (2015) Osuna, A. et. Al ( 2009) Lombardi (2009)</i>
Computer, desktop publishing, Internet MySpace, Facebook, GoogleDocs and multiple blogs and platforms	<i>Yancey (2009) Schaffhauser (2015) Osuna, A. et. Al ( 2009) Lombardi (2009)</i>
Internet, Social media with outputs Facebook(text/photos), Instagram(text/photos) YouTube (videos/audio), Goodreads(reviews) Tumblr(visuals) Twitter (self-narration) LinkedIn (commentaries)	<i>Adams (2019) Osuna, A. et. Al (2009) Schaffhauser (2015) Lombardi (2009)</i>

Table 1.7 focuses on the 21<sup>st</sup> century social media materials are specifically enumerated. The ones underpinned by Adams (2019) Osuna, A. et. Al (2009), Schaffhauser (2015) and Lombardi (2009) since it is in here where the creative writing model can be commonly and practically applied.

3.7. Formed table of 21<sup>st</sup> century social media products as creative writing springboards**Table 1.8.** 21st century materials social media products as springboards in creative writing

<b>Social media</b>	<b>Springboards from the social media (inputs)</b>	<b>Integrated skills in creative writing tasks</b>	<b>Creative writing Outcomes (outputs)</b>
YouTube	travelogue, sports, poetry videos, fashion, trailers, interviews, talk shows, ads, bio, vlogs, music video, song	viewing reading writing,	listening, essays-reaction paper, reviews, narratives, lyrics, transcripts, quotes profiles, advert texts commentaries etc.
Facebook	photos, news, announcement comments, passages, ads	viewing reading writing,	listening, essays-reaction paper, reviews, commentaries, captions, advert texts, narratives, quotes, etc.
Twitter	photos, news, announcement comments, passages, -in videos or images	viewing reading writing,	listening, essays-reaction paper, reviews, narratives, quotes etc.
Instagram	photos, news, announcement comments, passages, - in videos or images	viewing reading writing,	listening, essays-reaction paper, reviews, narratives, quotes etc.
LinkedIn	announcement comments, workshops, passages- in biographical sketches, profiles, videos or images	viewing reading writing,	listening, essays-reaction paper, reviews, narratives, biographical sketch, profile, etc.
Internet Vlogs	articles, photos, comments, article passages, ads- in videos or images	viewing reading writing,	listening, essays-reaction paper, reviews, narratives, quotes etc.

This table shows the powerful impact of social media that naturally produce authentic 21<sup>st</sup> century materials that are worthy to be manipulated as springboard in creative writing instructions. This alone empowers the teaching model presented in this paper. It is a fact that with the fruition of these social media features, technology such as apps and the internet are being manipulated.

### 3.8. Other researches on the favorable significance of 21<sup>st</sup> century materials on creative writing

**Table 1.9.** Researchers claim on 21<sup>st</sup> century materials for writing

<i>Proponents</i>	<i>Process</i>	<i>Findings</i>
Pentury,H., Anggraen ,A. & D. Pratama (2020) Improving Students' 21st Century Skills Through Creative Writing as A Creative Media	Internet materials were transferred into different forms of creative writing	Learners 4C's skills which is called 21st century skills were found out to be enhanced.
Anae, N. (2014) Creative Writing as Freedom, Education as Exploration	integrate creative writing in literary and visual arts pedagogy	With the use of visual arts and literature, creative writing skills of learners are propelled in classroom
Arwati, H. et. Al (2018) Social Media and Its Impact on Students' Writing Skills	social media such as Facebook, Twitter, Instagram, and WhatsApp were exposed to young generations and they used these social media to write alongside technology	The findings showed that there the students' writing skills was impacted by the use of social media.
Shahzadi, M. & Kausar,G. (2020) Using social media to Improve Students' English Writing Skills:	The members of the writing group used Facebook discussion forum for writing practice by participating in discussion on different topics as given by their teacher. Students were posting their comments and were engaged in discussion with the teacher and peers	The results of the experiment revealed that using Facebook as a forum for discussion aided in the improvement of students writing skills. Additionally, focus group discussion with students highlighted that student found it as an interesting and motivating experience to use Facebook for writing practice.
Paragas, J. & C, Francisco (2020) Utilizing social media in Improving Creative Writing Skills	The social media materials were obtained as assessment materials. The researcher designed a set of practice exercises focusing on syntactical errors as these would help students identify short, choppy sentences leading them to combine their ideas fluently when they are going to write	Investigation found out that they performed well in identifying morphological errors while fairly performing in identifying syntactical errors.
Consalvo,A &A. David (2016) Writing on the walls: Supporting 21st century thinking in the material classroom	Language Teachers simplify writing on secondary classroom and hallway walls to enable learners to build rich text environments through local texts, material, and multimodal which currently exist to the present day.	Findings reveal that butcher paper, markers, post-its, magnetic tile words, and walls are to be manipulated to involve students in 21st Century literacy practices. In here, students are able to create a collection of multimodal compositions

