

The Impact of Free Writing on Students' Creativity, Fluency and Confidence

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Abstract

This paper focuses on the effects of free writing on the creativity, fluency, and the confidence and cognitive engagement of students. The quantitative survey research design was applied to collect data by undertaking a structured survey using 40 students of the university and was analyzed using a descriptive analysis method. The results indicate that free writing enhances fluency, lessens writer block such as inhibition and impediment and improves confidence, articulateness, and critical thinking. Still, its impact on creativity is neither strong nor high and most students still have product-oriented habits, i.e., focused on grammar. The results of the study are that despite being a useful but limited method an effective use of free writing needs to be structured, receiving feedback and be integrated in coordination with other instructional techniques to ensure the best outcome.

KeyWords: Free writing, Creativity, Pedagogy, Ideas, Fluency, Errors.

Introduction

Writing skill is considered as one of the most essential skill in teaching and learning process through which students are able to express their ideas, organize their thoughts, and communicate their knowledge. Nonetheless, several students have difficulties when it comes to brainstorming, keeping the writing flowing, and being free of anxiety when writing assignments. The conventional teaching approach to writing usually emphasizes so much on grammar, structure and finished works, which may not necessarily motivate students to dive into their thoughts when writing. To address these issues, there has been an evolution by teachers towards process based writing techniques which focus more on creativity, generation of ideas, and practice. Free writing is one of such strategies where students are advised to write without the fear of making mistakes or even writing properly.

Free writing is a generative writing method where the students write as much as they can within a specific, predetermined duration, without paying attention to grammar, spelling and formatting. Peter Elbow's *Writing without teachers* (1973) popularized the idea by asserting that writing ought to be viewed as a technique of discovering ideas, as opposed to merely writing a finished text. Suspecting self-censorship and evaluation, by letting go of free writing, students are able to write their mind in a more free manner and gain self-confidence in their ability to write. This method allows moving the emphasizing point to process and allows students to work on their ideas more naturally and creatively.

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The process-oriented view of writing is closely related to the theoretical background of free writing. The cognitive process theory of the writing written text discussed as proposed by Flower and Hayes (1981) can be said to be complex and recursive in the mind of the writer, which entails planning what to write in writing, translating ideas into writing and the critique of the content written. Writers typically shift back and forth between these stages as they develop their ideas. Free writing helps with this cognitive process because it gives students a chance to create and elucidate ideas prior to structuring them into formal academic writing. Consequently, learners can gain better arguments, coherence and fluency in their writing.

Besides aiding in cognitive development, there are also other significant pedagogical advantages of free writing. Studies about writing indicate that free writing may result into improvement of creative writing, critical thinking and cognitive awareness. Students can feel more inclined to experiment with ideas and hone their own voices when writing without the need to be immediately appraised. Moreover, free writing may also be used to mitigate writing anxiety which is often a problem amongst students especially in multilingual or second-language environment of learning. Free writing can promote risky behavior, more involvement, and confidence in writing skills by fostering a low-pressure writing atmosphere. A lot of students experience the so-called writer block / anxiety when pushed to worry about grammatical correctness at too an earlier stage during the drafting (Elbow, 1973).

Although free writing as a pedagogical approach to writing has proven to be a beneficial practice in the pedagogy of writing, its methodical application and effects on the writing development of students have yet to be fully studied in numerous schools. Writing instruction in numerous classes still focuses on proper spelling and finished products not on the exploration of the stages of writing. Consequently, students could fail to acquire creativity, fluency, and confidence by having informal writing practices. Thus, exploring the effectiveness of free writing in students writing skills and engagement could help to understand the effective teaching methods in writing better. Old-fashioned pedagogy tends to stress the end product when a new approach takes care of the recursivity of the writing process (Murray, 1972).

The current research seeks to find out the effect of free writing among students in terms of their writing development, especially in relation to creativity, fluency and confidence. Through analyzing the experiences and perceptions of students on free writing activities, this study aims at bringing out the support that free writing has on the writing process and improving the overall performance of academics among the students.

