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KEYWORDS	ABSTRACT
Direct Teaching Method, Creative Writing, Communicative Competence, Undergraduate ESL Learners, Experimental Study	The ability to write creatively and to communicate is important in the twenty-first century and an important goal in the teaching of English. The use of learner centered methodologies in the teaching-learning process is on the rise. The English language instruction in Pakistani universities still incorporates traditional teaching methods that do not support authentic communicative activities and creative use of the language. This study addresses the effectiveness of the Direct Teaching Method to enhance creative writing and speaking ability of the undergraduate ESL students of Pakistani universities. The aim of this study is to compare the performance of students taught using Direct Teaching Method and students taught using regular teaching method in order to describe the performance of students who are taught through the Direct Teaching Method with the performance of students who are taught using regular teaching method using quantitative experimental research design. The data were collected for this study using pre- test and post -test assessment techniques on creative writing and creative speaking skills, as well as a structured questionnaire to collect the student's opinion on the method of instruction. These statistical tools were employed include descriptive statistics, independent-samples t-test, paired-samples t-test and analysis of covariance (ANCOVA). The Direct Teaching Method is expected to produce a lot of achievement for the students in creative communication, oral fluency, vocabulary usage, grammar accuracy and communicative ability. The results were helpful in contributing to the literature on communicative language teaching. Moreover, the research has its educational applications since it provides useful information for English language teaching specialists, curriculum planners, and educational policy makers on how to implement the student-centered teaching approach when teaching ESL undergraduates.
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Introduction

English has become the language of international communication, academic learning, scientific research, and job success. Globalization is not just about grammar but all aspects of effective English communication, critical thinking and creative expression. The result is that English language teaching moved from the traditional language teaching to the approaches for teaching that have bases on communicative competence, autonomy and creativity. These skills are seen as being essential in the twenty first century and will enable people to function effectively in a global context. English is one of the official languages of Pakistan and medium of instruction in higher education institutes. Students enrolled at undergraduate levels have to show their proficiency in the English language both in terms of its writing and speaking skills. Although the students have to meet with English in every grade they have been in school, but many students still have problems to communicate in oral English and to present creative and coherent text in written English. It leads to limitations of the learners' success in their studies, employment and international educational and employment opportunities. English has emerged as the language of international communication, academic study, science, and professional success. In terms of globalization, fluency in English is not limited only to grammar anymore but includes all aspects of effective communication, critical thinking, and creative expression. Thus, English language teaching has moved away from traditional language teaching methods towards methods of teaching that are based on the principles of communicative competence, autonomy, and creativity (Ahsan, 2025; Khan & Mahmood, 2025). These skills are considered to be crucial in the twenty-first century, and they allow individuals to operate successfully in a global environment.

In Pakistan, English is used as one of the official languages and as a medium of instruction at higher education institutes (Malik, 2026). Students enrolled at undergraduate levels have to show their proficiency in the English language both in terms of its writing and speaking skills (Qureshi et al., 2025). Though the students come across English at almost all stages of education, yet many of them find themselves in difficulty when it comes to communicating in oral English and producing coherent and creative written material in English (Ali & Shah, 2026; Soomro, 2025). It results in constraints for the learners in achieving success in their academic and professional careers as well as in participating in international fields of education and work (Javed, 2025; Shah & Din, 2025).

The method of direct teaching has made its comeback as an approach based on evidence and characterized by the systematic learning of a language in accordance with its rules and requirements. The direct teaching method entails basic principles such as detailed explanation, teacher modeling, guidance, and proper practice of the language as well as the possibility to implement learned skills independently. The direct teaching method has proven to be effective in the ESL and EFL teaching contexts in terms of the necessity to master such linguistic aspects as written and spoken discourse. Introducing the direct teaching method into the process of EFL and ESL learning has proven to be relevant for the junior learners since it enables them to master the writing and speaking skills that are necessary for further educational and professional success. The conclusion made by modern scholars is that the significance of the direct teaching method lies in

teaching the learners how to act independently and future teacher competence (Allami et al., 2025; Zhang et al., 2025; Chen & Shuib, 2026).