Mohammed, F. A. E. (2019) Creative Writing from Theory to Practice: Multi-Tasks for Developing Majmaah University Students' Creative Writing Competence	The researchers conducted multi-tasks for creative writing among English major students to find the tasks' effectiveness their creative writing competence.	The findings showed that that using creative writing multitasks has favorable effect on developing the students' creative writing competence in essay writing.
Wil, C. S. C., Yunus, M. M., & Suliman, A. (2019). The Use of social media to Assist Writing Skills among Secondary Pupils	They were asked to complete the questionnaires and provide their own opinions. The respondents were asked to rank and measure their answers on different Data were then collected, analyzed using SPSS	This result indicated a significant impact of the usage of social media. Pupils were able to write comprehensively after the introduction of social media's platform. social media assists respondents to write better by using visuals and by reading other online essays to model.
Salikin, H & S. Tahir (2017) The Social Media-Based Approach in Teaching Writing	This research used three major instruments which were writing test, observation, and interview. The writing test involved some descriptive topics such as daily activity, occupation, organization, and environment. students' writing skill levels were tested earlier in terms of grammar and mechanics.	Quantitative data indicated that the use of social media, such as Facebook or WhatsApp can improve students' achievement in writing descriptive text, but such utilization can not produce an evidence for absolute significance.
Ismail, S., Zaim, M., & Gistituanti, N. (2018) Teaching Writing by Using Social Media for High School Students in Indonesia	Recount texts were posted in Facebook. Respondents accessed the text to comprehend and were further reviewed and re-explained with examples. They were asked to write recount text on their horrifying experiences and posted their texts. Feedback process followed. Their writing projects were evaluated in terms of grammar, content, organization and mechanics.	Result found that Facebook as medium for discussion significantly affect the students writing ability when it comes to grammar, content, organization and mechanics.

### 3.9. Social media as 21<sup>st</sup> century materials- related

This section reflects the relevance of social media and technology in the teaching and learning of creative writing. Hashmi (2021) exposes that one way of developing creative writing of the 21<sup>st</sup> century is to cultivate visual imagination. Said claim may be supported by the images and visuals that abound in the Internet. Stauffer (2020) further shares that there are 12 abilities under 21st Century

skills which students need to succeed in their careers under the current information age which are critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, social skills and are supported by the presence of the Internet age. In addition, Alrubail (2016) discloses that blogging has become major platforms for teachers to use to aid in developing student communication. Blogging may be utilized as an instrument to reinforce learners' writing skills. Also, Twitter can be used as a manner of communication to develop and because of some word limits, there is advantage in the use of vocabularies in writing.

Furthermore, Noonoo (2017) unveils that writing on social media is natural to There are tweets and status updates that we do every day. As it is daily, formal writing is ignored but when this is use for formal purposes, writing could still aid the writer due to constant use. He expresses that the writing students do these days is informal and social, and thus today's writing instruction must focus on teaching students how to artfully master both registers. The exercise also gives students a chance to explore their creativity as both a writer and a user of social media. Moreover, Wiebe (2017) suggested that the ability to embed audio supports the writing of researched and well-written scripts as part of the learning process. Audio-enhanced photos created using the Camera app can be shared via a variety of social media tools. If this is the case, then it will not be different when it comes to teaching creative writing. Weibe (2017) further declared that utilizing multimedia tools can ease learning tasks such as storytelling while learners' creativity is inspired. Likewise, Fernandez (2017) revealed that in order to help your students evolve from analog to digital writers, you need to begin with simple projects you and your students knew. Try blogging, then create more elaborate projects like podcasting or video storytelling as well as writing. Situate writing tasks that uses the medium and the presence of functional Internet. As teachers, we need to reflect on why we are assigning writing projects and what process is used to help our students convey their ideas. Similarly, Demski (2012) released that some software developed by current technology is remarkable self-motivators for students' writing, editing, and reviewing their written texts. Writing does not only aid in enhancing learners' critical thinking skills. It is also a skill that is applicable all over curriculum, and across all disciplines.

Pentury, Anggraen & Pratama (2020) revealed a technique of teaching creative writing. Students are grouped to identify the content knowledge related to language skills, such as grammar, part of speech, and vocabulary. Learners should have background of these linguistic points to be able to participate in the writing project. The planning of their creative writing projects continuous by brainstorming and discussing their ideas. These suggested procedures can be effective if springboards from social media are assigned in every group. Rajaram (2014) explains that when involving the social media materials, technology makes a noteworthy influence on creative writing skills' acquisition and some of the 21<sup>st</sup> century skills are involved such as collaboration and communication.

## **4. Method**

### *4.1. Research design*

The descriptive method of inquiry was utilized since I was able to employ observational method through a conceptualized writing method. A survey on the perceptions of teachers regarding the creative writing model alongside 21<sup>st</sup> century materials was administered to fellow language teachers in the institute. Both observation method and survey data were expected to have reinforced each other towards the viability of the creative writing model.

### *4.2. Respondents*

To be able to obtain data regarding the viability of the creative writing model, about 115 teachers of secondary English Language Institutes in Saudi Arabia were given the questionnaire alongside the model to answer the survey through Google form questions. 95 among the teachers' responses were chosen at random. Thus, the profile below reflects a background of the 95 respondents.

**Table 1.1.** Respondents' Demographic Profile

<b>Respondents' Demographic Profile</b>	
Number of respondents = 95 English teachers	
<b>Nationality</b>	Saudi
<b>Specialization</b>	English language
<b>Length of teaching experiences</b>	7 to 23 years of experiences
<b>Age</b>	29 to 48 years old
<b>Educational attainment</b>	5 bachelors 57 masters 33 doctorate

### 4.3. Data Collection

The initial data collected by both writer's observations when the creative writing model was applied in the classroom were placed into questions alongside criteria to link contexts. This collection was tabulated.

To be able to obtain additional data, survey of researches regarding creative writing through 21<sup>st</sup> century materials was conducted through Google forms alongside the conceptualized specific and general creative models to be able to obtain the perceptions of English teachers.

The survey comprises 16 questions that are classified according to the factors formulated by the writer to collate their observations regarding the applied conceptualized model.