Research Questions

The following are the research questions that this study attends to find their answers:

1. What is the effect of free writing on the creativity of students when writing?
2. What is the effect of free writing on fluency of writing among students?
3. What is the perception of free writing as a part in writing activity of students?
4. Does free writing help reduce students' writing anxiety and increase their confidence?

Significance

This research is important in a number of ways. First, it adds to the writing pedagogy by shedding light on the aspect of free writing as a strategy to enhance the writing ability among the students. The knowledge of how free writing can contribute toward improving creativity and fluency can assist teachers in identifying better teaching strategies in teaching writing.

Second, the results of this research can be useful to teachers to provide them with practical ideas of how to incorporate free writing activities into a classroom lesson. Free writing exercises enable teachers to motivate students to brainstorm, beat writer's block and build confidence in their writing skills.

Thirdly, this study can also be of use to students as it underscores the critical role of informal writing as an activity in shaping academic writing. Through free writing, students can be made more at ease with their writing and in trying out ideas without there being the fear of error. Lastly, the study can contribute to upcoming research in the writing teaching area by giving a foundation to further research on innovative methods of teaching that promotes student learning and creativity.

Literature Review

Process-Oriented Writing Strategy: Free Writing

In modern writing pedagogy writing is now also perceived as an active, recursive activity, and not merely the creation of a completed text. Conventional methods of written language teaching tend to focus on grammatical correctness, form, and end products that can inhibit the creativity of students and dishearten innovation in pursuing their ideas. Process oriented approaches have taken the centre stage in writing instruction as a response to these limitations. Free writing is one such technique under this scheme where the students are allowed to come up with ideas without the fears of immediate grading or correction.

Peter Elbow popularized the notion of free writing and believed that writing ought to first serve as a method of finding ideas instead of creating refined arguments. In Elbow, free writing is composed of writing as much as possible within a short duration of time without bothering about grammar, spelling, and organization. Such constant flow of writing persuades students to think and become confident in their skills of expressing ideas. Free writing enables students to break their writer block and become more fluent in writing by lifting the burden of right and wrong that makes students feel pressured during their writing (Elbow, 1973).

In the same manner, Donald Murray supported the idea of considering writing as the discovery. Murray (1972) asserted that the instruction of writing must be centered around the processes of planning, writing, and rewriting as opposed to merely assessing the end-product. Free writing is in line with this view since it promotes exploratory writing, which is essential in generating ideas and promoting cognitive growth in students. Consequently, it is possible that students will feel more relaxed to convey complicated ideas and create their own voices in writing.

Cognitive Processes: Writing

The cognitive perspective of writing has a close relation to the theoretical background of free writing. The influential cognitive model created by Linda Flower and John R. Hayes views writing as a complicated mental process comprising a number of interconnected processes, such as planning, translation of ideas into words, and revision of written materials. In their model, writing is not a linear but a recursive process where writers are always back and forth in terms of generating ideas, organizing information, and revising their work.

In this context, free writing might be perceived as a good technique towards easing the planning process of writing. By free writing, students are able to produce raw ideas which can be processed later and structured into structured arguments. The process enables authors to explain their thought process and create texts that are more coherent. Moreover, free writing minimizes cognitive load because it dis-joins writing creativity with marking-up writing quality, allowing students to concentrate on creating ideas first, and then later on, on correcting linguistic aspects.

It has been demonstrated that decoupling the processes of idea generation and evaluation may greatly contribute to productivity and creativity in writing. Students tend to think of more written material and to be more experimental in their ideas when not immediately interested in being right. Such additional output gives a basis of later revision and subsequent better output, which may result in even better academic writing.

Creativity and Free Writing

Creativity has been very important in academic writing and especially when coming up with ideas. Nevertheless, in most cases, students often have trouble creating their own ideas due to excessive attention to grammatical correctness or the possibility of a mistake. Free writing solves this issue by motivating the students to write flawlessly without censoring themselves. The use of scaffolding and social interaction is crucial in the process whereby the students shift to external thought in terms of writing (Vygotsky, 1978).

