

# DEVELOPING FOREIGN LANGUAGE STUDENTS' CREATIVE WRITING SKILLS

Nune Bekaryan, Manana Dalalyan

*Yerevan State University*

Communication is an urgent tool for people to live, to identify relations between their “selves” and the surrounding world. All people in the world communicate to satisfy their needs, acquire information, discover other cultures, decode the messages they get from the objective world. It is impossible to make a personal or professional success without communication. In terms of oral communication people reinforce their words with gestures and actions. They absorb information just as efficiently as they transmit it, relying on both non-verbal and verbal cues. A good communication should be complete, concise, clear, concrete, correct, considerate and courteous. More specifically, this means that communication should answer basic questions like who, what, when, where. Oral and written communication vary in their form and function.

**Key words:** written versus oral communication, creative writing, proofreading, aesthetic impact, aestheticism.

## **Introduction**

Written communication involves any type of interaction that makes use of a written word. Communication is a key to any endeavor involving more than one person. Communicating through writing is essential in the modern world and is becoming ever more as we get involved in the information and technology age communication. The information age has altered the ways in which we communicate and placed an increasing emphasis on written versus oral communications. The need to develop good writing skills is only highlighted by the fact that in the information age, it is not uncommon to have business relationships with customers and suppliers that are established and maintained exclusively through the use of written communications. In this environment, “the words we write are very real representations of our companies and ourselves. The key to communication, of course, is to convey meaning in as accurate and concise a manner as possible” (Bonner and Chaney 2003).

- One advantage to use written forms of communication is that written messages do not have to be delivered on the spur of the moment; instead, they can

be edited and revised several times before they are sent so that the content can be shaped to maximum effect.

- Another advantage is that written communication provides a permanent record of the messages and can be saved for later study. Since they are permanent, written forms of communication also enable recipients to take more time in reviewing the message and providing appropriate feedback. For these reasons, written forms of communication are often considered more appropriate for complex business messages that include important facts and figures. Other benefits commonly associated with good writing skills include increased customer/client satisfaction; improved inter-organizational efficiency; and enhanced image in the community and industry.

There are also several potential pitfalls associated with written communication, however. For instance, unlike oral communication, wherein impressions and reactions are exchanged instantaneously, the sender of written communication does not generally receive immediate feedback to his or her message. This can be a source of frustration and uncertainty in business situations in which a swift response is desired. In addition, written messages often take more time to compose, both because of their information-packed nature and the difficulty that many individuals have in composing such correspondence. Successful encoding of messages is a vital skill in effective communication (Ross-Larson, Bruce 2002).

### **Effective Methods for Teaching Creative Writing**

While writing the present article and having accumulated mass of the literature and suggested methods on this topic, we have decided to focus on using the method of meta-analysis suggested by Steve Graham and Dolores Perin (Graham and Perin 2007) who found that some of the methods used in teaching writing are more effective than others.

There is considerable concern that the majority of adolescents do not develop the competence in writing they need to be successful in school, the workplace, or their personal lives. A common explanation for why youngsters do not write well is that schools do not do a good job of teaching this complex skill. In an effort to identify effective instructional practices for teaching writing to adolescents, the authors conducted a meta-analysis of the writing intervention literature, focusing their efforts on experimental and quasi-experimental studies.

The authors – Steve Graham and Dolores Perin – created categories of interventions they found in the studies, classifying each instruction method as one of the types shown in the graph and in the table.

The following table provides the definitions that the researchers used in determining into which category the instructional methods used in a given study fit.

