



Exploring the Correlation between Motivation and Creativity in English Writing among Pakistani ESL Learners

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Abstract

The purpose of this study is to examine whether and how students' engagement in creative writing activities affects their motivation to write in English as a second language. Learning to write creatively, relies heavily on motivation. It has the potential to impede successful writing.

Motivation and creativity in writing are predictive of academic achievement, cognitive capacity, and innate motivation. The investigation was conducted using a correlational methodology. The population of this research was collected from the fourth semester students of Animal Husbandry Department, while this study utilized 30 students as the sample. The Academic Writing Motivation Questionnaire (Payne, 2012) was used in this study with official IELTS and essay score criteria. The correlation between motivation and creativity has been quantitatively examined. A weakly negative link between the two variables is shown by the correlation coefficient value of $r=-0.022$. The p-value for this correlation coefficient is 0.906%, indicating its statistical significance. It suggests that the link between motivation and creativity is not strong. The results of this study show that further research is needed to fully understand the factors that inspire Pakistani ESL students to write creatively in English.

Keywords: motivation, creativity, creative writing, correlation, IELTS



Introduction

Creativity on the part of both instructors and students is essential for improving language learning outcomes and student engagement. Creativity is like a rainbow; it reveals the many facets of a person's personality. Unfortunately, studies of originality in non-native languages are few especially in a written form. Writing is seen as the most challenging talent to learn, and pupils develop a resistance mechanism in response to writing assignments. Because writing is treated as a mechanical talent, many students get exhausted, lose desire, and ultimately fail to complete their assignments.

An individual's level of motivation is a fluid, ever-changing factor in their language learning performance (Dornyei, 2001). External elements connected to the learner's sociocultural and contextual background, as well as internal ones relating to the learner themselves, are proposed by Williams and Burden (1997) as influences on the motivation of individual L2 learners. Learners' own perspectives on the activities worth, relevance, and intrinsic appeal are examples of internal influences. Learners' interest and motivation may be impacted by their perceptions of their own agency and their level of control over the learning environment. Individual or collaborative creative writing is a common component in ESL. It's "free-choice, an autonomous writing assignment" (Yeh, 2017, p. 16) that challenges students to think outside the box and experiment with their writing.

Studies on the effectiveness of creative writing for second language (L2) students have shown favorable results (e.g., Arshavskaya, 2015; Stillar, 2013). Second language (L2) students find creative writing exercises, for instance, inspiring and interesting (Arshavskaya, 2015). At the linguistic level, EFL student writers benefit greatly from the chance creative writing provides them to learn about and practice writing for a variety of readers (Coniam & Chan, 2008; Yeh, 2017).

Students of second languages may benefit from using creative writing challenges in order to "achieve specific social positioning and, consequently, self-esteem." (Zhao, 2014, p. 452).

According to Lubart (2009), creative writing may call for a unique set of mental faculties and processes. This research seeks to fill that void by investigating the factors that inspire students to succeed in a creative process of writing assignment. The term "achievement motivation" was coined by psychologist and author Hsieh (2011) to describe "the need for excellence and significant accomplishment, regardless of what potential incentives exist if the goal is reached" (p. 20).

Learners' ability to express themselves creatively in English may be related to their level of achievement drive. Teachers and academics would benefit greatly from investigating these connections to creative writing performance so that they may provide more conducive learning



environments for their students. The rationale behind this study is to establish a correlation between motivation and creativity in English writing among Pakistani ESL students. The rationale behind this research was to determine whether there is a relationship between students' preferred learning strategies and their ability to write creatively.

Research Questions

This project seeks to answer two related research questions:

- (1) What degree of correlation among Pakistani ESL learners' motivation and creative writing performance?
- (2) How does a learner's motivation to succeed determine how well they write creatively in English?

Literature Review

Purpose of this study was to examine the correlation among students' levels of achievement motivation and their output of creative writing in English. Many previous research (e.g., Ceci & Kumar, 2016; Erbas & Bas, 2015; Fan & Zhang, 2009) have linked an individual's motivation to their level of creativity and achievement across many disciplines.