One of the reasons behind this problem is the continued prevalence of traditional and teacher-centered instructional approaches that focus on memorizing English language knowledge, developing skills in grammar, preparing students for tests/examinations and translation activities. While such methods might be effective in teaching English knowledge, they offer little chances of practicing the language in authentic communication, interacting in a collaborative way, developing spontaneous language abilities and creative thinking. The Direct Teaching Method is an example of learner-centered teaching methodology that attempts to address these drawbacks through ensuring direct contact with the target language, contextualized vocabulary instruction, inductive grammar teaching, active class participation and consistent use of oral interactions. Instead of using translation and memorization techniques, the approach involves the creation of meaning by means of actual communication, discussion, question asking, role playing and problem solving. All these create productive learning situations in which learners not only learn the language but also develop their fluency and confidence as well as creativity. The Direct Teaching Method is an example of learner-centered teaching methodology that attempts to address these drawbacks through ensuring direct contact with the target language, contextualized vocabulary instruction, inductive grammar teaching, active class participation and consistent use of oral interactions (Huang et al., 2025; Javid Babayev, 2025). Instead of using translation and memorization techniques, the approach involves the creation of meaning by means of actual communication, discussion, question asking, role playing and problem solving (Evolution of Language Teaching Methodologies, 2025). All these create productive learning situations in which learners not only learn the language but also develop their fluency and confidence as well as creativity (Lesiana et al., 2026; Nasir, 2025).

The acquisition of creative and communicative competencies has become especially important in modern English language learning. Creative writing helps to organize thoughts, show originality, apply appropriate vocabulary and communicate in written mode. Communicative competency goes far beyond grammatical competency into fluency, interactivity, discourse management, strategic and confidence in oral communication. Both competencies are very important for successful studying and lifelong learning, especially in multicultural settings. The recent trend in the field of educational research has been the adoption of evidence-based practices that would foster meaningful language learning and engagement of the learners in the process of instruction. The acquisition of creative and communicative competencies has become especially important in modern English language learning. Creative writing helps to organize thoughts, show originality, apply appropriate vocabulary, and communicate in written mode (Hanauer & Tyrou, 2026; Yildiz, 2025). Communicative competency goes far beyond grammatical competency into fluency, interactivity, discourse management, strategic capability, and confidence in oral communication (Koubeissy & Shi, 2026; Oliynyk & Vasylenko, 2026). Both competencies are very important for successful studying and lifelong learning, especially in multicultural settings (Rao, 2026). The recent trend in the field of educational research has been the adoption of evidence-based practices that would foster meaningful language learning and engagement of the learners in the process of

instruction (Carter, 2025; Chorzempa & Abdelrady, 2025). In particular, the current international trends of educational research have been promoting learner-centred instruction capable of merging linguistic accuracy with creativity, cooperation and communicative success of the learners. However, the empirical data concerning the efficacy of the Direct Teaching Method in fostering creative writing and speaking skills of ESL learners among undergraduate students in Pakistan is rather scarce. While some studies have been concerned with the development of grammatical competencies and vocabulary of the learners as well as general language achievement, few studies have paid attention to the development of creative and communicative skills at the same time. In particular, the current international trends of educational research have been promoting learner-centred instruction capable of merging linguistic accuracy with creativity, cooperation, and communicative success of the learners (Rahman & Mahmood, 2025; Shah & Khan, 2025). However, the empirical data concerning the efficacy of the Direct Teaching Method in fostering creative writing and speaking skills of ESL learners among undergraduate students in Pakistan is rather scarce (Asghar et al., 2025). While some studies have been concerned with the development of grammatical competencies and vocabulary of the learners as well as general language achievement, few studies have paid attention to the development of creative and communicative skills at the same time (Bilal & Jan, 2025; Malik, 2026). Creative writing has recently become seen as a multidimensional concept, which includes the aspects such as originality, fluency, flexibility, coherence, richness of vocabulary, and grammatical accuracy. According to the findings of the studies, explicit instructional support significantly helps students to enhance their writing performance by providing students with appropriate models, practice exercises, and feedback at all stages of writing. In terms of research conducted in both international and Pakistani contexts, it was shown that students who get systematic instructional support create more coherent, original, and grammatically correct texts as compared to those who are provided with less systematic teaching methods. These results indicate that teaching writing skills directly to students enables the creation of an atmosphere where they can be creative, developing their creative ideas and academic writing skills at the same time (Nadeem et al., 2024; Wang et al., 2025; Allami et al., 2025).

In view of this gap in the current international scholarship, the present research aims at studying the efficacy of the Direct Teaching Method in fostering creative writing and speaking skills of undergraduate ESL learners in Pakistan via an experimental research design. It will allow identifying empirically whether the adoption of learner-centered instructional practices is effective in this context or not. The results of this research are to be of interest. The concept of communicative competence is still one of the primary goals of English language teaching, especially in higher education where students are expected to be able to communicate in different academic and professional situations. In view of this gap in the current international scholarship, the present research aims at studying the efficacy of the Direct Teaching Method in fostering creative writing and speaking skills of undergraduate ESL learners in Pakistan via an experimental research design. While traditional approaches often prioritize mechanical repetition, recent semipirical investigations emphasize that targeted instructional frameworks significantly impact overall language proficiency among college students (Effectiveness of English Language Teaching Methods, 2026). It will allow identifying empirically whether the adoption of learner-centred instructional practices is effective in this context or not. This is particularly relevant as modern

pedagogical shifts in Pakistani ESL contexts underscore how student-centered approaches, combined with engaging environments, systematically elevate student performance and motivation (Amplifying Classroom Enjoyment, 2026).