Ken Hyland advocates that in second language situations, writing instruction should be encouraging of meaningful expression and working with ideas. Hyland presents the point of view that students can acquire better writing abilities when they are given the opportunity to play around with language and perform investigatory writing practices. Free writing facilitates this purpose by providing a low-pressure atmosphere, in which the students are capable of sharing ideas without fear of giving them a critical assessment.

Furthermore, free writing also stimulates the idea of divergent thinking that is crucial in creativity. When students can write one thing after another, they can regularly find something new, some linkage between things. Not only does this process make students more creative, but it also helps students to create arguments and justify their ideas in academic writing. The free writing may therefore be a useful technique that brings about both creative and analytical thinking.

Free Writing, Writing Fluency

Writing fluency is the skill of writing that is fluent and efficient. A lot of students have problems with fluency in writing due to wasting a lot of time on grammatical correctness and sentence construction at the earlier phases of writing. Free writing can be used to overcome this problem by encouraging one to write continuously.

Studies on second-language writing indicate that frequent exercise in informal writing tasks may achieve considerable fluency in writing. According to Ann Raimes, with the active use of writing, students acquire more confidence and mastery over language. The practice of free writing can give students this experience, as it enables them to write on a regular basis and emphasize the expression of ideas, instead of the correctness of language.

In addition, free writing assists the students in conquering writer block which is a frequent challenge when producing academic paper work. Students get used to writing ideas faster and more effortlessly when they are prompted to write continuously over a certain time. In the long run, this practice enhances speed and quality in writing. The more fluent writers students are, the more they will be able to structure their ideas and come up with coherent academic texts.

Free Writing and Writing Anxiety.

One of the issues associated with writing is anxiety among most students and especially when learning about a second language. Students usually dread committing grammatical errors or have adverse feedback that may lower their desire to write. Writing freely may assist in overcoming such anxiety, as one would no longer be judged in the moment. According to the Affective Filter

hypothesis, anxiety reduction is a major factor that leads to the effective language acquisition and production (Krashen, 1982).

H. Douglas Brown believes that the best way to gain language is to allow the students to feel free and explore the language by taking risks. Activities focused on exploration, but not on accuracy can establish a non-judgmental learning atmosphere where students feel more comfortable sharing their ideas. Such an environment can be brought by free writing as it reduces the stress on accuracy and promotes communication between students.

The more students engage in free writing, the more at ease they can be in the writing process and can be confident of their skills. This confidence may result in significant changes in the degree of involvement in writing activities and readiness to engage in activities in the classroom. It follows that free writing does not only help in improving writing skills, it also helps in improving the attitude of the students towards writing.

Free Writing in the Second Language Learning Situation

In most learning institutions where English is a second or foreign language, they tend to encounter challenges in their writing skills in expressing their ideas in writings. Such difficulties can be due to the low vocabulary, lack of grammatical and lack of confidence about using the language. In this regard, writing activities, in which correctness and assessment are emphasized, can add pressure on the students. Consequently, learners can develop shyness regarding writing, and can refuse to participate actively in writing. Free writing has thus been suggested more and more as a teaching method that can be used to help second language students become competent writers.

Ken Hyland states that effective teaching of second language writing should allow the learners the practice of writing in significant and supportive settings. Hyland believes that, students can better develop their writing skills when they are taught to explore ideas and experiment with language without over attention to accuracy at the earlier stages of the writing process. Free writing helps to sustain this pedagogical concept in that it does not have students focus on the grammatical correctness, but instead, for students to focus on the communication of ideas. With time (through constant practicing writing), students become more fluent and confident in using the language.

The other significant feature of free writing is that it allows the learner to be independent. Autonomy is the capacity of students to be in control of their learning process. In writing, this implies getting students to come up with their own thoughts, as well as coming up with their own ideas of how to organize and express ideas. Free writing gives learners room in which they can freely write without teacher strict instructions and rules thus enable learners to have their own writing habits whereby they write on their own free time and write on subjects they are interested in. With such a practice of writing, students start seeing writing as not only an academic requirement but as an important instrument to reflection and communication.