Motivation

The ability to write well depends in large part on one's desire to do so. Since writing plays such a crucial role in human life, exploring what inspires writers is essential. What's more, it's essential that these research provide results that can be put into practice to improve the quality of students' creative writing generally. Many ESL (English as a second language) authors find creative writing difficult because of its complicated nature, as well as their limited vocabulary and grammatical mastery of the English language. One of the four pillars of fluency in English is the ability to write effectively.

According to Bandura's Social Cognitive Theory (Bandura, 1986, 1997), confidence is a powerful predictor of behaviour. As Bandura (1986) puts it, self-efficacy is "personal beliefs about one's capabilities to organise and implement actions necessary to attain designated levels of performance." A student's belief in his or her own ability is a strong predictor of success in school. Students who have a healthy dose of self-efficacy are more likely to take satisfaction in their accomplishments, rise to the challenge, and see setbacks as learning experiences.



Meece, Glienke, and Burg (2006) used word "self-efficacy" to define a student's confidence in their ability to do well in a given academic context. It is crucial to cultivate a feeling of agency in one's first year of college because, as Bandura (Citation 2006) explains, self-efficacy is a key trait in assisting individuals in adjusting to novel circumstances. According to social cognitive theory (Schunk & Meece, 2006), people are influenced by a mix of factors, including their own disposition and the choices of others around them. Goal orientation (Ames, Citation1992) describes an individual's primary academic objectives or driving force for engaging in the activity. How much someone enjoys their work or hobby for its own sake is an indicator of their degree of intrinsic motivation (Conti, 2000; Ryan & Deci, 2000). Extrinsic motivation, refers to instances in which a person completes a task or activity primarily to obtain rewards or avoid punishments.

The self-determination theory proposed by Ryan and Deci (2000) differentiates between two main types of motivation: internal and external. Intrinsic motivation arises from a personal investment in completing a task. People are more likely to change their actions and put in extra effort towards their objectives if they feel genuinely driven to do so, according to research by Ryan and Deci (2000). The advantages to the individual or the group are what extrinsic motivation values most. According to Ryan and Deci (2000), the level of autonomy in which one acts in response to extrinsic rewards varies.

According to Liu, Hau, and Wang (2019), considered as experts in the field. For students to excel in English classes, they need to be driven both internally and externally. The four main components of extrinsic motivation are the external adjustment caused by obedience and punishment; the insertion adjustment caused by self-control and self-intervention; the recognition adjustment based on one's own sense of self-importance and the value of one's own conscience; and the adjustment comprehensive adjustment based on one's own sense of consistency and awareness. It is believed that a person's capacity for intrinsic drive is the basis for their ability to follow their own objectives, achieve academic success, and find fulfillment in life. When a person is motivated to do an action by variables other than the task itself, we say that they are motivated extrinsically.

According to (Legault, 2016), the term "extrinsic motivation" describes the impetus behind behaviors whose success is contingent on factors outside of the behavior itself. Topalov (2011) states that a person is extrinsically motivated when they do an action not because they like it but because they will be rewarded for doing so.

Intrinsic motivation is a universal human characteristic, as stated by (Legault, 2016). In other words, individuals go to great lengths to ensure they are entertaining to others. However, the social



context is crucial for the development of intrinsic motivation. Intrinsically driven students put in more effort and time in class because they find learning to be more rewarding than it would be for them if they weren't interested in the subject themselves. According to Lai (2011), as cited in (Thohir, 2017), intrinsic motivation comes from inside the person and includes things like a genuine interest in learning and a desire to better one's own mental and emotional health. Intrinsic motivation, on the other hand, is generated by one's own sense of satisfaction, interest, or pleasure, as opposed to the recurrent reinforcing inputs that dominate extrinsic motivation.

The degree to which a learner is intrinsically motivated and interested in a target language affects how well they learn it. Motivation is "the process whereby goal-directed activity is initiated and sustained," as defined by Pintrich and Schunk (2002, p. Components of motivation include feelings, needs, wants, beliefs, values, ambitions, and goals (Conradi et al., 2014; Murphy & Alexander, 2000; Wentzel & Miele, 2016).