The responses to every question are made out of Likert scale type options where a numerical value is tantamount to a descriptive value. To have a clear view regarding this:

*1- strongly disagree; 2-disagree; 3-neither; 4-agree; 5-strongly agree.*

Respondents are made to understand that (1) one is the lowest and (5) five is the highest in the options.

The assessment of fellow teachers to reinforce this model is highly needed; we use the same criteria that we employed to classify our observations in the questionnaires. These attempted set of feedback is useful to establish the viability and comparison with the actual observations of the researchers in the actual practice. The comparison will be the determining factors on how strong and effective this conceptualized model is. Below is an overview of the teachers' feedback manifested in Table 1.1 showing the highest and lowest responses with corresponding ranks of the criteria in contexts.

**Table 1.2.** Overview of Teachers perception

<b>Based from questions</b>	<b>N= 95 respondents out of 115</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Rank</b>
	<b>Criteria in contexts</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>	
1	motivation				6.31	68.42	11

2	learning objectives alignment		1.05		57.89		13
3	material authenticity			2.10	50.52		14
4	learning needs	1.05			64.21		12
5	appropriateness	1.05				70.52	10
6	difficulty levels	1.05				75.78	8
7	institutional access	1.05			77.89		6
8	institutional applications	1.05				73.68	9
9	time management			1.05		86.31	1
10	creative writing development	1.05			84.21		3
11	skills integration		2.10			78.9	5
12	outcome/output levels	3.15			80		4
13	promote fun in learning	1.05				77.89	6
14	support the curriculum	1.05			73.68		9
15	textbook reinforcement			1.05	76.84		7
16	new learning opportunity opening	1.05			85.26		2

Results show the highest and lowest. The highest which are considered favorable are manifested and the order of the priorities are sequenced. In order to establish order of significance, the criteria in contexts, were ranked. From one (1) to seven (7), the following emerged as priorities: (1) time management, (2) new learning opportunity, (3) creative writing development, (4) outcomes (5) creative writing development, (6) promote fun and learning/ institutional access and (7) textbook reinforcement.

#### 4.4. Procedure

Prior to the administration of the questionnaires for the respondents, I tabulated the observations during the application of the conceptualized creative writing model. I have grouped the observed advantages of the writing model by contexts. These are motivation, learning objectives alignment, material authenticity, learning needs, appropriateness, difficulty levels, institutional access, institutional applications, time management, creative writing development, skills integration, outcome/output levels. promote fun in learning, support the curriculum, textbook reinforcement and new learning opportunity opening. These factors were reused to classify the survey/ questionnaire's responses on teachers' perceptions towards the creative writing model. Teachers' observations were gathered to further reinforce this model for possible institutional recommendations and to allow comparison of findings and observations of the researcher in the actual practice.

The emergence of common observations between the researcher and the respondents regarding the writing model which are further underpinned by researches of similar subjects, may establish higher viability of the teaching model. The data from the respondents were practically treated through the utilization of ranking, Mode (Mo), frequency (f) and. Percentages (%).

#### 4.5. Data analysis

In the examination of the collected data ranking, mode, frequency and percentages were applied. Commonly known, the mode is the most frequently occurring value in a data set. To be able to deal with our data, mode was employed as the statistical measure of central tendency in the data set that we have collated. Percentage's calculation was relevantly employed. I have additionally employed this in my collected data in comparing one quantity against another. In dealing with the responses regarding perceptions of teachers towards the creative writing model, I also applied frequency. The frequency distribution provided a visual representation for the distribution of observations within the collected responses of teachers. With the use of these statistical tools, data will be practically represented.

The comparison of the researcher's observations to that of other language teachers' perception will be the determining factor on how strong and effective this conceptualized model is.

When gathering other teachers' assessment, I used the features which were originally utilized in observations for the purpose of linking contexts.

**Table: 1.3.** Complete perception data

Criteria	N= 95 teachers						Total	Frequencies		%
	Items	Q	1 SD	2 D	3 N	4 A		5 SA	NR	
motivation	1.	6	9	10	5	65	95	65 (5) SA	6 (5) A	68.42 (SA) 6.31 (A) Mo= 5
learning objectives	2.	7	5	1	54	10	95	55 (4) A	1 (2) N	57.89 (A) 1.05 (D) Mo= 4
material authenticity	3.	4	4	2	48	37	95	48 (4) A	2 (3) N	50.52 (A) 2.10 (N) Mo=4
learning needs	4.	1	1	2	61	30	95	61 (4) A	1 (1) SD	64.21 (A) 1.05 (SD) Mo=4
appropriateness	5.	1	7	5	15	67	95	67(5) SA	1 (1) SD	70.52 (SA) 1.05 (SD)
difficulty levels	6.	2	3	11	7	72	95	72 (5) SA	1(2) SD	75.78 (SA) 1.05 (SD) Mo=5
institutional access	7.	1	3	15	74	2	95	74(4) A	1(1) SD	77.89 (A) 1.05 (SD) Mo=4

institutional applications	8.	2	3	10	10	70	95	70 (5) SA	1(2) SD	73.68 (SA) 1.05 (SD) Mo=5
time management	9.	3	2	1	4	82	95	82 (5) SA	1(3) N	86.31 (SA) 1.05 (N) Mo=5
creative writing development	10.	1	2	5	80	7	95	80 (4) A	1(1) SD	84.21 (A) 1.05 (SD) Mo=4
skills integration	11.	6	2	5	10	72	95	72(5) SA	2 (2) D	78.9 (SA) 2.10 (D) Mo=5
outcome/output levels	12.	3	4	7	76	5	95	76 (4) A	3 (1) SD	80 (A) 3.15 (SD) Mo=4
promote fun	13.	1	7	8	5	74	95	74 (5) SA	1(1) SD	77.89(SA) 1.05 (SD) Mo=5
curriculum support	14.	1	7	2	70	15	95	70 (4) A	1(1) SD	73.68 (A) 1.05 (SD) Mo=4
book reinforcement	15.	3	2	1	73	16	95	73(4) A	1(3) N	76.84 (A) 1.05 (N) Mo=4
learning opportunity	16.	1	2	2	81	9	95	81 (4) A	1(1) SD	85.26 (A) 1.05 (SD) Mo=4

