



Research Paper

Analogy and Metaphor: Pedagogical Approaches to Creative Writing

Dr. Madhu Singh¹, Amrita Singh²

¹(Associate Professor, Department of Education, St. Xavier's College of Education, Patna, India)

²(Research Scholar, Department of Education, St. Xavier's College of Education, Patna, India)

Corresponding Author: Amrita Singh

ABSTRACT:

Creative writing is the highest skill in language learning because of the degree of complexity involved in its process. Creative writing is characterized by making new connections between dissimilar things resulting in novel and original thoughts. It transcends the boundaries of common thinking by recreating ideas, feelings, images in mind and expressing them freely. All writing is creative as phrases and sentences are composed which have never been uttered before. The writing process consists of a constant movement between creating associated ideas turned into text and reflecting on the text through mental activities like reviewing, high or low focus thinking and planning. Metaphor and analogy as pedagogical approaches present ways through which symbolic language can be used creatively. Metaphor involves comparison between two dissimilar concepts or ideas where one of the concepts is the main subject of discussion. Analogy is a form of comparison that establishes a relationship of likeness between two objects/ideas/concepts. The aim is to transpose the conditions of real problem to another for facilitating the understanding of abstract concepts. The article aims to explore the significance of analogy and metaphor as pedagogical approaches for enhancing creative writing of learners. Moreover, it discusses the process of creative writing and benefits of metaphorical expression to make writing evocative and a pleasant experience.

KEYWORDS: Analogy, metaphor, pedagogical approaches, creative writing

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I. INTRODUCTION

As we know to be creative, we need to be imaginative. Creative writing is the highest skill in language learning because of the degree of complexity involved in its process. Creative writing is characterized by making new connections between dissimilar things resulting in novel and original thoughts. It transcends the boundaries of common thinking by recreating ideas, feelings, images in mind and expressing them freely. Creative writing is creating unique and distinct ideas involving imagination and originality, taking pleasure while composing, and moving beyond the lines of truthfulness and standard thoughts (Temizkan, 2011). All writing is creative as phrases and sentences are composed which have never been uttered before. Writing as a creative mental process involves exploration of experience through reflection (Sharples, 1996).

The writing process consists of a constant movement between creating associated ideas turned into text and reflecting on the text through mental activities like reviewing, high or low focus thinking and planning. Creative writing involves experience and emotion as knowledge, reading habit for enriching information, good observation skills for things happening around and critical thinking skills. Creativity, if viewed as a general ability of a person is likely to produce more creative outcomes in different domains, including those which are considered to be more academic through the use of specially-designed tasks even in the course of regular instruction (Diakidoy and Kanari, 1999). Creative writing activities should support the creative use of language such as narrating, describing, observing, brainstorming, unique statements and writings of varied nature. The focus in the creative writing process should be on better expression of ideas and not the criticism of a certain idea. The emphasis should be on how rather than why.

A desire that keeps the learners engaged in the process of writing is to make alterations and additions to their writings which need not confirm to the traditional standards (Akkaya, 2014). Attitude towards writing

accounts for the development of writing skill. Writing instruction should aim for providing positive writing experiences followed by positive change in writing behaviour. The purpose of academic writing is to 'think in writing', i.e. to express opinion on an issue in written form. More explicitly, it aims to raise awareness of practice and reflect upon the conventions of written texts (Petric, 2002). Integrating creative writing into academic writing skills help to master the writing fundamentals including brainstorming, idea generation, outlining, organizing, formatting, structure, grammar and mechanics (Bodnar and Petrucelli, 2016). Metaphor and analogy as pedagogical approaches present ways through which symbolic language can be used creatively. Metaphor involves comparison between two dissimilar concepts or ideas where one of the concepts is the main subject of discussion. The second concept fosters new way of thinking about the initial idea or to create a deeper understanding of it (Riddell, 2016).

Metaphoric awareness must be cultivated to make students conceptually competent in writing. Metaphor is a part and parcel of our everyday language discourse. Applying metaphor in writing could play a critical role in brainstorming and organizing the ideas, and guiding the entire process of composing a text. Analogy is a form of comparison that establishes a relationship of likeness between two objects/ideas/concepts. The aim is to transpose the conditions of real problem to another for facilitating the understanding of abstract concepts. The use of analogies can be directly applied to creative writing as writers can expand over the application of devices for approaching expressive tasks in expository as well as the narrative genre (Joyce and Weil, 2003). The article aims to explore the significance of analogy and metaphor as pedagogical approaches for enhancing creative writing of learners. Moreover, it discusses the process of creative writing and benefits of metaphorical expression to make writing evocative and a pleasant experience.

II. CREATIVE APPROACH TO WRITING

Creative writing is not just being dedicated to doing grammar or vocabulary exercises, but being rigorously involved in the process of imaginative interpretations of the world. Creative production can follow any form and genre of writing, may it be poetry, fiction, Science-fiction, drama, biography, autobiography or non-fiction. Creative writing need not be informational, but recreational in terms of idea generation inviting reflective and higher order thinking skills. Pawliczak(2015) in her study on improving writing skills of students found that creative writing allows for free play of imagination and separates from the mundane world while engaged in reflective process. Creative writing activities like detective, horror, what-if stories, poetry, fan-fiction, screenplay writing had positive influence on grammar, vocabulary, insights and even self-esteem. Harshini (2020) is of the view that a creative writer through divergent means could make his writing enjoyable by adding more of puns and creative intelligence. The task of vocabulary learning is made easier when words are used in creative articles or poems rather than learning them in vacuum. A learner interested in writing skills needs to devote his time in reading creative texts, poems, plays for using language in the most creative way, while keeping his mind equipped with much needed knowledge.