Creative Writing

In terms of overall value, writing is often ranked at the top. Sokolik (2003:106) argues that "writing is a teachable and learnable skill," despite the widespread belief that it requires innate aptitude. Writing is not an easy undertaking, and despite students' best efforts, they may not reach their goals in this area. Accuracy, proficiency, and fluency in writing are abilities that must be honed over the course of many years. Both native and non-native speakers will find this to be a significant issue. Because of these obstacles, some students may have a poor opinion of writing as a whole.

These days, people aren't really interested in writing. Writing allows us to express our views, ideas, thoughts, messages, and feelings to others. Extremely intricate and difficult to master. There are three phases to the writing process: outlining, drafting, and editing (Wong, 2000).

Theories of the creative process highlight the significance of motivation in the production of original ideas. For instance, task motivation is included into Amabile's (1996) theory of creative performance. Additionally, both inner and extrinsic motivation are taken into account in Runco and Chand's (1995) two-tier model of creative thinking. Further supporting the idea that various forms of motivation are linked to different levels of creative thought and performance are empirical studies in the field of creativity study. High school students' mathematical creativeness may be predicted with more accuracy by their inherent goal orientation than by their personality or their willingness to take academic risks. (Erbas & Bas, 2015).



The role of creative writing in second language learning has been the subject of increasing research and analysis from a variety of vantage points (see, for example, Abu-Rabia (2003), Stillar (2013), Tarnopolsky (2005), Turnbull (2019), and Zhao (2014). Working memory (Abu-Rabia, 2003), task restrictions (Tin, 2011), and other potential variables affecting Performative or creative writing in a second language have all been the subject of research. Students who participate in creative writing activities show improvements in areas including learner engagement and critical thinking (e.g., Arshavskaya, 2015). Incorporating students' interests and passions into their second language writing tasks may "make writing fun" (Tarnopolsky, 2000, p. 217) and provide a powerful motivation for students to master L2 writing. Arshavskaya (2015) argues that even students with poor motivation may benefit from engaging in creative writing.

A person's level of motivation to study the language is a significant component. According to Gardner (1985), as described by Kitjaroonchai (2012), "motivation" is "the extent to which the individual works or attempts to learn a language because of the desire to do so and the satisfaction experienced in the activity." According to the sources (Harmer, 2001: 51, Brown, 2000: 72) given in (Thohir, 2017), motivation is the innate desire to accomplish, and it is crucial to both teaching and learning. When someone is motivated, they make deliberate decisions about the outcomes they want to pursue.

The Relationship between Motivation and Creative Writing

There are many connections between creativity and other types of motivation, including impulses, wants, emotions, attitudes, thoughts, and even certain personality characteristics and taught behaviors. The link between inspiration and originality has been discussed from many different angles. Independence, inventiveness, and insight are all traits associated with creative people.

Moreover, stands in stark contrast to normativity and conventionality. Someone who cares more about fitting in than about standing out will have a harder time being inventive than the reverse. "It is difficult to be creative without being independent," said Runco (2007). The success via independence magnitude of the CPI was singled out by Gough and Bradley (1996) as having a direct correlation to creative output.

Friedel, C. R., & Rudd, R. D. (2006) attempted to investigate whether or not a correlation existed between students' chosen learning styles and their level of creative problem solving. Students enrolling in an oral communication course via the University of Florida's Department of Agricultural Education and Communication took the Torrance Test of Creative Thinking and the Gregorc Style Delineator to establish this connection. There were no conclusive relationships between creative thinking abilities and learning style discovered, with the exception of the Abstract Random learners'



lower performance on the creativity components of fluency and elaboration. When it came to originality, students scored below the 75th percent on average, but above the 99th percentile when it came to elaboration. The findings of this study highlight the need of further investigation into effective teaching strategies and innovative approaches to addressing problems.

Students of English as a Foreign Language (EFL) in Iraq were surveyed by Sabti et al. (2019) to determine their levels of writing self-efficacy and writing achievement motivation. The correlational design, a quantitative method, was used to examine the aforementioned connections.