Legends: N= respondents Mo= mode; value that occurs most frequently in population

SD= Strongly disagree (1) D= Disagree (2) N= Neutral (3) A= Agree (4) SA = Strongly agree (5)

Q= questions NR= total number of responses N= respondents F = frequency

Data found in table 1.3 shows 16 (sixteen) questions that are covered by 16 (sixteen) criteria. In this table, all the scores gathered are displayed and are subjected to evaluation of the highest and lowest responses. It would be easier to understand when the raw data are interpreted from the highest to the lowest with their corresponding equivalent. In this table, total responses (NR) are identified into highest or lowest. Their equivalents in the Likert scale are specified not to forget that these choices come into numerical values and descriptive values. These values will aid in determining frequencies and percentages. With frequencies and calculated percentages, the presence of the mode gave

emphasis in measuring central tendency of this data gathered from respective respondents. The data will be elucidated with the following factors: in the contexts of the specified criteria per question, the highest and lowest responses through frequencies alongside numerical values and descriptive values, the calculated percentages that determines the central tendency of the collected data emphasized by the statement of each question's mode.

Question 1 “The material sparks learner’s interests because it is being used around for other purposes,” received 68.42 % strongly agree (SA) and 6.31% agree (A). Both extreme responses are positive. These results manifest that the respondents greatly favor the use of 21<sup>st</sup> century materials in language teaching. In terms of mode,

Question 2 “The materials can reflect achievement of learning objectives in the model for creative writing instructions,” 57.89% agree (A) while 1.05% (D) disagree. Most of the respondents agree that with the use of the writing model, learning objectives can be achieved. . In terms of mode, the frequently occurring mode is 4 which is agree.

Questions 3, “The materials processed in the writing model which triggers the use of the language skills are from learners’ environment,” received 50.52% agree (A) and 2.10 % neutral (N). These responses shows that material authenticity is approved by majority. Most of them perceived that the materials as springboards for teaching writing are taken from the real-world environment of the 21<sup>st</sup> century learners. In terms of mode, the frequently occurring mode is 4 which is agree (A).

Question 4, “The writing model hones learners’ language ability and stimulates their learning styles by manipulating 21st century materials,” 64.21% agree (A) responded favorably while 1.025% strongly disagree (SD). The highest response reveals that the model hones language ability while it triggers the use of students’ learning styles. This drove us into a point that the learning needs are being catered through the employment of this model with the use of 21<sup>st</sup> century materials. In terms of mode, the frequently occurring mode is 4 which is agree (A).

Question 5, “The 21st century materials for creative writing are appropriate in learners’ writing tasks,” shows that 70.52% strongly agree (SA) while 1.05% strongly disagree (SD). This result reveals the approval of a strong suitability of using 21<sup>st</sup> century materials in writing instructions. In terms of mode, the frequently occurring mode is 5 which is strongly agree (SD)

Question 6, “Writing difficulty levels can be projected depending on the materials used in the model,” garnered 75.78 % strongly agree (SA) while 1.05% strongly disagree (SD). High value of responses indicates that majority favors that writing difficulty depends on the springboards use in the writing models. In terms of mode, the frequently occurring mode is 5 strongly agree (A).

Question 7, “Students can easily access these materials in school,” yields 77% agree (A) against 1.05% strongly disagree (SD). Common perception displays that these 21<sup>st</sup> century materials can be obtained in schools. This favorable response can be attributed to the fact that most of the schools where they teach are equipped by modern day technology such as computers equipped with Internet connections which teachers and learners can access in the instructional process. Institutional accessibility is highly regarded. In terms of mode, the frequently occurring mode is 4 which is agree (A).

Question 8, “The materials that aid the writing model are available in the schools’ department, “shares that 73.68 % strongly agree (SA) and 1.05% strongly disagree (SD). This manifest that teachers are supported by their educational institutions. This makes us clear that in terms of applying this model, their schools’ department have the necessary tools to aid instructions. They perceived that availability of tools and materials in learning organizations can propel the writing model’s application. In terms of mode, the frequently occurring mode is 5 which is strongly agree (SA).

Question 9, “The model’s learning tasks could be managed within the given learners’ time frame stipulated in the curriculum,” was able to produce 86.21% Strongly agree (SA) and 1.05% neutral (N). Dominantly, it is observed that tasks associated with the models can be approached or tackled under an English program’s time frame stipulated for learners. Few regard it neutrally. In terms of mode, the frequently occurring mode is 5 which is strongly agree (SA).

Question 10, “The model can manage basic creative writing rudiments,” reveals that 84.21% agree (A) and 1.05% strongly disagree (SD). This means that most of the respondents observed that creative writing principles are evident and that it can be a starting point of creative writing development. Most of them agree that successful creative writing starts from the basics. In terms of mode, the frequently occurring mode is 4 which is agree (A).

Question 11, “Learners’ productive and receptive skills are integrated in the writing process,” disclosed that there are 78.9 % who strongly agree (SA) with 2.10 % who disagree(D). Many of these teachers perceived the presence of skills integration while students are accomplishing the writing tasks. This means that majority of them understood the models aside from their experiences. In terms of mode, the frequently occurring mode is 5 strongly agree (SD).