Classroom learning can also be achieved with the help of free writing to increase the involvement of students. Students can have a perception that their creativity is limited when their writing assignments are very structured and scored. Conversely, free writing activities are usually more permissive since the students are able to write about their personal experiences, opinions or observations. This right of speech can transform the writing process to more exciting and inspirational. Studies on the writing pedagogy show that students who engage in informal writing activities are more likely to exhibit greater participation and engagement in writing activities. When it comes to EFL/ESL students, it is essential to offer a low-stakes setting that will encourage linguistic confidence (Hyland, 2003).

In addition to that, free writing helps in the aspect of thinking, which is also the key aspect of academic learning. Students will suddenly start to criticize their ideas and doubt their beliefs when they continuously write on a subject. This critical-reflexive exercise assists students to become critical thinkers and enhance their comprehension of scholarly topics. This way, not only does free writing allow the development of writing fluency, however, the wider cognitive development.

Also, an effective pre-writing exercise can be free writing, which helps students to prepare to write more formal tasks of academic writing. Free writing sessions can be used to discuss possible arguments, brainstorm and designate core points that students want to further in essays or research papers before composing them. This preparation phase enables the students to systematize their ideas then concentrate on their structure and correct usage of language. As a result, the end written work can be more logical and developed.

Though free writing has these pedagogical benefits, it is still not fully utilized in most learning institutions whereby product based teaching of writing still reigns. Educators tend to be more concerned with grammatical correctness and formalism, disregarding the significance of generating ideas and creative discovery. Consequently, students can achieve the technical writing competency but fail to have confidence and fluency to effectively communicate. To balance these elements of writing pedagogy, it is possible to incorporate free writing in the classroom so that it gives students a chance to be both creative and develop their skills.

In general, the literature indicates that the free writing could be an important part of helping second-language learners by enhancing their writing fluency, enhancing their creativity, alleviating their anxiety, and promoting learning autonomy. Nevertheless, more studies are required to investigate the effects of the free writing on the students development in writing in certain learning environments. Studying the experiences and perceptions of students regarding the notion of free writing can serve as a valuable source of information on how this type of instructional strategy can be incorporated into the writing pedagogy.

Research Methodology

Research Design

The research design used in this study is a quantitative survey research to examine the influence of free writing on writing development of students. This study requires quantitative research since it enables the researcher to derive measurables about the perceptions and experiences of students in terms of free writing activities. The focus of the research is to look at the effects of free writing on student creativity, writing fluency, confidence and overall writing abilities. Brown (2007) notes that a teaching strategy is very effective when learner autonomy and self-reported confidence are high.

The data were collected by a structured questionnaire in a descriptive survey. Survey research is widely adopted in education research due to the ability of researchers to get information on a relatively large number of the respondents in a relatively short period. The data gathered based on the participants were subjected to descriptive statistics so as to determine patterns and trends in the perception held by students towards free writing practices.

Research Setting

The research was carried on an academic background wherein students take part in English writing lessons on a regular basis. Students in most learning settings, especially those where the English language is used as a second language, tend to struggle with the creation of ideas, fluency in writing and the flow of their thoughts in writing. Conventional writing lessons mostly focus on grammar

and using an ordered composition, which could hamper the creativity of students and result in writing anxiety.

The Introduction of free writing was another instructional strategy that requires students to write through a stipulated period of time without emphasizing the grammars and formal organization. This strategy enables learners to have a free flow of ideas and more confidence in their writing skills. The study thus intended to determine the perceptions of students in relation to free writing and how the same affects various areas of their writing developments.

Population and Sample

The study population was made up of students who undergo the writing of academic documents at the university level. Part of their coursework involves these students taking up assignments, essays, and other written assignments. The chronic battle of grammatical correctness by the students makes one believe that the traditional rigid product oriented habits are ingrained (Silva, 1993).

Forty participants answered questionnaire in this study. The participants were represented among students of various academic backgrounds such as Arts and Humanities, Science and Technology, Business/Management as well as others. There were demographic questions in the questionnaire, like the age, gender and the level of education achieved by the participants, which helped to give a contextual picture on the respondents.