The results of this research are to be of interest. The concept of communicative competence is still one of the primary goals of English language teaching, especially in higher education where students are expected to be able to communicate in different academic and professional situations. This matches current structural goals highlighted by higher education governing bodies, which explicitly link verbal and written communicative proficiency to academic success and professional readiness within contemporary Pakistani universities (Communication Competence and Academic Achievement, 2026; English Curricula, 2025).

Current research claims that teacher-led instructional methods have a positive effect on speaking skills because they help learners to improve their fluency, pronunciation, grammatical accuracy, vocabulary, and confidence in speaking. Modeling, different speaking activities with the teacher's support and feedback will motivate students to speak in class and reduce their anxiety. As a result of the use of structured approaches in teaching, students show considerable progress in speaking and communicative competence in different environments (Zhang et al., 2025; Chen & Shuib, 2026; Malik et al., 2024).

Problem Statement

While having studied English for a number of years, a lot of undergraduate students of English as a Second Language (ESL) in Pakistan still lack creative writing skills and speaking proficiency. It has been observed that teacher-centered approaches of instruction focus more on the accuracy of grammar and test results than real communication and creativity. Though the Direct Teaching Method is regarded as one of the learner-centered approaches, there is a very little experimental work carried out that has explored the influence of this method on developing these language skills at once in undergraduate ESL learners in Pakistan.

Research Objective

To assess the impact of the Direct Teaching Method on the creative writing skill of undergraduate ESL students in Pakistan.

To test the impact of the Direct Teaching Method on the communicative skill of undergraduate ESL students in Pakistan.

Research Hypotheses

H₀₁: The Direct Teaching Method has no statistically significant impact on the creative writing skill of undergraduate ESL students in Pakistan.

H₁₁: The Direct Teaching Method has a statistically significant positive impact on the creative writing skill of undergraduate ESL students in Pakistan.

H₀₂: The Direct Teaching Method has no statistically significant impact on the communicative skills of undergraduate ESL students in Pakistan.

H₁₂: The Direct Teaching Method has a statistically significant positive impact on the communicative skills of undergraduate ESL students in Pakistan.

Literature Review

Growing need for English proficiency in higher education has moved the attention away from the teaching of grammar towards the methods aimed at developing the communicative competence of the learners. Current literature argues that effective English language teaching should facilitate interaction, communication, critical thinking, and creativity instead of limiting itself to only achieving linguistic accuracy. Such competencies are especially important in an ESL environment, where English is used not only for social but also educational and professional purposes (Wang et al., 2022).

The Direct Teaching Method gains increased scholarly consideration due to the emphasis it places on interaction in the target language, inductive teaching of grammar, learning of vocabulary in context, and constant speaking. Recent studies prove that the method helps to improve the speaking ability of the learners, their listening skills, classroom participation, and communicative confidence under the guidance of trained teachers. At the same time, scholars insist on the strategic combination of the method with modern teaching techniques facilitating other aspects of language proficiency, such as academic writing (Dakhalan & Tanucan, 2024). Creative competence has been established as a critical educational output for language classes in the twenty-first century. Not only reproduction but also originality of ideas, expressing one's opinions, problem-solving, and production of meaningful written and oral discourses have been emphasized in language learning. Recently published researches show that student-oriented instruction methods enhancing participation greatly increase the levels of creativity, motivation, and achievement in language learning among university students (Wang et al., 2022; Li, Noordin, & Ismail, 2025).

Communication competence is another important goal of ESL instruction. Recent systematic reviews show that competent communication is not just the acquisition of grammar but also includes sociolinguistic, discourse, strategic, and pragmatic competence. Interactive classroom activities, communicative tasks, collaborative learning, and technological support greatly enhance the willingness to communicate and the English language level (Wang, Ahmad, & Saharuddin, 2025).

Additionally, recent systematic reviews prove that communicative language teaching, task-based instruction, and interactive classroom methods positively affect learners' speaking proficiency, confidence, and participation in the classroom. However, the effectiveness of these methods relies heavily on teachers' expertise, classroom management, adaptation to the context, and institutional support. Contemporary theories of language learning emphasize the importance of learner engagement and authentic communication as key elements of the second language acquisition process (Sato, 2026). Learning strategies, which provide maximum opportunities for using the

target language by students, have shown a better potential in developing their language proficiency and fluency in comparison with grammar translation and memorization techniques (Innovative Pedagogical Strategies, 2026). Additionally, recent systematic reviews prove that communicative language teaching, task-based instruction, and interactive classroom methods positively affect learners' speaking proficiency, confidence, and participation in the classroom (Hendriyani, 2026; Lin et al., 2026). However, the effectiveness of these methods relies heavily on teachers' expertise, classroom management, adaptation to the context, and institutional support (Xie & Lan, 2026). Therefore, researchers suggest using a combination of evidence-based instructional methods and context-aware implementation to maximize learning outcomes

