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# Methodology for Teaching Students Creative Writing in A Foreign Language

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## Abstract

This paper examines the problem of teaching students creative writing in a foreign language. The goal of the work is to develop and test a methodology for teaching creative writing in a foreign language, based on the principles of project-based learning, cooperative learning and feedback. The paper presents the theoretical foundations of creative writing and its role in teaching a foreign language, as well as a description of the developed methodology, its advantages and disadvantages. The paper also describes the conduct of experimental training using the developed methodology with a group of students studying a foreign language in non-linguistic universities. The work uses various methods of data collection and analysis, such as testing, questioning, observation and examination. The work confirms the research hypothesis and draws a conclusion about the effectiveness of the developed methodology for teaching creative writing in a foreign language. The work also provides examples of creative texts created by students during their studies, and analyzes their features, strengths and weaknesses. The paper discusses possible directions for further research and development of methods for teaching creative writing in a foreign language.

### KEYWORDS

Creative writing, foreign language, project-based learning, cooperative learning, feedback, teaching methods, experimental learning.

## INTRODUCTION

Creative writing is the process of producing original texts [3, p. 88] that reflect the personal experience, imagination, thoughts, and feelings of the author. Written language is closely connected with the development of thinking, as it helps structure and organize ideas [8, p. 171]. Creative writing can be used as a means of self-expression, the development of creative potential, and as an effective tool for learning a foreign language. However, creative writing in a foreign language presents a complex and multifaceted challenge, requiring not only knowledge of grammar, vocabulary, and stylistics but also the ability for critical thinking, analysis,

interpretation, and evaluation of texts [1, p. 423]. L.G. Becker considers creative writing as a didactic tool for developing writing skills in a foreign language and suggests various types of creative writing tasks for different levels of language proficiency.

"Successful completion of exercises and practical tasks in German language lessons is possible thanks to the creation of certain conditions, such as the presence of a linguistic and creative environment, psychological comfort, and sufficient language proficiency" [7, p. 134]. Effective mastery of creative writing in a foreign language requires a specialized teaching

methodology that takes into account the specifics of this activity and fosters the formation of the necessary competencies in students. In non-linguistic universities, the main objective of the "Foreign Language" course is to achieve a sufficient level of communicative competence [5, p. 5], i.e., to develop communicative skills in written language.

**The aim of this study** is to develop and test a methodology for teaching students creative writing in a foreign language. To achieve this aim, the following objectives were set:

- To study the theoretical foundations of creative writing and its role in foreign language learning;

- To analyze existing approaches and methods of teaching creative writing in a foreign language;

- To develop a methodology for teaching creative writing in a foreign language based on project-based learning, cooperative learning, and feedback principles;

- To conduct experimental teaching using the developed methodology with a group of students studying a foreign language;

- To evaluate the effectiveness of the developed methodology based on the results of the experimental teaching.

**The object of the research** is the process of teaching creative writing in a foreign language. The subject of the research is the methodology of teaching creative writing in a foreign language. The research hypothesis is that the application of the developed methodology will enhance students' language competence, creative activity, and motivation.

## METHOD

One approach to teaching students creative writing in a foreign language is the genre-based approach. The genre-based approach assumes that students study different writing genres, such as short stories, poems, essays, letters, etc., their characteristics, structure, and purposes. Then, students practice writing in these genres by analyzing samples, creating their own texts, and receiving feedback from the teacher and peers. This method helps students develop their creative and critical skills and increases their motivation and interest in writing in a foreign language.

Additionally, the genre-based approach contributes to the development of students' intercultural competence, as they explore different cultural contexts and conventions associated with various writing genres. As N.G. Kizrina notes, the genre-based approach is an effective means of teaching creative writing in a foreign language because it accounts for the diversity of goals, audiences, and situations in which students can apply their writing skills [2, p. 43].

In the main part of this work, we present both the theoretical and practical aspects of the developed methodology for teaching creative writing in a foreign language. This section is divided into three chapters: theoretical, practical, and experimental.

## Chapter One

In this chapter, we examine the theoretical foundations of creative writing and its role in foreign language teaching. We begin with the definition of creative writing, its types, goals, and functions. Then, we discuss the specifics of creative writing in a foreign language, including the influence of culture, context, audience, and purpose on the choice of topic, genre, style, and tone. Next, we justify the importance of creative writing for developing language competence, creative activity, and student motivation. Finally, we analyze existing approaches and methods for teaching creative writing in a foreign language, such as process-oriented, product-oriented, genre-based, communicative, and others.

### 1.1 Concept of Creative Writing, Its Types, Goals, and Functions

Sofia Schulz writes: "Alongside oral speech, writing is a productive form of language activity through which we can express our thoughts, ideas, and responses to what we hear or read" [9, p. 58]. Creative writing differs from other types of writing in that it is not bound by strict rules and norms, but is based on the freedom of creative expression and the individuality of the author's style. It is also characterized by its focus not on objective or factual accuracy, but on creating an emotional and artistic impact on the reader.