One hundred English majoring undergrads from two Iraqi public universities served as the study's sample. Questions from the Achievement Goals Questionnaire (AGQ), the Writer Self-Perception Scale (WSPS), and a descriptive writing assignment were utilized to compile the results. Students who reported greater levels of both writing self-efficacy and writing achievement motivation also had higher levels of both, as shown in this study. Evidence suggests a strong positive relationship between writing self-efficacy and the drive to succeed in writing. The results of this study suggest that teaching these factors to EFL writers will help them become better writers overall.

The great corpus of literature dedicated to the study of emotions demonstrates the sustained interest in the emotional domain by scholars. The aforementioned literature assessment on the topic of how motivation relates to ESL writing problems uncovered three major gaps. Differences in education levels across countries existed before. The majority of studies have looked at the changes in writing habits and areas of interest that occur over the high school years. In the past, however, there has been an absence of studies examining what motivates Pakistani university students to try writing in English as a second language.

Methodology

This research uses a correlational methodology. The purpose of this research was to explore the potential connection between two variables, to establish the nature of that connection, and to provide an explanation for any resulting phenomena. In this correlational study, the researcher is interested in discovering the relationship between an independent and a dependent variable. The next step was to provide each participant a copy of the 37-item Academic Writing Motivation Questionnaire. Students were given the freedom to do their assignments at their own time. The whole questionnaire process took just around 10 minutes, demonstrating its efficiency.

Sampling

Thirty students from the University of Agriculture in Faisalabad were chosen for this project.

The majority of the student body is comprised of males, hence only 10 of the 30 participants were men and 20 were women. The participants' ages varied from 18 to 25, and they had been required to take English classes for a minimum of 12 years. Participants



were all seniors in the BS Animal Husbandry program fourth semester.

Instruments

Academic Writing Motivation Questionnaire

The AWMQ instrument (Payne, 2012), a Likert-scale questionnaire with 37 questions, was used to gather the data. There are four types of motivation used to create AWMQ items. These aspects include self-efficacy, goal orientation which refers to intrinsic and extrinsic motivation, and perceived value of writing.

Essay

Writing Task 2 required participants to write essays on one of many predetermined topics. The essay topics chosen for this study were Children and Education, The Teacher's Role, and Paper Books vs. Electronic Books. 40 minutes were allocated for 250-word essay, as recommended by the IELTS writing problem 2 rubric. Task response, coherence and cohesiveness, lexical resources, and grammatical variety and correctness were the four criteria used to evaluate the essay on a scale from 0 to 9 on the IELTS writing task 2 for the academic and general modules (Ahmad, 2019). The topics were legitimate since they were obtained directly from the IELTS website (www.ielts.org). Scoring rubrics were the third tool used in this study. It was also an accurate tool for evaluating how well IELTS test-takers wrote. The British Council created it to assess candidates' abilities on the IELTS Writing Task 2. The essays were graded using the same criteria as the IELTS writing assignment 2 band 9 scale.

Results

Table 1

Descriptive Statistics for Motivation and Creativity

Motivation		Creativity	
Mean	117.1034483	Mean	15.6862069
Median	116	Median	15.33
Mode	108	Mode	14.33
Standard Deviation	13.20266431	Standard Deviation	2.369268142
Range	54	Range	8.34
Minimum	91	Minimum	11.66
Maximum	145	Maximum	20

Two variables, "Motivation" and "Creativity," are compared using descriptive statistics in order to shed light on their respective distributions and properties, as seen in the table 1. The mean of all the observations for the "Motivation" variable is close to 117.10, making it the value that the points in the data set tend to cluster around. The median value of 116 is close to the mean value of 117, indicating that the distribution is almost normal. 108 is the most prevalent number in the sample set, making it the mode. The 13.20-point standard deviation indicates substantial dispersion of the data points around the mean.

The range of 54 emphasizes the gap between the greatest and lowest numbers, showing how widely the data is dispersed. The dataset is defined by a minimum value of 91 and a maximum value of 145.