The sample was chosen through convenience sampling because the questionnaire would be distributed to those students whom the researcher found to be easily accessible to him/her. Though convenience sampling lacks the whole number of students, this facilitates the researcher in collecting meaningful information on the students with the firsthand experience in writing activities, and free writing practices.

Data Collection Instrument

A structured questionnaire to test the perception of free writing by students and its role in the development of their writing was the most common tool employed in data collection. The questionnaire was designed and administered via an online survey system, which enabled the respondents to fill the questionnaire at the comfort of their own.

The questionnaire was divided into two main parts:

Demographic Information

The demographic information reveals that all respondents (100% are in the age bracket 20-25 years. Although this guarantees homogeneity in the responses, it greatly reduces the extent of generalizability of the results to other age groups. This sample constitutes a restricted academic group instead of a heterogeneous group of students.

There is a comparatively even gender balance, 57.1% females and 42.9% males. With regards to academic background, Arts and Humanities constitute 57.1% of the respondents with the rest of the participants being of other disciplines. This disequilibrium creates a disciplinal bias because students in writing intensive disciplines will be more likely to practice and be beneficent in writing habits like free writing.

Also, a majority (85.7%) of the respondents are undergraduate students, which suggests that the results mainly represent early-level academic writers as opposed to advanced students. Despite everyone reporting familiarity with free writing in the past, this consistency makes it questionable that there is bias in the responses as people may already have positive attitudes towards the practice.

Free Writing Perceptions

The second part consisted of ten close ended questions which were about experiences the students had regarding free writing activities. These questions concentrated on some aspects of the writing development, including Frequency of engaging in free writing, Pleasure in free writing activities, Effect of free writing to creativity, Ability to express ideas and thoughts, Development of critical thinking and Emotional well-being and stress reduction.

Majority of questions were addressed by a Likert-type scale where the respondents responded to the questions by stating how much they agreed with the statement as follows:

- Strongly Agree
- Agree
- Neutral
- Disagree

This format has helped the researcher to measure the attitude and perception of the students in terms of the effectiveness of free writing.

Data Collection Procedure

The preparations of the questionnaire started with the objective and questions of the research which were referred to in the process of data collection. The survey instrument was designed and then the questionnaire was administered online. The respondents were requested to participate voluntarily and the objective of the study was told to them.

There were certain requests made on the questionnaires to the students basing on their experiences with writing tasks and opinion on the practices of free writing. Not only was the online survey efficient as it allowed the researcher to receive responses but it also ensured anonymity since the respondents were not restricted to filling the questionnaire, which would have been anonymous. The participants were able to give 40 responses. Upon obtaining the reactions they were added up and ready to analyze.

Ethical Considerations

Ethical considerations were taken very keenly in the research process. Even though participation was voluntary in the research, the participants were informed of the purpose of the research before they completed the questionnaire. The actors answered in anonymity and this guaranteed the anonymity of the way the participants were determined.

Data collected was only applied in academic research and no personal information was revealed. The voluntary participation, and secrecy of the study presented a trustworthy aspect and thus the ethical integrity of the study.

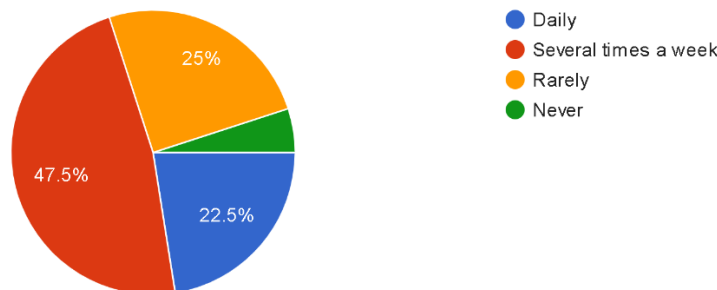
Data Analysis

This part critically evaluates the data collected through this appropriate questionnaire to explore the impacts of free writing on the development of writing of the students. Forty respondents took part in the research. In analysis, the research is beyond description, and it involves interpretation, patterns have to deal with creativity, fluency, confidence, critical thinking, emotional well-being. The process-oriented and cognitive theories of writing are used to discuss its results.