Creative Writing Competence among ESL Learners

Creative writing has been revealed as an essential element of the English language learning process because it combines linguistic proficiency with creativity, organization, vocabulary building, and critical thinking skills. The creative writing process is defined as the ability to develop new ideas, organize the written work, utilize grammar knowledge correctly, and convey personal viewpoints via meaningful discourse. Nevertheless, many ESL learners face challenges with idea generation, vocabulary usage, coherence, and written communication due to the accuracy-focused approach of classroom instruction. Creative writing has been revealed as an essential element of the English language learning process because it combines linguistic proficiency with creativity, organization, vocabulary building, and critical thinking skills (Huertas-Abril & Molina, 2025; Bingol, 2026). The creative writing process is defined as the ability to develop new ideas, organize the written work, utilize grammar knowledge correctly, and convey personal viewpoints via meaningful discourse. Nevertheless, many ESL learners face challenges with idea generation, vocabulary usage, coherence, and written communication due to the accuracy-focused approach of classroom instruction (Miri et al., 2026).

According to current research, learner-oriented educational contexts motivate learners to be more creative and provide them with the possibility to practice their language skills, get feedback on their work, and engage in collaborative learning. Moreover, such context not only enhances the quality of writing but also improves learners' self-confidence and motivation to present new ideas. Some recent studies have also demonstrated the advantages of using interactive classroom strategies in the process of developing creative writing skills. According to current research, learner-oriented educational contexts motivate learners to be more creative and provide them with the possibility to practice their language skills, get feedback on their work, and engage in collaborative learning (Zheng et al., 2025; Zheng & Yu, 2026). Moreover, such context not only enhances the quality of writing but also improves learners' self-confidence and motivation to present new ideas. Some recent studies have also demonstrated the advantages of using interactive classroom strategies in the process of developing creative writing skills (McCabe, 2025; Richtmann Publishing, 2024).

Communicative Competence and Speaking Proficiency

The communicative competence is considered to be one of the key goals of modern English language instruction. While the concept of grammatical competence does not comprise any communicative components of language use, the concept of communicative competence also includes using the language correctly, fluently, properly and strategically in a real situation. Hence, the notion of speaking competence includes not only the correct pronunciation and grammatical competence, but also interactional skills, discourse competence, vocabulary, confidence and communicative success. The communicative competence is considered to be one of the key goals of modern English language instruction (Mekis-Zatika, 2025). While the concept of grammatical competence does not comprise any communicative components of language use, the concept of communicative competence also includes using the language correctly, fluently, properly and strategically in a real situation (Aswad et al., 2025; Shboul & Al-Refaei, 2025). Hence, the notion of speaking competence includes not only the correct pronunciation and grammatical competence, but also interactional skills, discourse competence, vocabulary, confidence and communicative success (Galaczi & Taylor, 2025; Ismatullayeva, 2026).

Systematic reviews carried out recently have shown that many college ESL learners still suffer from speaking anxiety, lack of authentic interactions and insufficient classroom participation. This problem is often related to the use of teacher-oriented methods that prevent genuine interaction. Specialists emphasize the necessity to implement such methods of instruction as classroom interaction, problem-solving, role-plays and discussion to enhance speaking skills.

Moreover, bibliometric analysis shows that speaking instruction is one of the fastest developing areas of English language education research. Modern tendencies in this area include studying of communicative competence, learner motivation and classroom interaction. Systematic reviews carried out recently have shown that many college ESL learners still suffer from speaking anxiety, lack of authentic interactions, and insufficient classroom participation (Paraguas, 2025). This problem is often related to the use of teacher-oriented methods that prevent genuine interaction (Muhjidin & Chuquin, 2025). Specialists emphasize the necessity to implement such methods of instruction as classroom interaction, problem-solving, role-plays, and discussion to enhance speaking skills (Fransiska, 2025; Sukmara, 2025). Moreover, bibliometric analysis shows that speaking instruction is one of the fastest developing areas of English language education research (Bo et al., 2025; Lim et al., 2025). Modern tendencies in this area include studying communicative competence, learner motivation, and classroom interaction (Mekheimer, 2025).

Empirical Evidence on Interactive Language Instruction

There is an increasing number of scientific experiments proving the effectiveness of such types of instructions where the learners actively participate in the learning process (Mukhlis, 2025). Such experiments carried out in different contexts of EFL and ESL have proven that communication-oriented instruction techniques help to improve speaking skills of learners, their vocabulary development, classroom confidence, and language achievements (Samar et al., 2025). Moreover, language instruction practices that involve immersion into the communicative use of the language

lead to better fluency and communicativeness compared to techniques based on explicit instruction or translation (Yuan, 2025).