Harshini (2020) has mentioned some of the uses of creative writing which motivate the learners to explore, experiment and manipulate the language in their own creative style. By experimenting with the creative style used in texts of various kinds refines imaginative skills, subjectivity and flair for writing. Self-choice and creative expression at free will may be counted upon to ameliorate expository writing. The writing can be best described as a process than a product because of benefit in terms of detail and exploration involved. To epitomize the nature of creative process, writing of a poem seems to serve the purpose. The expert poets refer mind wandering to be a requisite for writing process which necessarily involves departure from one's own self as a beginning point of the connection between creative process and the self (Preiss, 2020, pp. 289-290). Sharples (1996) has argued that creativity in writing is guided by a promotive cycle of engagement and reflection, imposed by external constraints (essay topic, previously written material) and a writer's conceptual spaces (schemas, inter-related concepts and knowledge of language). Exploration of conceptual spaces is where ideas are prompted along a chain of conceptual relations by a process of association. Translation of each concept into words stimulates further association of ideas in writing.

Tok and Kandemir (2015) asserted the importance of creative writing activities for enhancing the linguistic capabilities of seventh grade students. The study revealed that the application of creative writing activities has positive effect on students' written expression and writing achievement in English. Senel (2018) claimed that creative writing approach could yield positive result in the area of academic writing skills. Further, creative writing boosts learners' self-esteem by developing language awareness and motivating language play.

III. CREATIVE SIDE TO ANALOGICAL AND METAPHORICAL WRITING

Constructing metaphors is a creative process where ideas are perceived in unique ways, new insights and original mental images are formed for communicating complex concepts in ways which are not ordinarily possible through literal descriptions. Metaphor and analogy assist in capturing the inexpressible and thinking in abstract about concrete events through strong and powerful images and expression. Literal descriptions of the

world in established ways require flexibility of thought to create understanding, while a metaphor is not to be interpreted literally. A metaphor intends to solve a puzzle by relating disparate elements (Fraser, 2006). Conceptual distance between the objects or subject matter to be related prompts original thoughts. The greater the distance between concepts, the more likely is generation of new ideas. Three types of analogies form the basis of metaphoric activity. Personal analogy requires empathetic involvement with the object to be compared, created by the loss of self. Direct analogy presents a new view of an idea through identification with a living or non-living thing where conditions of real problem are switched over to another situation. Compressed conflict is about using two frames of reference contradicting each other with respect to a single idea/concept (Joyce and Weil, 2003).

Zhang (2019) highlighted the constructive effect of metaphoric awareness on lexical expressions, language fluency and appropriateness, and conceptual competence in writing. It is advisable to apply the approach of cognitive metaphor to enrich the contents by thinking of and organizing the ideas into a structure. Fahmy, Prasadha and Wuryani (2019) reported that Teaching with Analogy (TWA) method can be a simple solution for teaching students to write short stories involving abstract and complex concepts. Following the steps of analogy method religiously could make creative expression much easier. They are creating an analogy about how to proceed with story writing, making a synopsis of the story and listing of the characters, developing synopsis into a story and writing it, and lastly, revising the story. Fansilber and Ortony (1987) claimed that metaphorical language is closely associated to descriptions of emotional states than descriptions of behaviours. Intense feeling states yield a greater number of striking and complex metaphors than mild ones, but not to describe actions following the emotions. Use of metaphoric expression “a storm was brewing inside” in place of “resentment” is more specific in conveying the subjective qualities of emotions. It is evident that metaphorical language can describe internal feeling states vividly which is otherwise not possible through literal language.

Mouraz, Pereira and Monteiro (2013) asserted that analogy and metaphor can be used as reasoning structure in the classroom for translating knowledge accessible to learners, thus serving the communicative function. Their recognition as efficient pedagogical approaches is manifested in forms of knowledge acquisition and production. Gauthier (2013) reported that metaphor as an aid to writing instruction deepens student understanding of complex concepts and generates student engagement. With analogical reasoning learners would be more aware of the writing process without scrapping their ideas, leading into more developed academic discourse. The act of writing in analogical and metaphorical terms could provide conceptual change and the images created are vital to make writing compelling, productive and clearer.

IV. CONCLUSION

The article gives an overview of the concept of analogy and metaphor as pedagogical tools for developing creative writing skills. Creative writing is recreating ideas, emotions and images in mind involving higher degree of imaginative play and originality. The act of writing is a mental process which revolves around the exploration of ideas through reflection. The intention should be to criticize the ideas for better expression of them. Creative writing activities need not confirm to traditional standards and support language play.

Analogy and metaphor as pedagogical approaches serve to organize ideas into a more coherent structure. Descriptions of abstract and complex concepts are possible through metaphorical expressions in language which necessarily involves alienation from the self. A metaphor is not to be interpreted literally and intends to explain the abstract idea by relating dissimilar elements. Analogical reasoning provides conceptual change resulting in vivid images which can be expressed metaphorically. Metaphoric activity is positively related to lexical expressions, language fluency and appropriateness, and conceptual competence in writing. Metaphor as writing instructional tool could deepen learners' conceptual knowledge and map their awareness and progress as proficient writers.

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