Engagement and Attitude toward Free Writing.

1. How often do you engage in free writing outside of classroom assignments?

40 responses



(Fig,1, Engagement and attitude towards free writing)

Fig.1 shows that free writing is an activity that is among most users of the respondents with 47.5% of the people engaging in it a few times a week and 22.5% of the people do it everyday. The high level of participation is accompanied by a better validity of the findings, as the results will be reported on the continuity of experience rather than intermittent exposure.

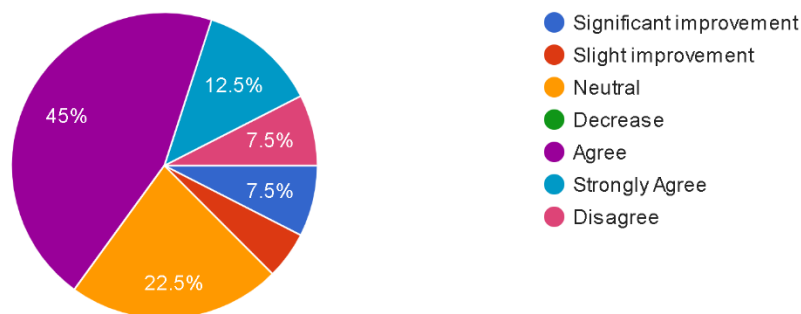
Nevertheless, the reported rates of fun give an inconsistent trend. Most of the responses lie in between the moderate categories that imply that students possess the knowledge of the practical value of free writing but are not keen on the same. This is an important conclusion of such dissimilarity between performance and fun. This means that free writing is quite a utilitarian practice in academics and is not a process that motivates itself.

This disputes the pedagogical belief that effective learning strategies have to be engaging, as well. The difference between cognitive and emotional interest appears to be present in this case, with the free writing appearing to have a positive impact on writing abilities though there was no excitement among the students.

Impact on the Innovation and Idea-Creation.

3. Have you noticed any changes in your creativity since incorporating free writing into your routine?

40 responses



(Fig,2,Impact on the Innovation and Idea-Creation)

Based on the data gathered we find that the results reveal that 57.5 percent of the respondents feel that free writing helps in creativity where 45 percent of the respondents agree and only 12.5 percent strongly agree that free writing is good to enhance creativity. This could reflect the overall positive influence but the proportion of strong agreement would be relatively low and this would mean that it would be a medium effect contrasting a large effect.

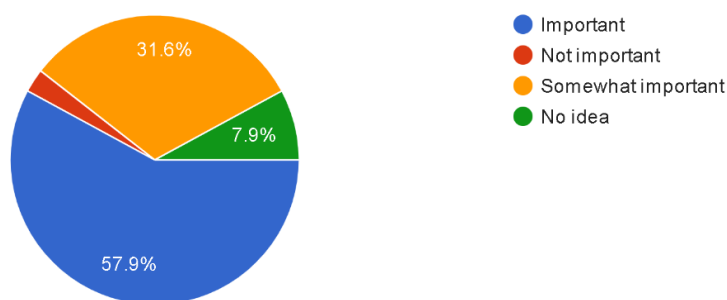
This observation implies that free writing assists to generate an idea but may not necessarily lead to a voluminous creative enrichment. Another potential solution is that students are still imbued with the traditional rules of writing and its focus on correctness that stems free writing creative potential.

Also, not having systematic guidelines on the process of free writing may limit its strength. Without a sense of direction, the students are free to generate ideas, but not to develop them to realize meaningful or original ideas. Thus free writing in itself cannot be applied as a tool of creativity, but needs to be combined with other strategies of teaching.

Improvement in Writing Skills and Fluency

13. How do you perceive the role of feedback in improving your free writing skills?

38 responses



(Fig.3, Improvement in writing skills and fluency)

The data obtained indicate that most of the participants (69.2%) claim improvement in their general writing skills which is one of the largest findings of the research. This aids in the argument that the concept generation and evaluation should be detached in order to lead to writing fluency and productivity.