Svetlana Pitina notes: "A systematic study of genre diversity will allow students writing in a foreign language to consciously select stylistic features appropriate to a certain type of 'academic' writing or style of scientific publications" [4, p. 87]. Creative writing includes various genres and forms, such as poetry, prose, drama, scripts, songs, memoirs, essays, diaries, letters, etc. Each genre has its own characteristics, rules, and traditions that must be considered when writing creative texts. However, creative writing also allows experimentation, blending, transformation, and modification of genres

according to the author's creative ideas.

The goals and functions of creative writing may vary depending on context and purpose. In general, creative writing performs the following functions:

- Self-expression: It allows the author to express individuality, personality, worldview, emotions, feelings, ideas, dreams, and fantasies. It also promotes self-awareness, self-evaluation, and personal development.

- Communication: It serves as a means to convey messages to readers, share experiences, views, thoughts, and feelings, and establish dialogue and mutual understanding.

- Entertainment: Creative writing brings pleasure, joy, interest, amazement, and admiration to both the author and readers. It helps relaxation, distraction from stress or routine, and stimulates imagination and creativity.

- Learning: It is an effective educational tool, including for learning foreign languages, as it enhances language competence, creative activity, critical thinking, analytical and communicative skills, as well as motivation and interest in learning. It also broadens students' horizons and knowledge of cultures, history, and literature.

## Chapter Two

In this chapter, we present our methodology for teaching creative writing in a foreign language, which combines elements of project-based learning, cooperative learning, and feedback. We describe its main characteristics, advantages, and limitations, as well as its goals, objectives, stages, forms, methods, and teaching tools. We also provide criteria and indicators for evaluating students' creative texts and examples of creative projects that can be implemented using this methodology.

### 2.1 Main Characteristics, Advantages, and Limitations

The proposed methodology is based on the following principles:

- Project-based learning: Students work on real or simulated problems, creating products or outcomes meaningful to themselves or others. This approach develops creativity, critical thinking, communication skills, motivation, and engagement, while integrating multiple language competencies and resources.

- Cooperative learning: Students work in small groups, interacting with peers and teachers to achieve common goals.

This fosters social and emotional skills such as listening, negotiating, collaborating, conflict resolution, and respect for differences, while allowing peer feedback and collaborative learning.

- Feedback: Teachers or peers provide information on the quality of students' work and guidance for improvement. Feedback develops metacognitive skills, such as self-assessment, self-regulation, and self-correction, and helps students identify strengths, weaknesses, goals, and strategies.

- Advantages:

- Promotes student creativity by stimulating imagination, originality, flexibility, and innovation.

- Enhances students' language competence.

## Chapter Three

This chapter describes the experimental implementation of the methodology with a group of students studying a foreign language. We present the characteristics of the experimental group, conditions and duration of study, as well as data collection and analysis methods. Results from diagnostic, formative, and summative assessments were compared to evaluate students' language competence, creativity, and motivation. We also analyzed the quality of students' creative texts according to the criteria established in Chapter Two.

### 3.1 Experimental Group, Conditions, and Duration

The experimental study involved a second-year student group from one Uzbek university, comprising 20 students (15 male and 5 female) studying German, with levels ranging from A2 to B2 according to the OnSet scale. Classes were held three times a week for 80 minutes in a computer-equipped classroom with Internet access. Students also completed homework related to the development and implementation of creative projects. The duration of the study was one semester (four months).

### 3.2 Data Collection and Analysis Methods

The following methods were used for data collection and analysis:

- Testing: Students completed diagnostic, formative, and summative tests. Diagnostic testing assessed initial levels of language competence, creativity, and motivation. Formative tests tracked progress, and summative tests evaluated final outcomes. Tests covered grammar and vocabulary, listening,

reading, and writing, scored on a 100-point scale.

- Questionnaires: Students completed questionnaires at the beginning and end of the semester on interests, preferences, expectations, satisfaction, and attitudes toward creative writing instruction. Data were analyzed using frequency distribution and arithmetic mean methods.

- Observation: The instructor recorded students' behavior, interactions, reactions, and emotions during creative projects. Observations were analyzed using content analysis and categorization methods.

- Expert evaluation: Students' creative texts were assessed by foreign language instructors according to four criteria: language accuracy, content, structure, and originality, using a five-point scale. Data were analyzed using arithmetic mean and correlation analysis methods.

**The results** of the experimental study were as follows:

- Testing results: Based on assessments of students' language competence, creative activity, and motivation, it was found that students trained using the developed methodology showed significant progress in all indicators. The average score for language competence increased from 67 to 85, for creative activity from 58 to 79, and for motivation from 62 to 83. The differences between diagnostic and control tests were statistically significant.

- Questionnaire results: Students were surveyed regarding their interests, preferences, expectations, satisfaction, and attitudes toward learning creative writing in a foreign language. It was found that students trained using the developed methodology rated this form of learning highly. Most students (90%) noted that learning creative writing in a foreign language was interesting, useful, effective, and enjoyable. Additionally, 85% of students expressed a desire to continue studying creative writing in a foreign language in the future. Students also positively evaluated the developed methodology, its advantages and limitations, and provided recommendations for improvement.