Question 12, “Basic writing outcomes are possible through this writing model,” resulted to 80% agree (A) that with the use of this model written outputs such as essays are possible while 2.10% disagree (D) that it written output from this model presented isn’t possible. These responses show that numerous teachers perceived the writing model has an impact to creative writing instructions. In terms of mode, 4 is the frequently occurring value which is agree (A).

Question 13, “Materials in the model can provide some fun to learners,” gave us 77.89 % strongly agree (SA) and 2.10 disagree (D). It is observed from the responses that the use of 21<sup>st</sup> century materials in the model promote some fun or enjoyment in the instructional process. In terms of mode, the frequently occurring mode is 5 which is strongly agree (A).

Questions 14, “The writing model support English curriculum,” showed 73.68 agree (A) with 1.05% strongly disagree (SD). This illustrates that the writing model reinforces English program through writing. Most of the respondents believe that when this writing model is employed in classrooms, it will support English language courses. In terms of mode, the frequently occurring mode is 4 which is agree (A).

Questions 15, “The writing activities from the model could be aligned to the schools’ textbook’s goals and contents,” gave 76.68% agree (A) and 1.05 neutral (N). These results elucidate that the writing activities from the framework of writing can align to some of their schools’ textbooks objectives and lessons which may mean that some writing activities and some writing tasks could relate to the use of the conceptualized writing model. The model’s probability to reinforce textbooks is perceived. In terms of mode, the frequently occurring mode is 4 which is agree(A).

Questions 16, “This writing model exposes learning materials that exist around learners’ environment can be leveled up to higher forms of writing, other than creative writing, in the future,” obtained 85.26% agree (A) and 1.05% strongly disagree (SD). It’s tantamount to saying that a higher level of writing can be realized out of the model through the use of 21<sup>st</sup> century materials that students deal with in real life. When a higher level of writing is introduced, a new learning opportunity therefore opens its doors to writing students. This is agreed by majority of the respondents. In terms of mode, the frequently occurring mode is 4 which is agree (A).

#### *4.6. Pedagogical advantages of the 21<sup>st</sup> century materials and the instructive model perceived by the writer*

When this model was applied previously, I was able to obtain observations which were classified according to the contexts of the criteria specified in this table 1.4.

**Table 1.4.** Observed pedagogical advantages of the 21st century materials with the model

<b>Observation Criteria</b>	<b>Observed Indicators</b>
<i>a. motivation</i>	The students were engrossed because the materials used are found in their natural environment.
<i>b. learning objectives alignment</i>	Tasks can achieve learning objectives of the writing curriculum with the presence of a suited springboard to manipulate the model.
<i>c. authenticity</i>	The materials are not intended for teaching, but they exist around learner's environment and were able to draw interests and produce learning tasks.
<i>d. needs</i>	The productive and receptive skills alongside grammar were integrated along the process
<i>e. learning appropriateness</i>	The model contains materials and tasks that cater to what learners should learn.
<i>f. difficulty levels</i>	Tasks can be flexed to the levels of language learners depending on the materials use.
<i>g. institutional access</i>	Students can access the social media platform and apps provided by the school at any time and place.
<i>h. institutional applications</i>	The writing model can be applied in schools with the presence of the right equipment.
<i>i. time management</i>	The tasks provided in the model can be done within the prescribed time frame of every meeting.
<i>j. creative writing development</i>	Writing skill can be developed through procedures in the apps /materials produced by the social media.
<i>k. skills integration</i>	Skills were integrated as they apply the creative writing model with the use of modern materials.
<i>l. outcome/output levels</i>	Students are able to create their essays in various levels of ideas and grammar knowledge utilizing social media features.
<i>m. promote fun in learning</i>	Students were observed to be engrossed with the tasks.
<i>n. support the curriculum</i>	The model aids the program because one the objectives of the program is to enable the learners to write independently after being coached.
<i>o. textbook reinforcement</i>	It can strengthen book- introduced activities based from the rudiments of the taxonomy of objectives.
<i>p. New learning opportunity opening</i>	This is an opener for doing higher levels of writing as students pass through procedural instructions.

#### 4.7. Underpinned claims

Below is Table 1.5 shows findings from both writer and respondents underpinned by previous researches on the relevance of the 21<sup>st</sup> century materials alongside alignment to establish the viability

of the conceptualized writing model. Additionally, the writer's claims are being analyzed and matched with teacher-respondents' dominant perceptions. Both claims are judged whether they are aligned or unaligned.

**Table 1.5.** Underpinned perceptions

<b>Writer's claims</b>	<b>Teachers' perceptions</b>	<b>Alignment</b>
<b>A. Motivation</b>		
The students were engrossed because the materials used are found in their natural environment.	Students are excited to use the materials around them because they see that these are used for other purposes.	Aligned materials
<b>B. learning objectives alignment</b>		
Tasks can achieve learning objectives of the writing curriculum with the presence of a suited springboard to manipulate the model.	Along with the model, the materials can reflect the realization of creative writing instructions' learning goals.	Aligned both
<b>C. Material authenticity</b>		
The materials are not intended for teaching, but it exist around learner's environment and is able to draw interest and produce learning tasks.	Materials stimulate the use of learners' language skills were perceived as things around learners- real live settings which are best for the writing model to use.	Aligned both
<b>D. Learning Needs</b>		
The productive and receptive skills alongside grammar were integrated along the process.	With the 21 <sup>st</sup> century materials, learners' linguistic skills are enhanced while writing procedures are done.	Aligned both
<b>E. Appropriateness</b>		
The model contains materials and tasks that caters to what learners should learn.	The materials are suited for students' writing tasks that are instructed in the writing model.	Aligned both
<b>F. Difficulty Levels</b>		
Can be flexed to the levels of language learners depending on the materials use in the level.	Levels of difficulty depends on the kind of materials use in the tasks supported by the writing model.	Aligned both
<b>G. Institutional Access</b>		
Students can access the social media platform and apps provided by the school at any time and place.	Social media can easily be accessed wherever they are such as in school.	Aligned materials
<b>H. Institutional Applications</b>		
The writing model can be applied in schools with the presence of the right equipment.	With the presence of computers, WIFIs, Internet, etc. in schools, said writing strategy can be applied in schools.	Aligned both