### **Definitions for Instructional Treatments that Contained Four or More Effect Sizes**

<b>Treatment</b>	<b>Definition</b>
Process writing approach	This approach to teaching writing involves extended opportunities for writing; writing for real audiences; engaging in cycles of planning, translating, and reviewing; personal responsibility and ownership of writing projects; high levels of student interactions and creation of a supportive writing environment; self-reflection and evaluation; personalized individual assistance and instruction; and in some instances more systematic instruction.
<b>Explicit teaching of skills, processes, or knowledge</b>	
Grammar	This instruction involves the explicit and systematic teaching of grammar (e.g., the study of parts of speech and sentences).
Sentence combining	This instruction involves teaching students to construct more complex and sophisticated sentences through exercises in which two or more basic sentences are combined into a single sentence.
Strategy instruction	This instruction involves explicitly and systematically teaching students strategies for planning, revising, and/or editing text (Graham, Perin 2007). The Instruction is designed to teach students to use these strategies independently. Writing strategies range from processes, such as brainstorming (which can be applied across genres), to strategies designed for specific types of writing, such as stories or persuasive essays.
Summarization	This instruction involves explicitly and systematically teaching students how to summarize texts. This can include teaching strategies for summarizing text or instructional activities designed to improve students' text summarization skills.
Text structure	This instruction involves explicitly and systematically teaching students knowledge about the structure of specific types of text, such as stories or persuasive essays.

## **Scaffolding students' writing**

Prewriting	This involves students engaging in activities (such as using a semantic web or brainstorming ideas) designed to help them generate or organize ideas for their composition.
Inquiry	This involves engaging students in activities that help them develop ideas and content for a particular writing task by analyzing immediate and concrete data (e.g., comparing and contrasting cases or collecting and evaluating evidence).
Procedural facilitation	This involves providing external supports (such as prompts, guides, hints, or heuristics) designed to facilitate one or more writing processes, such as planning or revising.
Peer assistance when writing	This involves students working together to plan, draft, and/or revise their compositions.
Study of models	This involves students examining examples of one or more specific types of text and attempting to emulate the patterns or forms in these examples in their own writing.
Product goals	These involve assigning students specific goals for the written product they are to complete.
Feedback	This involves students receiving input from others about the adequacy of their written product.

## **Alternative modes of composing**

Alternative modes of composing:	Word processing: This involves students using word processing computer programs to compose their composition.
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### **Other**

When given a piece of literature to analyze students will decode and understand messages in different ways based upon any which might be present, their experience and understanding of the context of the message, their psychological state, and the time and place of receipt as well as many other potential factors. Understanding how the message will be decoded, and anticipating as many of the potential sources of misunderstanding as possible, is the art of a successful communicator.

To make the students' writing communicative and creative, which is not always an easy task to do, one should follow the following rules (<<http://www.dailywritingtips.com/creative-writing-101>>).

Here are the necessary steps:

- Clarity is the basic key to state the goal of the topic clearly, avoiding information that is not relevant.
- Tone /formal, informal/can help in writing to be more effective. The kind of tone depends on the audience and purpose of the writing.
- The message you want the reader to decode.
- Language needs to be simple but aesthetically foregrounded. No need to overuse clichés, jargon, and expressions. Keep sentences and paragraphs short and concise.
- Long, complicated sentences will slow the reader down. The message in active voice will be more easily grasped.
- Good grammatical and semantic structures, punctuation are very important. It is a good idea to **proofread** your writings for several times.
- One should never forget to send the message of **aesthetic impact** to his reader, as this is one of those rare reasons that writing becomes unique, pleasant, melodic and preferable.

The aim of creative writing is not simply giving information: it is a form of writing poetry or prose which is written with the creativity of mind. The purpose is to express something, in a most unusual way, to show the flow of feelings, thoughts, or emotions.

But the two kinds of creative writing/good or bad/may affect the reader positively and negatively. Good creative writing should contain all the mentioned qualities, bad creative writing lacks those qualities (Menand 2009).

When being involved in the process of writing, one should at least have several good reasons to write:

1) *to express yourself*

Share the best of yourself. Cut through the small talk and the chatter to what is important; express the secret feelings and perceptions that do not fit into polite conversation. Show your personal vision of the world, which is unique.