However, for the "Creativity" variable, the mean is at 15.69, indicating that this number is



relatively representative of the middle ground. With a median of 15.33, the distribution may have a negative skew as the median is somewhat below the mean. The median of 8.67 and the mean of 14.33 both show that these numbers appear often in the data. When compared to "Motivation," the standard deviation is smaller (2.37), suggesting less scattering of data points. The 8.34 range indicates a narrower gap between the greatest and lowest values than "Motivation." The range of the dataset is specified by the lowest of 11.66 and the maximum of 20.

Figure 1

Means of Motivation and Creativity

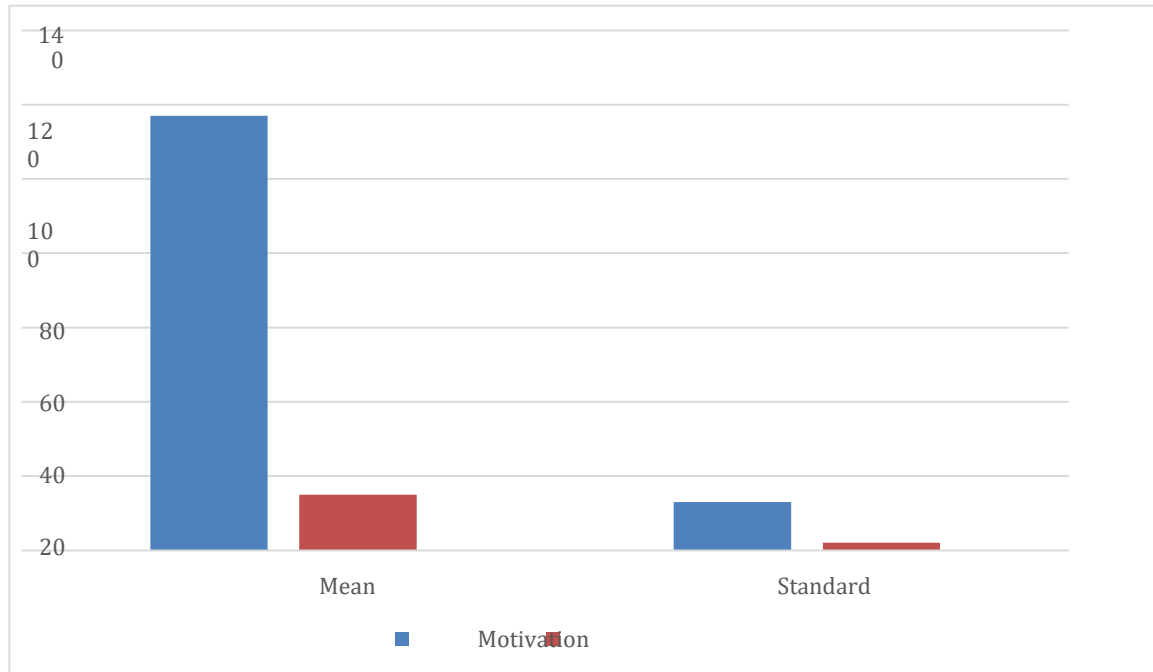


Table 2

Correlation between Motivation and Creativity

		Motivation	Creativity
Motivation	Pearson Correlation	1	-.022
	Sig. (2-tailed)		.906
	N	30	30
Creativity	Pearson Correlation	-.022	1
	Sig. (2-tailed)	.906	
	N	30	30

This table represents the correlations between two variables, motivation and creativity. A statistical metric, correlation reveals the nature and direction of the connection between two variables. In this case, the Pearson correlation coefficient is used, which measures the linear relationship between variables on a scale from -1 to 1. The correlation coefficient



between motivation and creativity is -0.022. This value is close to zero, indicating a very weak correlation. The negative sign indicates a negative relationship, but the magnitude of the correlation is so small that it is practically negligible. The statistical significance value (Sig. 2-tailed) of 0.906 indicates that this correlation is not statistically significant. This means that the observed correlation is likely due to chance and does not reflect a true relationship between motivation and creativity. Both variables have a sample size (N) of 30, indicating that the correlation coefficients are based on 30 data points for each variable. Based on the table, there is no significant correlation between motivation and creativity. However, motivation has a strong positive correlation with itself, as expected.