<i>I. Time Management</i>		
The tasks provided in the model can be done within the time frame of every meeting	The writing model's tasks alongside 21 <sup>st</sup> century materials can be done over a curriculum prescribed period.	Aligned Model
<i>J. Creative Writing Development</i>		
Writing is developed through procedures in the apps /materials produced by the social media.	Key principles of writing can be leveled up and honed by the introduction of the model alongside 21 <sup>st</sup> materials that are available.	Aligned model
<i>K. Skills Integration</i>		
Skills are integrated as they apply the model for creative writing with the use of modern materials.	Productive and receptive skills can be used as students use the model and the accompanying materials in the writing instructions.	Aligned model
<i>L. Outcome/Output Levels</i>		
Students are able to create their essays in various levels of ideas and grammar knowledge utilizing social media features.	Written Outputs such as narratives and essays can be created out of the 21 <sup>st</sup> century materials as springboards.	Aligned both
<i>M. Promote Fun in Learning</i>		
Students were observed to be engrossed with the tasks.	Students can enjoy the writing lessons with the presence of 21 <sup>st</sup> century materials.	Aligned both
<i>N. Support the Curriculum</i>		
The model aids the program because one the objectives of the program is to enable the learners to write independently after being coached	The writing instruction can support the curriculum through the use of the learning objectives as key indicators.	Aligned model
<i>O. Textbook Reinforcement</i>		
It can strengthen the books introduced- activities based from the rudiments of the taxonomy of objectives.	Varied writing activities using the writing model alongside modern materials may align to reinforce books' writing objectives and contents.	Aligned model
<i>P. New learning opportunity opening</i>		
This is an opener for doing higher levels of writing as the students engage in procedural instructions.	Using the model with varied 21 <sup>st</sup> century materials can introduce different forms of writing more than the basics or targets.	Aligned both

Alignment of responses to the questions are determined in three groups: 21<sup>st</sup> Materials. 21<sup>st</sup> century material & creative model and creative model.

Three (3) criteria in contexts below are strongly aligned with 21<sup>st</sup> Materials. These are motivation, appropriateness, institutional access,

The five (5) of the criteria in contexts which are time management, creative writing development, skills integration, support the curriculum, textbook reinforcement are closely associated to the writing model.

The following nine (9) criteria which are alignment to learning objectives, material authenticity, learning needs, difficulty levels, institutional applications, promote fun in learning, and new learning opportunity's opening, outcome/output levels are associated in both materials and model.

Relevantly, the purpose of aligning is to establish parallel claims that are appropriate in supporting the pedagogical relevance of the tandem between the 21<sup>st</sup> century materials and the creative writing model which could be shared in the discussions and findings of this research through the sixteen (16) associated criteria in contexts.

## 5. Discussion and Findings

The focus of this paper is how the 21<sup>st</sup> century materials stimulate the use of a conceptualized model which attempted to prove the modern-day materials as effective tools in creative writing instructions. As used in this study, it is understood that the 21<sup>st</sup> century materials utilized here in are not the apps or the social media. These materials are the features that exists in them having textual, audio and visual properties, particularly: articles, commentaries, reviews, music video, film trailers, advertisements and more. Attempts to perform writing instructions using them as catalysts have been favorably perceived beforehand and throughout the inquiry processes.

Specifically, the study's findings focused on the effectiveness of the 21st century materials alongside creative writing model application through English language teachers' aligned perceptions (both researcher and respondents) further underpinned by former researchers' studies. Since these criteria in contexts are associated with the questions in the survey, they will form the key elements in the discussions of the findings. As the discussion goes on, motivation, learning objectives alignment, material authenticity, learning needs, appropriateness, difficulty levels, institutional access, institutional applications, time management, creative writing development, skills integration, outcome/output levels, promote fun in learning, support the curriculum, textbook reinforcement and new learning opportunity's opening are alluded to clearly elucidate the findings.

In terms of the utilization of 21<sup>st</sup> century materials alone, motivation and institutional access reveal that the modern materials greatly influence learners' stimulation of interests. Additionally, institutional access is realized when a learning institution is equipped with the right learning tools for students to accomplish given projects required to them. The 21<sup>st</sup> century materials are motivating factors and are dependent on materials and tools provided by the organization running an English language program.

The interposition of the conceptualized creative writing model discovered educational relevance in the contexts of time management, creative writing development, skills integration, curriculum support, textbook reinforcement. In short, utilization of the writing model provides the possible occurrence and realization of these in the writing instructions.

Moreover, the association of the 21<sup>st</sup> century materials and the conceptualized creative basic writing model possibly results to the existence of learning objectives' alignment, material authenticity, learning needs, difficulty levels, institutional applications, promotion of fun in learning, emergence of new learning opportunities and outcome/output levels. This means that when both are paired together, in writing instructions the educational contexts mentioned earlier could be acquired. Table 1. 4 and Table 1.5 describe and stipulate these reoccurring findings. With the aid of three factors which are our observations, English language teachers' surveyed perceptions and previous researchers' claims, our major findings are possibly corroborated.