Moreover, modern reviews prove that good language instruction involves interaction, authentic communication, learner autonomy, and feedback. These features of pedagogy are consistent with the principles of the Direct Teaching Method.

Research Methodology

In this study, the quantitative experimental research design has been used to investigate the effectiveness of the Direct Teaching Method in fostering creative writing and communicative skills among ESL undergraduate students in Pakistan. An experimental design is justified because it allows the researchers to establish a cause-and-effect relationship between the independent variable (teaching method) and the dependent variables (language outcomes). For example, a pre-test/post-test control group design has been selected for comparing the performance of the participants who were taught via the Direct Teaching Method and those who were not.

The experimental group participated in the Direct Teaching Method classes for twelve weeks, while the control group followed the same curriculum but using traditional teacher-centered approaches that are common in Pakistani undergraduate institutions. The sample population included undergraduate students studying English language lessons in Pakistani public sector universities. Such students can be regarded as ESL students, who have graduated from secondary school and attend compulsory English language lessons at their undergraduate level of education. A sample of 120 undergraduate ESL learners participated in the study. Participants were selected using cluster random sampling, after which they were randomly assigned to two equal groups:

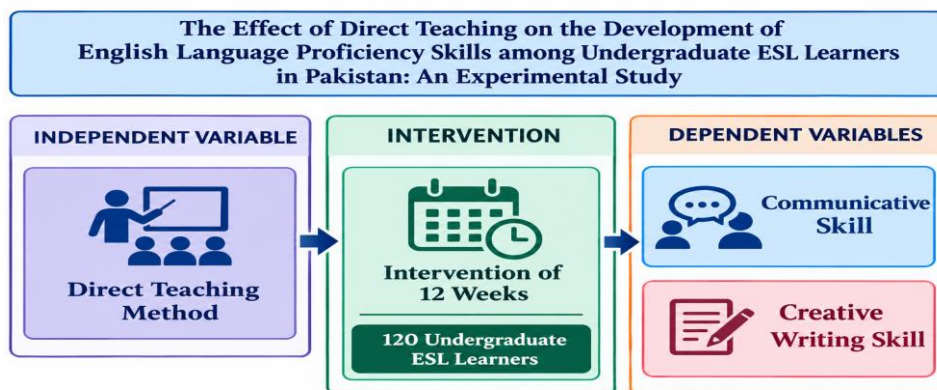
Experimental Group ($n = 60$)

Control Group ($n = 60$)

Random assignment minimized selection bias and increased the internal validity of the study by ensuring that both groups possessed comparable characteristics before the instructional intervention.

Variables of the Study

The present study investigates the correlation between the Direct Teaching Method and creative writing and speaking ability of undergraduate ESL students from Pakistan. The teaching method is regarded as the variable imposed to create a change in learners' language performance in the study. Participants' creative writing and speaking ability is assessed to determine the extent to which they improve due to the instructional intervention.



Independent Variable: Direct Teaching Method

The independent variable of the present study is the Direct Teaching Method. It is described as systematic and purposeful use of explicit teacher-led instruction in which learners are clearly taught, explained, modelled and practiced language concepts, structures, skills and strategies. For this study, the method is used to investigate the effectiveness of it in the development of undergraduate ESL learners' creative writing and speaking skills as the instructional intervention.

Dependent variables were Creative Writing and Speaking Proficiency.

The dependent variables of this study are creative writing and speaking ability, which are the learning outcomes that are expected to change after the learning intervention has been carried out. Creative writing is assessed by learners' capacity to produce, structure and present ideas in their writing in an original and coherent way. Proficiency in speaking is the learner's skill in communicating ideas effectively, fluently, accurately, and appropriately in English. Learners' performance in those two areas is measured to determine the impact of the Direct Teaching Method.

Research Instruments

Three research instruments were employed to collect quantitative data.

Achievement Test for Creative Writing

A test was created to measure how well students can come up with new ideas, organize their writing effectively, utilize proper vocabulary, keep grammar correct, and be creative. Their writing scripts were analyzed using the analytic scoring rubric that included categories such as content, organization, vocabulary, language accuracy, and creativity.

Speaking Competence Test

An oral proficiency test in which students had to describe pictures, give short presentations, and answer questions was used to test communicative competence. These answers were analyzed using an analytic rubric including the following criteria:

- 1. Fluency
- 2. Pronunciation
- 3. Vocabulary
- 4. Grammar

Interactive Communication

The test results were analyzed independently by two English experts.

Students' Perception Questionnaire

The experimenters used a structured questionnaire that comprised Likert scale items for measuring learners' perceptions about class participation, confidence in communication, motivation, and the success of the Direct Teaching Method.