Table 3

Regression Statistics between Motivation and Creativity

Regression Statistics	
Multiple R	0.022474
R Square	0.000505
Adjusted R Square	-0.03519
Standard Error	13.99884
Observations	30

The correlation between the levels of accomplishment motivation and the quality of creative writing produced by ESL students using the offered regression data. The Multiple R suggests a very small positive connection (0.022) between achievement motivation and creative writing performance among ESL students. A mere 0.05% of the variance in ESL students' creative writing performance may be accounted for by their want to succeed, as measured by the coefficient of determination (R Square). This is a sign of a very frail connection.

The number of predictors and the size of the sample are included into the adjusted R Square. In this situation, it is -0.035, indicating that the regression model does not provide a satisfactory fit to the data. The average difference between the data points and the regression line is what we mean by the standard error (13.998). A smaller number suggests that the regression line provides a better fit to the data.

Table 4

Regression Analysis between Motivation and Creativity

ANOVA					
	df	SS	MS	F	Significance F
Regression	1	2.772872	2.772872	0.01415	0.906162
Residual	28	5487.094	195.9676		
Total	29	5489.867			



The significance of the regression model is further analyzed in the ANOVA table. The significance of the model as a whole is determined by looking at the ANOVA table's regression column. In this situation, the F-statistic is very low (0.014), and the corresponding p-value is high (0.906), both of which are larger than the commonly accepted threshold of 0.05. Therefore, the regression model's inability to predict the effectiveness of creative writing does not warrant rejection of the null hypothesis. The residual column of the ANOVA table looks at the variance that the regression model could not account for. The residual sum of squares (SS) is 5487.093, and the residual mean square (MS) is 195.968. The entire amount of variation in the dependent variable is equal to 5489.867, which is represented by the sum of squares (SS).

Table 5

Coefficient between Motivation and Creativity

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	118.3478	17.68089	6.693541	2.89E-07	82.1301	154.5654	82.1301	154.5654
X Variable 1	-0.13277	1.116168	-0.11895	0.906162	2.41914	2.153596	2.41914	2.153596

When all other variables are held constant at zero, the dependent variable is predicted to have a value denoted by the intercept term. The standard error of the intercept is 17.681. A very modest negative correlation between motivation and the ability to express oneself creatively in writing is shown by the "X Variable 1" value of -0.133. Unfortunately, the p-value for this association is too high (0.906). According to the presented regression data, the correlation between ESL students' accomplishment motivation and their creative writing performance is extremely little and not statistically significant. Creative writing performance is too variable for the regression model to accurately predict or explain.

Discussion

The primary aim of this research was to explore the relationship between motivation and creativity in ESL students from Pakistan. Thirty students took part in the experiment. Twenty males and ten females made up the population. Correlation is measured by the Pearson coefficient here. Motivation and creativity have a -0.022 connection. This low number indicates almost little relationship between the two variables. The minus sign denotes a negative connection, although the actual effect size is so little as to be almost insignificant. As the Sig. 2-tailed value for this connection is 0.906, it is not statistically significant. This suggests that the link between motivation and creativity that has been found is most likely coincidental. There are 30 observations in each of the two variables used to calculate the correlation coefficients.

The second question addressed by this study was to predict the Pakistani ESL learner's creative writing achievement on the basis of motivation. The results of the regression analysis indicates a very modest correlation between the level of accomplishment motivation among ESL students and their ability to express themselves creatively in



writing. According to the R-squared statistic, achievement motivation accounts for just 0.05 percent of the variance in how well one does in creative writing. As a result, the study indicates that the relationship between accomplishment motivation and ESL students' creative writing abilities is weak.