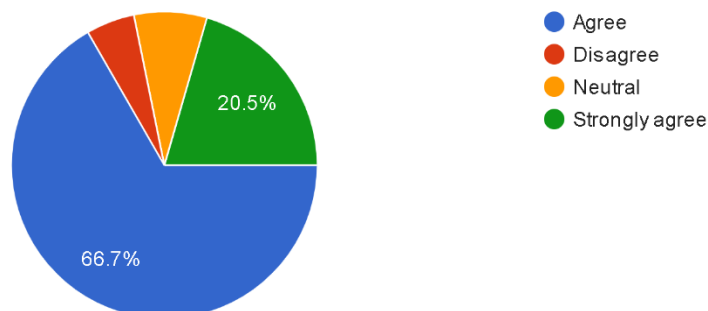
The data also reveals that 57.9% of the respondents feel that free writing is beneficial in overcoming the writer block. This means that free writing is an effective method of de-cognitizing young people since it is a method of provoking them to continue writing continuously. This will decrease the fear of being correct and hence students will be in a position to write more freely and hence develop fluency.

These gains are to be taken with caution though. The use of self-reported information is subjective and lack of objective measures (writing assessment etc,) undermine the validity of this conclusion. Although students feel it is better, there is no empirical establishment of real improvements in the quality of writing.

Cognitive Development: Articulation and Critical Thinking

8. Do you believe free writing has influenced your critical thinking skills?

39 responses



(Fig,4, Cognitive development: Articulation and Critical thinking)

Judging by the presented data, one can conclude that the results indicate that 61.5 out of the respondents had improved in expressing their ideas better, and 66.7 percent of them have indicated that their abilities in critical thinking have expanded. These findings denote that, it is not just simple writing mechanics and in the case of better thinking which involve the higher thought processes.

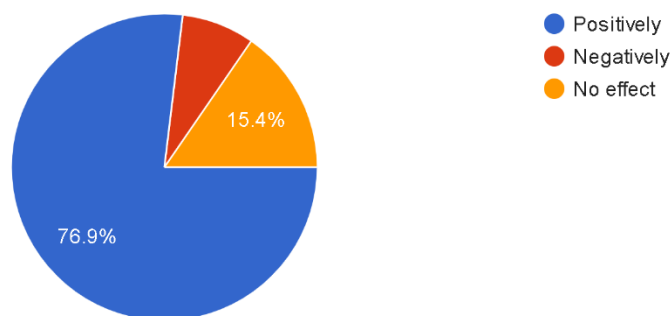
When the students are kept in such an environment where they still write they externalize their thoughts and in this manner, encourage reflection, organizing and clarity of thought. However, these data are not conclusive to suggest that these improvements can be long-term and be transferred to formal writing projects.

Moreover, this study is limited by the fact that no qualitative data has been provided. The researchers do not report a process of how the perceived cognitive benefits are translated into real performance in writing, despite the participants claiming that they receive a certain amount of cognitive benefits. This is a significant limitation of the evaluation of the real cognitive efficiency of free writing.

Psychological Effect: Confidence and Emotional state

10. How do you think free writing contributes to your personal growth and development?

39 responses



(Fig,5, Psychological effect: Confidence and Emotional state)

The psychological benefits of free writing are also evidenced in the data, where 56.4% of the respondents indicated a reduction in the stress level, and improved emotional states. In addition, it also has a high 76.9 percent positive impact on personal growth.

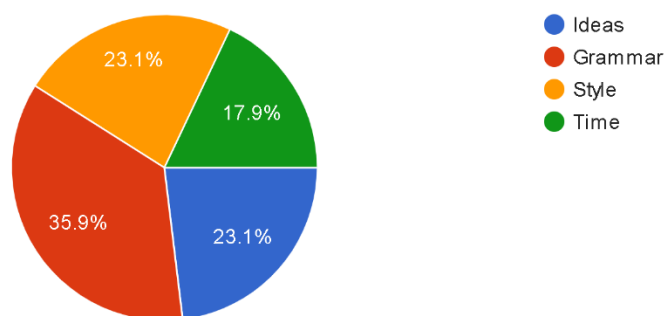
The implications of these findings are that free writing creates an environment where the pressure is low where oneself can be expressed and reduce writing anxiety. This is especially significant when it comes to second-language learning wherein fear of errors tends to be an inhibiting factor towards participation.