Experimental Procedure

This experiment lasted for twelve weeks.

In the first week, the two groups took pre-test for creative writing and speaking. The experimental group was then exposed to direct teaching method whereby students were taught using exclusively English language, contextual vocabulary teaching, class discussion, role playing, pair/group work, Q&A technique, and immediate corrective feedback. In addition, the control group kept on receiving traditional instructions such as explanation by the teacher, grammar, translation, and book-centered instructions.

At the end of the experiment period, post-tests were conducted for both groups using the same procedure. Perception questionnaire was done by the experimental group.

	Experimental Group (Direct Teaching Method)	Control Group (Traditional Teaching Method)
Duration of Experiment	12 weeks	12 weeks
Week 1	Pre-test on creative writing and speaking proficiency	Pre-test on creative writing and speaking proficiency
Medium of Instruction	English used exclusively during classroom instruction	English and/or native language with translation where necessary
Teaching Approach	Direct Teaching Method	Traditional teaching method
Vocabulary Instruction	Contextual vocabulary teaching through meaningful communication	Vocabulary explained through translation and memorization
Classroom Interaction	Interactive class discussions	Teacher-centered lectures
Learning Activities	Role plays, pair work, group work, collaborative tasks	Individual seatwork and textbook exercises
Questioning Strategy	Question-and-answer (Q&A)	Teacher asks questions primarily to

	technique encouraging active participation	check factual understanding
Feedback	Immediate corrective feedback during classroom activities	Delayed or limited corrective feedback
Writing Instruction	Guided writing, brainstorming, drafting, and teacher scaffolding	Writing based on textbook exercises and grammar drills
Speaking Practice	Frequent communicative speaking activities and oral presentations	Limited speaking practice; emphasis on written grammar exercises
Grammar Instruction	Grammar taught implicitly through communicative contexts and explicit explanation when needed	Grammar taught explicitly through rules and translation
Learning Materials	Communicative tasks, authentic materials, teacher-designed activities	Textbook-centered instruction and grammar exercises
Teacher's Role	Facilitator, model, guide, and provider of continuous feedback	Primary source of knowledge and lecturer
Students' Role	Active participants engaged in collaborative learning	Passive recipients of information
End of Week 12	Post-test on creative writing and speaking proficiency	Post-test on creative writing and speaking proficiency
Additional Instrument	Perception questionnaire administered to measure students' views of the Direct Teaching Method	No perception questionnaire administered

Data Analysis

The data was analyzed using IBM SPSS Statistics (Version 29). The descriptive statistics such as means and standard deviation were calculated to describe the performance of participants. The following inferential statistical tests were performed in order to investigate research hypotheses: Independent-samples t-test to compare the experimental and control groups. Paired-samples t-test to identify changes in each of the groups from pre-test to post-test. Analysis of Covariance (ANCOVA) to compare the post-tests while taking into account pre-tests. Cohen's d was computed to evaluate instructional effect size. Significance level was set to 0.05.

Results and Discussion

The data were analyzed using IBM SPSS Statistics (Version 29). Descriptive statistics, independent-samples t-tests, paired-samples t-tests and analysis of covariance (ANCOVA) were employed to examine the effectiveness of the Direct Teaching Method in improving students' creative writing and speaking proficiency over twelve weeks. Cohen's d and partial eta squared (η^2) were used to estimate effect sizes. Statistical significance was determined at the .05 level.

Descriptive Statistics

Table 1 presents the descriptive statistics for the experimental and control groups at the pre-test and post-test stages.

Table 1: Descriptive Statistics (Means and Standard Deviations)

This table displays the performance scores for both the experimental and control groups at pre-test and post-test stages.

Group	Stage	N	Mean (M)	Standard Deviation (SD)
Experimental	Pre-test	30	54.20	6.15
	Post-test	30	78.45	5.80
Control	Pre-test	30	53.80	5.90
	Post-test	30	61.10	6.25

The descriptive results indicate that the experimental and control groups had comparable initial mean scores of 54.20 and 53.80, respectively. Following the twelve-week intervention, the experimental group's mean score increased to 78.45, whereas the control group's mean score increased to 61.10. The experimental group demonstrated a mean gain of 24.25 points, compared with 7.30 points in the control group. The post-test mean difference of 17.35 points indicates a substantial difference in performance between the two groups.

Between-Group Comparison

An independent-samples t-test was conducted to examine the difference between the experimental and control groups at the post-test stage.

Table 2: Independent-Samples t-Test (Comparing Groups)

This table compares the experimental and control groups at the post-test stage to see if the overall post-intervention difference is significant.