### 5.1. Other pedagogical advantages of the 21st century materials to creative writing instructions

The sixteen criteria of contexts are not the only variables to represent findings in this paper, there are also some observations that existed in this study which are classified as pedagogical advantages of the 21st century materials to creative writing instructions. These general perceptions that form relevant educational implications originating from this investigation are spread in the parts of this research as read between the lines. For the purpose of clarity and emphases and to serve as frameworks among fellow language educators' instructional practices these are enumerated below.

- **Creativity with 21<sup>st</sup> century materials**

This paper simply shares 21<sup>st</sup> century creativity in language instructions. From the presented models, innovative minds of language teachers may be encouraged to conceptualize teaching strategies supported by theories that are represented by contexts. At this setting, modern materials are the key catalysts in the creation of instructive tasks as Anae (2014) reveals that creativity in writing can be impacted by students' exposure to the social media (SETDA 2001; Osuna et.al 2009; Winston 2011; Saavedra & Opfer 2012; Richardosn ; 2005; Writing Studio Duke University 2019; Driscoll 2018; Elliot & Tunks 2021; Levine 2017).

- **Instructional models**

The research establishes linkages to instructional materials development where models are needed in facilitating language related- instruction procedures through the integration and enablement of 21<sup>st</sup> century materials (Nilsen 2015; Sowell 2019; Elliot & Tunks 2021).

- **Reinforcement to (online) writing**

The model manipulated in this inquiry can be utilized to further corroborate online instructions for basic creative writing knowing that time used for teaching may not be enough for instructions at the same time cannot guarantee absolute students' comprehension. The missing or unrealized part of the instruction can be augmented by the model depending on how teachers instruct learners in manipulating it. (Ismail, Zaim & Gistituanti 2018; Salikin & Tahir 2017; Wil, Yunus & Suliman 2019; Mohammed 2019; Consalvo & David 2016; Arwati, et. al 2018).

- **Introduction of an effective teaching strategy**

Guided writing essay technique is also empowered in this paper. This strategy uses guide questions. Learners vary in terms of comprehension, to be able to target all learners; systematic instructions with the aid of a writing model under satisfactory time may prove effective. According to Handayani, Nyoman & Ratminingsih (2013), students who were taught by using guided writing strategy possess higher writing competencies than the students who were taught by using conventional writing strategy (Elliot & Tunks 2021; Maley & Kiss 2018; Asri 2019).

- **Participants' digital literacy acquisition**

It may also inspire the learning of the English language added with knowledge of digital literacy among learners and teachers who acquire some rudiments of 21<sup>st</sup> century skills when students use computers and associated apps and manipulate the internet (Pentury, Anggraen & Pratama 2020; Arwati, H. et. al 2018; Churches 2007; Nonoo 2017; Alrubail 2016; Roopchund, Ramesh & Janky 2018; Wiebe 2017; Asri 2019).

- **Order think skills' integration**

LOTS (lower order thinking skills) HOTS (higher order thinking skills) are applied. The learning objectives in Churches (2007) digital taxonomy are being utilized through the tasks produced out of the materials found in social media or in utilizing social media. Examples of LOTS are remember: bookmark, google, link, search and surf; understand: annotate and tweet. Examples of HOTS are apply, chart, execute, present, upload, and download; analyze: attribute, deconstruct, illustrate, mash,

and mind up; evaluate: comment, post and moderate; create: blog, vlog, publish, film, integrate and program. In a study conducted by Sianturi, Silalahi, and Purba (2020), using HOTS questions could develop the students' writing ability in descriptive text. Additionally, Sherman (2013) & Demski (2012) state that the use of social media can also increase critical thinking skills. Critical thinking is needed for twenty-first century academic and professional success. As learners deal more with social media, especially in relation to language learning which includes grammar and productive skills, they tend to enhance their higher order skills through making judgments.

- **Reflective teaching and conducive setting**

This paper may trigger reflective teaching on how creative writing may be taught systematically aligned to materials that catch learners' interests. Some reflective questions may be usefully triggered such as "Am I situating my learners under the time they belong? Are these materials appropriately chosen under authentic materials' selection? Are there some relevant things I may have forgotten?" and more (Richardson 2005; Rao 2019, Asri 2019).

- **Authentic materials' utilization**

This can serve as an opener for the empowerment of real-life materials as teaching springboards to produce linguistically aligned outputs originating from social media (Herrington & Oliver 2000; Herrington, Oliver and Reeves 2003; Lombardi 2007; Manara 2015; Rao 2019; Roopchund, Ramesh & Janky 2018; Asri 2019).

- **Innovative instructions**

Teaching strategies may arise as a result of teachers' innovative instructions knowing that materials from social media are numerous and that they may be utilized by language mentors' imaginative techniques in anywhere at any moment. From a basic model, emerges a leveled-up model for more advanced writing genre (Demski 2012; Fernandez 2017; Asri 2019; Pentury, Anggraen & Pratama 2020; Hasmi 2021, Asri 2019).

- **Skills integration**

21<sup>st</sup> century materials used as inputs in teaching the language that has audio, images or both allows the use of receptive and productive skills in the writing process. For instance, students view alongside listening before they can write (or speak) as the task's instructions direct them.

This paper influences researchers to come up with investigations resulting to possible instructive solutions of problems dominantly supported by practical methods ( Pentury, Anggraen & Pratama 2020;Harshimi; Asri 2019).