However, among the statistics, it is also clear that not every person will get these benefits. The intriguing proportion of participants remained insensitive whereby free writing does not completely tackles anxiety in all students. This means that free writing is a good alternative, but it does not involve debilitating response to the psychological barriers in writing.

Challenges in Free Writing

11. Have you encountered any challenges or obstacles while engaging in free writing?

39 responses



(Fig.6, Challenges in Free Writing)

Free writing, despite the benefits that it brings about, has a number of challenges. The greatest problem noted is one related to grammar (35.9%), subsequent to challenges in terms of idea generation and style of writing (23.1% and 23.1% respectively).

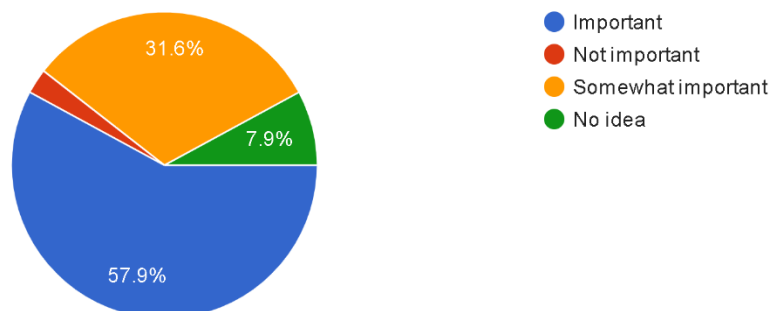
This observation is a completeantiselect to the more fundamental idea of free writing; in which children are encouraged not to consider the issue of grammar accuracy when they are in the initial phases of writing. The fact that grammar-related issues remain shows that the students cannot break the vise of conventional writing behaviors.

This is indicative of a more profound pedagogical problem: students have learned to value accuracy over expression to a point that they can hardly embrace the process-oriented approaches of writing. This means that the merits of free writing are to a certain extent undermined by the acquired practices.

Instructional Implications and preferences.

13. How do you perceive the role of feedback in improving your free writing skills?

38 responses



(Fig.7, Instructional Implications and preferences)

The statistics implies that free writing is best carried out in association with structured techniques. The vast majority of the respondents (56.4%) identified brainstorming as the most successful strategy, which evidences the fact that students get more opportunities to be guided in having their own ideas rather than a whole uncontrolled piece of writing.

In addition, 57.9% of the respondents laid emphasis on feedback. This objection to the notion that the free writing has to be free of evaluation. Instead, it reaffirms the need to compromise which will involve an element of creativity and counsel.

The case to have free writing in the formal education is also well supported and a majority of three out of four individuals acknowledged the need to have it in the curriculum. But this aid is subject to a condition. Students know the value of it but hope that it would be implemented in a purposeful and accommodating manner.

Conclusion

The outcomes demonstrate that free writing wrests a positive effect on their growth as authors with regards to writing fluency and confidence as well as thinking engagement. Most interviewees said they experienced less writer block, better flow on writing, and that they were able to generate better ideas, indicating that free writing does indeed decrease cognitive barriers. It enhanced the articulation and critical thinking, which justified the writing to be a thinking process. However it has a mean effect on creativity and there is little strong agreement that the effect in itself is not enough to be added on to bring any meaningful growth in creativity. Many students could still discuss grammar with regards to behaviors installed as a product-oriented behavior to render it helpless. Effectiveness and engagement differ significantly, as students think the benefits are good, but playing it is only moderately enjoyable. They also reiterated the importance of feedback and structure. Overall, free writing is not the solution to the problem and is useful and efficient in combination with instructed writing and supportive strategies.

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