2) *to entertain yourself*

Writing is a challenge, an adventure. When you are in the thick of it, you can feel thoroughly absorbed. Write to add color, excitement, and meaning to your days.

### 3) *to keep yourself company*

You never have to feel lonely as long as you can write. Writing is a conversation – with yourself, with your future reader, with the books that have inspired you. You can also create characters who come alive in your imagination.

### 4) *to experience other lives*

In real life, there are limits. In your writing, you can be anyone or anything. You can try on different lives, become a different person for a while, transport yourself to another place or time.

### 5) *to touch other people*

Your writing can move people, make them feel intense emotions, keep them up all night passionately turning pages. You can create characters to keep them company. You can make their lives richer and more beautiful.

Creative writing is not only to entertain or educate, but also to impact aesthetically. We enjoy reading novels and stories, not because they are necessary to read, just because we get a certain pleasure from reading them, the pleasure which lead us in our lifetime and become our symbol of existence ([https://en.wikipedia.org/wiki/Creative\\_writing](https://en.wikipedia.org/wiki/Creative_writing)).

## **Conclusion**

The study above provides us a wide diapason to conclude that creative writing mostly decodes students' aesthetic values and perceptions. The best way to increase proficiency in creative writing is to write, write if compulsively, than with ability to understand its importance, way of presentation and aesthetic arrangement. Every piece of writing, no matter whether it is a novel or a business letter, should have a dominant theme or underlying idea. Nevertheless, the theme should be present from the beginning, and should exist as a unifying thread through every chapter or paragraph. Every piece of writing should, in some way, relate to that theme.

To understand how themes are depicted, it is important to read several preferred short stories to analyze how the theme is introduced and developed. This process requires simply observing what thoughts, images, memories, people, events etc. come into the reader's mind. The themes developed can be of different preferences such as thoughts and speech of characters, actions of characters, contrasting societies or generations within a society, identifying shared values and experiences between groups or generations, ways to dealing with and coping with the

environment, symbolic use of landscape and nature, repeated symbols or cultural items.

The choice of means and priorities in the process of creative writing may be different, but the above mentioned elements sound as basic remarks to facilitate and motivate the students to access the world of aesthetics and create pieces of art.

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### **Ինչպես զարգացնել օտար լեզու ուսումնասիրող ուսանողների ստեղծագործական գրավոր խոսքի հմտությունները**

Հաղորդակցումը մարդկանց կյանքում անփոխարինելի մի երևույթ է, առանց որի անհնար է պատկերացնել քաղաքակիրթ աշխարհը: Հաղորդակցման տարբեր ձևեր կան, ինչպես լեզվական, այնպես էլ արտալեզվական: Սույն հոդվածը քննում է գեղագիտական գրավոր խոսքի առանձնահատկությունները և դիտարկում այն որպես հաղորդակցման մի առանձնահատուկ ձև: Հորդվածում քննվում են այն բոլոր միջոցները, որոնք միտված են զարգացնելու տվյալ գործընթացը՝ գեղեցիկ ու տպավորիչ լեզվով ներկայացնելու համար ընտրված նյութը որպես ստեղծագործական գրավոր խոսքի հմտությունները զարգացնելու մեթոդ, որն էլ հանդիսանում է Սթիվ Գրահամի և Դոլորես Պերինի կողմից առաջադրված մետա-վերլուծության մեթոդը:

### **О развитии письменной творческой речи у студентов, обучающихся иностранному языку**

Коммуникация в жизни людей – незаменимое явление, без которого невозможно представить современную цивилизацию. Есть различные виды коммуникации – как лингвистические, так и экстралингвистические. В данной статье рассматриваются характерные черты письменной творческой речи как одной из особых видов коммуникации. Метод мега-анализа, предложенный Стивом Греемом и Долорес Периной, избран как метод обучения иностранному языку и развития навыков письменной речи.