- **Linguistic enhancement**

Using social media where numerous instructional materials can be found aid students in language learning. This is supported by Paragas & Francisco (2020) when they found out that designed social media materials for assessment enabled learners to identify morphological and syntactical errors in grammar. This can also be further supported by Wang (2019) on learning through discovery. Social media materials are not only a matter of audio and images, there are texts that are manipulated. These texts contain grammar structures which learners may discover along the process of using chosen social media materials.

## 5.2. Gaps that can be realized in practice with higher probability

Here are some relevant points that can be practically realized with the tandem of a conceptualized writing instruction model and 21<sup>st</sup> century materials found in this investigation. These perceptions can further support or convert theories for best practices on real-world motivation and authentic material

utilization; independent learning, instructive reinforcement, situating learning, practical instructions and utilization flexibility.

- **Real-world motivation and authentic material utilization**

The fruition of contemporary materials contributes originally for entertainment purposes of learners. Utilization of these as writing springboards can influence their excitement into something instructive.

This study has devised a way to use them educationally. They are made as alternative sources of learning through the creation of a writing model. Instead of using directly the social media, their features are being employed. Over entertainment, educational application perspectives are taking place. Students are driven to take part of the learning while having fun experiencing knowledge acquisition.

- **Independent learning**

The model contains instructions to perform the tasks with the utilization of an appropriately chosen material. The students can follow the tasks for it is equipped with guide questions to accomplish the writing. Alongside motivation dealing with real-world materials, independent learning is being experience by the learner.

- **Instructive reinforcement and extension**

Writing reinforcement is through the tandem of 21<sup>st</sup> century materials and the writing model. The lectures on creative writing are supported by the activities which encourage them to apply what has been learned. The learning is extended because the lecture does not end from the mouth of the teacher, but said knowledge are applied by the students even with the absence of the teacher.

- **Situating learning**

Learning is placed under learners' real time. Materials around them are used. Their interests are catered and while real-world materials and motivation exist in the learning process, they are set into the real time where they really belong while instructive writing is being introduced.

- **Practical instructions**

The instructive concept presented in this research is absolutely practical for creative writing instructions. When it comes to its materials, they are accessible everywhere. The conceptualized model contains embedded procedures to accomplish a writing task. The presence of guide questions, input and target genre of writing makes the instruction practical for the students.

- **Utilization flexibility**

Finally, this model can cater to instructive writing using varied forms of basic writing from narrative to essay writing with the varied use of language foci as grammatical target in the writing process. As additionally perceived, this writing framework can to cater to an organizations' curricular writing objectives by manipulating it alongside a textbook's instructive contents

## 6. Recommendations

This innovative strategy is recommended to writing curriculum developers in the English language programs that integrate basic creative writing instructions among foundation level learners. Out of this tandem between modern materials and a writing model, a curriculum may strive to promote innovative teachers' minds in catering to the learning levels of their students.

Teachers' innovative writing instructions should always be alluded to the learning objectives stipulated in the language programs they are dealing with. It is also recommended that even if the

technique created is a guided one, using this instruction needs a follow-through to monitor the development of students' writing projects.

A language program's writing curriculum should promote follow-up and should always assign time for feedback. Writing instruction requires follow-up despite its possibility for independent learning because feedback is relevant to the writing development of learners especially in their formative stages where they need to determine their weaknesses and strengths.

## **7. Conclusion**

There could be more 21<sup>st</sup> century materials to integrate in this paper, but the materials employed in this study refer to the products of the social media which were used as springboards employed in the writing models such as music video, travelogue, film trailer, and more depending on the type of social media used.

Proving the 21<sup>st</sup> century materials whether they are suitable in the application of a conceptualized writing model used surveys to obtain the perceptions of other English language teachers as well as researches associated with the use of 21<sup>st</sup> century materials in writing instructions. The writer did not rely alone with his previous observations. The writer decided his findings will be further proven by other language educators' perceptions and to be underpinned by previous researchers. The point is inquiring the strength of 21<sup>st</sup> century materials on the creative writing instruction model. The paper established close relationships to what they have formerly found out. This paper manifests some pedagogical relevance on 10 elements which are creativity and 21<sup>st</sup> century materials empowerment, instructional models, reinforces online writing, introduction of a teaching strategy, participants' digital literacy acquisition, order think skills' integration, reflective and situate teaching, authentic materials utilization, innovative instructions and skills integration. As discuss in the findings, these elements additionally form the core of this inquiry which came into fruition when the writer employed 21<sup>st</sup> materials for writing instructions alongside a conceptualized writing model to create essays.

This study may not be fastened with numerous theoretical frameworks but it presents varied favorable findings having been perceived by other language educators, and supported by other researches, this may be practically useful in the contexts of time management, opening or introduction of new learning opportunities, creative writing development, production of written outcomes, institutional application, promoting learning through fun, and skills integration shown as highly opted criteria in contexts that were ranked in Table 1.2.

Some pedagogical relevance where observed. These may influence every reader on research's creativities specifically in conducting research that we could possibly apply in the classrooms or in any areas of the academe associated to writing instructions. These are Creativity and 21<sup>st</sup> century materials empowerment, instructional models, reinforcement of online writing, introduction of a teaching strategy, participants' digital literacy acquisition, order think skills' integration, reflective and setting situations, authentic materials utilization, innovative instructions and skills integration. Not to mention that over theories that are always said rather than elucidated, here are some applications obtained along the processes of this paper's inquiry: real-world motivation and authentic material utilization; independent learning, instructive reinforcement, situating learning, practical instructions and utilization flexibility.

Therefore, with these several findings discussed, the strong presence of the 21<sup>st</sup> century materials in learning situation can produce modified writing framework where teachers can innovate methods of instructions attached to the goals and objectives that their educational organizations stipulated in the sanctioned curricula for writing instructions.

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