The addition of accomplishment motivation in the regression model did not increase its predictive ability, as seen by the negative adjusted R-squared value (-0.03519). As a result, research seems that ESL students' will to succeed may not be a major factor in how well they do in creative writing classes. The multiple R between the two variables, accomplishment motivation and creative writing performance, is 0.022474, indicating a weak positive association. Since this number is so near to zero, the correlation between the two variables is very weak.

Data suggest that ESL students' accomplishment motivation may predict very little about their performance in creative writing. The extent to which this approach accounts for all possible influences on their writing skills is limited.

Similar findings were found by Friedel, C. R., and Rudd, R. D. (2006), who found that students' average performance on the originality creative construct was below the 75th percentile, while their performance on the elaboration creative construct was in the 99th percentile, indicating no significant correlation.

In contrast to the findings of Sabti, A. A., Md Rashid, S., Nimehchisalem, V., and Darmi, R. (2019), who discovered a link between writing performance and motivation, the current study indicates that there are no such differences.

Lam et al., (2007) observed that pupils were more engaged when their professors used more inspiring methods of instruction. Students' writing improved when they were intrinsically driven to do so. But the results of this study are opposite to their study. According to the results of this research there is no relationship between motivation and creativity and this suggests that motivation has no effect on the creativity of the learners.

The outcomes of the research may be related to Bandura's Social Cognitive Theory (Bandura, 1986, 1997). The association between motivation and creativity is extremely weak and not statistically significant. According to Bandura's hypothesis, people who feel confident in their own talents are more likely to succeed, hence these beliefs are crucial for forecasting human behavior.

According to the results, motivation is crucial to education and, more particularly, the development of one's creative writing skills. However, a negative association between motivation and creativity was only shown to be extremely minor (correlation value of -0.022). Bandura's theory predicts that one's self-efficacy, or belief in one's own talents, is a strong predictor of behavior, hence this finding contradicts that idea. The observed link between motivation and creativity is most likely attributable to chance, as shown by the tiny value of the correlation coefficient and the lack of statistical significance (Sig. 2-tailed = 0.906).

Bandura theorizes that students who have an appropriate level of self-efficacy will take pride in their successes, stick it through when things become tough, and see failures as stepping stones to growth. The study's results, however, do not back up this theory, since no statistically significant link was found between motivation and creativity.



Limitations

This study is limited in the sense that gender of raters is same, all are male. Secondly, no training was given to raters about checking the essays. Thirdly, raters have no experience of using the IELTS rubrics to mark the essays. The sample of the study is small and all students were from same semester.

Conclusion

In conclusion, this correlational research has shown that there is a link between motivation and creativity. The value of the correlation coefficient that was found, however, was somewhat negative ($r=-0.022$). The p-value of the correlation coefficient was 0.906%, indicating that the observed connection is most likely attributable to chance and does not represent a meaningful relationship between motivation and creativity. The purpose of this research was to determine whether ESL Pakistani learner's motivation to write would increase if they participated in creative writing activities. When it comes to creative writing, motivation is perhaps more important than any other single component in terms of learning and success. Motivation and Creativity in writing have been linked to factors including academic achievement, intelligence, and innate desire. These findings call for larger-scale studies to investigate the connection between inspiration and originality among Pakistani ESL writers. Due to the limited sample size, definitive conclusions cannot be drawn from the present study. A greater number of ESL Pakistani students from a variety of educational backgrounds and skill levels should be included in future research to increase the reliability and validity of the findings. Furthermore, other factors that may affect writers' motivation and creativity should be taken into account. Future studies should take into consideration educational approaches, teacher-student interaction, cultural context, and individual characteristics among students. These factors are important because they allow academics to better understand the interplay between ESL Students' motivation, inventiveness, and writing ability. In addition, qualitative research techniques, such as interviews or classroom observations, may provide light on students' motivation and creative writing experiences and viewpoints. To better understand how motivation and creativity interact in the context of ESL writing, these methodologies would allow for a more in-depth investigation of the underlying components contributing to the observed association. Ultimately, the success of ESL writers and the cultivation of their enthusiasm for creative expression depend on teachers having a firm grasp on the interplay between intrinsic drive and creative thinking.

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