Measure	t	df	Sig. (p)	(2-tailed)	Mean Difference	Cohen's d (Effect Size)
Post-Test Score	11.04	58	< .001		17.35	2.85

The results revealed a statistically significant difference between the experimental and control groups, $t(58) = 11.04$, $p < .001$. The experimental group achieved a higher post-test mean than the control group, with a mean difference of 17.35 points. Cohen's d of 2.85 indicates a very large standardized difference between the groups. These results demonstrate that the experimental group achieved substantially higher post-intervention scores than the control group.

Within-Group Comparison

Paired-samples t-tests were conducted to examine changes in students' performance from pre-test to post-test within each group.

Table 3: Paired-Samples t-Test (Pre-test vs. Post-test Changes)

This table displays the within-group changes from the pre-test to the post-test for each group separately.

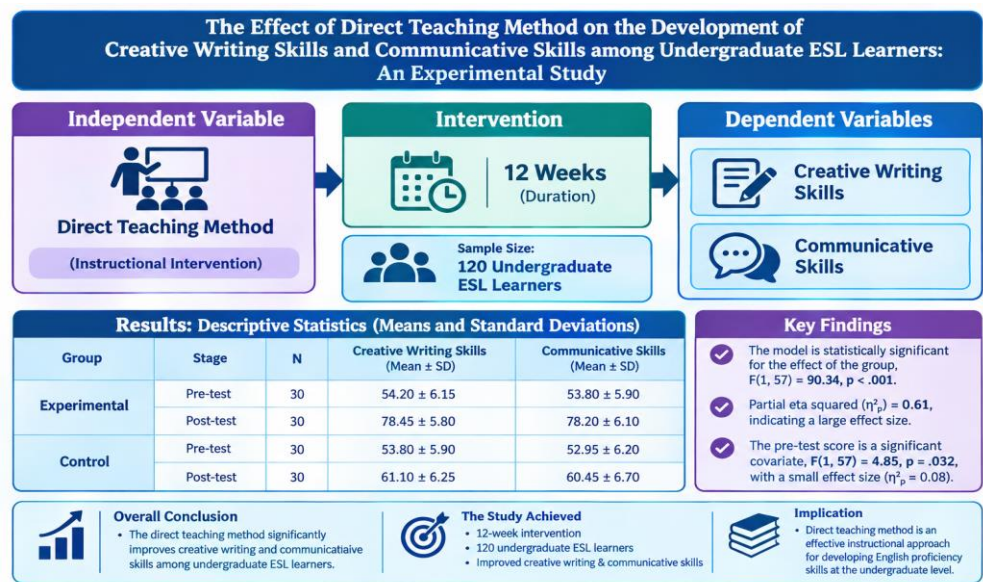
Group	Paired Difference	\(t\)	\(df\)	Sig. (2-tailed, \(\boldsymbol{p}\))
Experimental (Post – Pre)	24.25	14.82	29	< .001
Control (Post – Pre)	7.30	5.12	29	< .001

The experimental group demonstrated a statistically significant improvement in performance, $t(29) = 14.82$, $p < .001$, with a mean gain of 24.25 points. Similarly, the control group showed a statistically significant improvement of 7.30 points, $t(29) = 5.12$, $p < .001$. Although both groups improved during the intervention, the experimental group demonstrated a substantially greater increase in scores.

Analysis of Covariance

ANCOVA was performed to compare the post-test scores of the two groups while controlling for pre-test scores.

Table 4: Analysis of Covariance (ANCOVA)



This table compares the post-test scores of the experimental and control groups while controlling for pre-test scores as the covariate.

The ANCOVA results revealed a statistically significant effect of pre-test scores, $F(1, 57) = 4.85$, $p = .032$, $\eta^2 = .08$. More importantly, the effect of instructional group remained statistically significant after controlling for initial performance, $F(1, 57) = 90.34$, $p < .001$, $\eta^2 = .61$. The partial eta squared indicates a substantial group effect in the ANCOVA model. These results demonstrate that the difference in post-test performance persisted after adjustment for pre-test scores.

Discussion

From the results of the present research, it can be concluded that the Direct Teaching Method is related to the significant improvement of students' creative writing skills and speaking skills compared to traditional teaching. Experimental group achieved a mean gain of 24.25 points while the control group had a mean gain of 7.30 points. In addition, there were statistically significant differences between the groups using the independent-samples t-test and ANCOVA. Based on the results of the above analysis, it can be concluded that the instruction approach used by the experimental group gave opportunities that was related to the improvement of students performance in English language.

The use of communicative activities, contextual vocabulary instruction, guided writing, role-playing, collaborative learning and immediate corrective feedback may be related to the significant improvement of the experimental group. Some of the strategies helped students actively engage in class activities and use the English language in meaningful contexts. The experimental intervention focused on active participation and the use of language in an activity, as opposed to the predominantly teacher-centered approach of the control group. Richards (2006) points out that communicative language teaching relies on meaningful communication and participation of the learners. The current results support these pedagogical principles.