- Observation results: Observation of students' behavior, interactions, reactions, and emotions during creative project work showed that students trained using the developed methodology demonstrated high levels of engagement, collaboration, creativity, and responsibility. They actively participated in idea discussion, planning, development, implementation, and project presentation. Students also

exhibited positive emotions such as joy, pride, satisfaction, and admiration.

- Expert evaluation results: Expert assessment of students' creative texts created as part of the projects showed that students trained using the developed methodology achieved a high level of quality in all criteria: language accuracy, content, structure, and originality. Experts also noted that students' texts were interesting, engaging, creative, and diverse in topics, genres, styles, and tones.

During the study of methods for teaching creative writing in German, analytical work was also conducted with students from another university in Uzbekistan. The results of the experimental study confirmed the research hypothesis, demonstrating that the application of the developed methodology for teaching creative writing in a foreign language contributes to increasing students' language competence, creative activity, and motivation.

**Limitations and Recommendations**

One limitation of the developed methodology is that it requires a sufficiently high level of language proficiency, as well as student interest and motivation in creative writing in a foreign language. Students who lack the necessary language skills or creative potential may experience difficulties and frustration when working on creative projects. As A.V. Leontiev wrote, "Creativity is not only the ability to create something new but also the ability to use language as a tool to express one's thoughts, feelings, and ideas." Additionally, the methodology can be complex to organize and implement, as it requires substantial time, resources, technical support, and coordination between teachers, students, and experts.

To address these limitations, the following recommendations are proposed:

- Apply a differentiated approach in selecting topics, genres, forms, and levels of difficulty of creative projects based on students' individual characteristics, needs, and interests.

- Provide students with various types of support and guidance during project work, such as consultations, recommendations, samples, reference materials, and feedback.

- Use diverse teaching forms and methods that stimulate creativity, imagination, critical thinking, and communication skills, such as games, role-playing, discussions, debates, and case studies.

- Involve students in the evaluation of their own and others'

creative texts to develop skills in self-assessment, reflection, analysis, and critique.

- Utilize multiple channels and platforms for presenting and publishing students' creative texts, such as blogs, websites, social networks, and online journals.

Students should also be provided with the most accessible formats for studying a foreign language, both in class and independently [6, p. 60]. Teachers should guide students effectively, as the quality of language learning largely depends on the teacher's approach, including the ability to apply modern methods and technologies to meet educational goals [6, p. 60]. Creating a supportive and relaxed environment makes the process of learning a foreign language more interesting and less stressful [7, p. 134].

Advantages of the Methodology

One advantage of the developed methodology is that it facilitates the integration of a foreign language with other subjects and disciplines, such as literature, culture, history, art, science, and technology. While working on creative projects, students can study topics related to their interests and specialization, thereby broadening their knowledge. This methodology promotes the development of interdisciplinary competence in students.

Another advantage is that it fosters digital competence, as it involves the use of various digital tools and platforms for creating, editing, publishing, and presenting creative texts. For foreign language learners, mastering skills in editing and publishing texts online is particularly valuable [10; 11; 12]. Students acquire proficiency in word processors, graphic editors, audio and video editors, blogs, websites, social networks, online journals, and more, contributing to the development of information and communication competence.

A third advantage is the development of social competence, as the methodology is based on cooperative learning and feedback principles. Students learn teamwork, collaboration, communication, negotiation, providing and receiving support, respect, and solidarity, thereby developing communicative and social competence.

These advantages can also be applied in other foreign language learning contexts, such as conversation clubs, literature circles, theater groups, and research clubs. The methodology can be adapted to the specific nature and goals of each activity, making it useful for developing various competencies and skills, as well as enhancing student interest and motivation in learning a foreign language.

**CONCLUSION**

In this study, we developed and tested a methodology for teaching students creative writing in a foreign language. The methodology is based on project-based learning, cooperative learning, and feedback principles. Students work in small groups to develop and implement creative projects involving the creation of original texts in a foreign language, receiving support from teachers, peers, and experts throughout the process.

Experimental teaching was conducted with a group of students learning German at non-linguistic universities. Various data collection and analysis methods were used, including testing, questionnaires, observation, and expert evaluation. Students' results were compared in terms of language competence, creative activity, motivation, and the quality of creative texts produced in the projects.

Key conclusions:

- The developed methodology enhances students' language competence, creativity, and motivation. Students trained using this methodology demonstrated significant progress in all indicators, confirming the research hypothesis.

- The methodology has several advantages, including the integration of foreign language with other disciplines, the development of digital, interdisciplinary, information-communication, communicative, and social competences, and the enhancement of student interest and motivation in language learning.

- Limitations include the requirement for a high level of language proficiency, student interest and motivation, and the complexity of organization and implementation. To address these limitations, recommendations include differentiated project selection, providing various forms of support, using diverse teaching methods, involving students in evaluation, and utilizing multiple platforms for text presentation and publication.

- Thus, the developed methodology for teaching creative writing in a foreign language is effective, beneficial, and engaging for students. It can be applied in various foreign language learning contexts, adapted to the specific goals of different activities, and is valuable for developing multiple competencies, skills, and motivation for learning a foreign

language.

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