The improvement seen in the experimental group can also be viewed in the light of Vygotsky's (1978) sociocultural theory, related to social interaction, scaffolding and guided learning. For the intervention that took place in this study, teacher guidance and peer collaboration along with corrective feedback gave them opportunities to practice language with appropriate support. Students may have used guided writing activities, brainstorming, classroom discussions to plan their writing and increase their confidence in expressing themselves in English. These activities may provide a plausible explanation for the greater improvement that was found in the experimental group, but the amount of contribution of each of these activities could not be determined individually.

The findings are also consistent with Farhana et al. (2021), who investigated modified role-playing activities and reported improvements in EFL learners' speaking achievement. Similarly, Bhatti (2021) examined role-playing as a strategy for teaching speaking skills at the elementary level. The relevance of these studies to the present research lies in their emphasis on providing learners

with opportunities for oral practice. The use of role-playing and interactive speaking activities in the present intervention offers a comparable pedagogical context. However, the present study extended these activities by combining them with guided writing and other instructional strategies at the secondary level.

Another aspect of the experimental intervention was the provision of corrective feedback. Immediate feedback was provided to students in the classroom and students were provided with immediate opportunities to correct any language errors during the practice. Ganapathy et al. (2020) studied the written corrective feedback given to secondary school students in Malaysia and its importance to writing instruction. Likewise, Rasool et al. (2023) looked into secondary school students' perception and preference about WCF in Pakistan. These studies help provide a context for understanding the feedback component of the present intervention. However, the present study did not take corrective feedback as an independent variable, so that the specific effect of corrective feedback on students' achievement could not be determined.

A significant result is that the control group did also show statistically significant improvement. There was also a mean score increase of 7.30 points, an indicator that traditional instruction was also found to be linked with gains during the course of the study. This improvement may have been contributed by grammar explanation, translation and textbook exercises. The relatively high gain in the experimental group, however, indicated that the integrated communicative and interactive instructional activities were responsible for extra gains in performance.

The results of the ANCOVA are a further confirmation of results. The statistically significant group effect, as seen after controlling for the pre-test scores, means that the performance of the groups was not determined by their initial performance. An η^2 of .61 is a very large group effect in the fitted statistical model. The effect needs to be interpreted with regard to the sample size, design and statistical assumptions of the study.

The results are generally similar to the pedagogic principles of communicative language teaching and sociocultural learning. The experimental group demonstrated more growth in the interactive activities and teacher guidance and meaningful language practice. Since several instructional strategies were used, the results do not permit any conclusion about the effect of any one instructional strategy. Furthermore, the composite scores of assessment does not allow for separate conclusions with respect to creative writing and speaking.

Conclusion

The Direct Teaching Method was used to investigate creative writing and speaking achievement of students in the present study by conducting the experiment for 12 weeks. The results showed significant improvements in both experimental and control groups, markedly higher in the experimental group. Independent-samples t-test and ANCOVA also showed that significant differences existed between the post-test performance of the two treatments, even after controlling for pre-test performance.

The results indicated that communicative activities, guided writing, role-playing, contextual vocabulary instruction and immediate corrective feedback could be one of the factors that could help raise secondary school students' English language performance. The study offers empirical facts on the use of interactive instructional approach in secondary English lessons. Future research could look at creative writing and speaking individually, examine the individual effects of selected instructional strategies and determine if the gains can be maintained.

Recommendations

Based on the findings of the study, the following recommendations are proposed for undergraduate English language education:

1. The Direct Teaching Method: English language teachers at the undergraduate level should try to apply the Direct Teaching Method in teaching and classes so that the students can cultivate their language proficiency in creative writing and speaking.
2. The use of Communicative Activities: English language teachers should integrate role playing, classroom discussions, debates, pair work, group discussions and oral presentations into English language classes, so as to help students actively participate in the language class and communicate meaningfully.
3. Professional Development of University Teachers: Higher education institutions should conduct professional development training, seminars and workshops for English language teachers to introduce them to the Direct Teaching Method, communicative language teaching, interactive teaching method, and effective feedback technique.
4. Expansion of Experimental Research: For future research, more experimental research should be carried out with larger samples from different universities and academic disciplines to investigate the results of the Direct Teaching Method in various higher education settings and with different undergraduates.
5. Future research: Longitudinal studies should be conducted to evaluate whether improvements in creative writing and speaking abilities are maintained post instructional intervention. Additional evidence of the long-term effectiveness of the approach could be provided by follow-up assessment.
6. Replication Across Higher Education Institutions: Replication of similar studies is needed in public and private universities, and institutions across various geographical areas to study the applicability of the Direct Teaching Method in different educational contexts.

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