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DEVELOPING STUDENTS' SKILLS IN STRUCTURING THEIR TEXTS THROUGH CREATIVE WRITING

Annotation

This article explores the use of creative writing techniques to develop students' skills in structuring their texts in English lessons, based on a lesson study project. Developing writing skills is a core responsibility for teachers. Students often face difficulties in organizing their writing ideas; therefore, teachers have decided to incorporate creative writing, particularly short story writing, to help students structure their ideas effectively.

We aim to demonstrate that creative writing can assist students with spelling, content organization, the use of appropriate descriptive language, brainstorming ideas for short story writing, and paragraphing.

Key words: creative writing, descriptive language, planning, short story writing, brainstorming ideas, structuring paragraphs

Андатпа

Бұл мақалада шығармашылық жазу техникасының студенттердің ағылшын сабағында мәтіндерін құрылымдауға дағдыларын дамыту мақсатында қолданылуы, сабақ зерттеу жобасына негізделген. Жазу дағдыларын дамыту мұғалімдердің негізгі міндеті болып табылады. Студенттер жазу идеяларын ұйымдастыруда қиындықтарға тап болады; сондықтан, мұғалімдер студенттердің идеяларын тиімді құрылымдауға көмектесу үшін шығармашылық жазуды, әсіресе қысқа әңгіме жазуды енгізуге шешім қабылдады.

Біз шығармашылық жазудың студенттерге орфография, мазмұнды ұйымдастыру, тиісті сипаттамалық тілдерді қолдану, қысқа әңгіме жазу үшін идеяларды ойлап табу және параграфтарды құрылымдау сияқты мәселелерде көмектесетінін көрсетуге тырысамыз.

Кілт сөздер: шығармашылық жазу, сипаттамалық тілдің қолданылуы, жоспарлау, қысқа әңгіме жазу, идеяларды ойлап табу, параграфтарды құрылымдау

Аннотация

В данной статье рассматривается использование техник креативного письма для развития навыков структурирования текстов на уроках английского языка, основанное на проекте исследования урока. Развитие навыков письма является основной задачей для учителей. Ученики часто сталкиваются с трудностями в организации своих идей для написания, поэтому учителя решили внедрить креативное письмо, особенно написание коротких рассказов, чтобы помочь студентам эффективно структурировать свои идеи.

Мы стремимся продемонстрировать, что креативное письмо может помочь студентам с орфографией, организацией содержания, использованием подходящего описательного языка, генерацией идей для написания коротких рассказов в соответствии с правильной структурой письменного жанра.

Ключевые слова: креативное письмо, планирование, написание коротких рассказов, генерация идей, описательный вид письма, структурирование письма, параграф

In contemporary education, there is an increasing need for students to develop strong writing skills. The ability to create coherent and engaging narratives is essential not only for academic success but also for personal expression and communication in various contexts. As students

struggle with the structural elements of writing, innovative teaching methods are necessary to foster these skills.

The aim of this research is to investigate how creative writing methods can help students improve their ability to structure short stories effectively. We seek to enable students to organize their narratives correctly, ensuring they can produce well-structured texts without mistakes. Following this aim we worked with the following **research objectives**

1. To explore the impact of collaborative group work on students' understanding of narrative structure.
2. To assess the effectiveness of open class discussions in generating ideas for storytelling.
3. To evaluate students' ability to demonstrate correct spelling and grammar while utilizing complex sentences in their writing.

A central research question guiding this study was: **Can learners effectively be taught to structure their texts appropriately through creative writing methods?** This question aimed to explore the potential of creative writing as a pedagogical tool for enhancing students' understanding of narrative structure and their overall writing skills.

We **hypothesize** that by practicing their writing skills through the method of short story writing, students will gain a better understanding of the process of organizing their texts into the appropriate structure of a short story. This practice is expected to enhance their overall writing abilities and increase their confidence in creating structured narratives.

Creative writing is an engaging method that can significantly enhance students' ability to structure their texts. By integrating creative writing techniques into the curriculum, educators can foster students' creativity while simultaneously teaching them how to organize their thoughts, ideas, and narratives effectively. This research work explores various strategies for using creative writing to develop students' text-structuring skills.

Before diving into creative writing methods, it's essential to understand what text structure entails. Text structure refers to the way information is organized in a text. Common structures include chronological order, cause and effect, problem and solution, and compare and contrast. Recognizing these structures helps students create coherent and logical texts. As noted by Meyer and Ray (2011), "Understanding text structure is essential for comprehension and producing well-organized writing."

Methodology

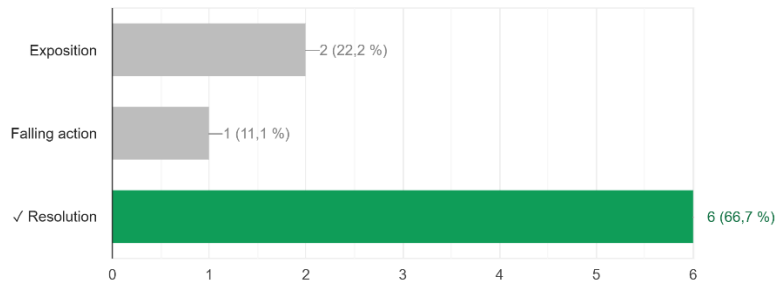
In our research, we focused on the methodology of teaching short-story writing on the second part of the third term with 10th grade students. Students were tasked with producing short stories on the topic of Creativity and Imagination, the name of the unit in NIS Course plan Grade 10. During this process, we identified a group of students who struggled with the structural elements of short stories. Specifically, they had difficulty generating ideas to capture readers' attention at the beginning of the story and in the climax. This experience prompted us to explore the use of creative writing methods to teach students how to effectively structure their texts.

Questionnaire Analysis: To assess students' understanding of narrative structure, we administered a questionnaire based on the sample short story titled "Cardboard Sign." In this questionnaire, students were asked to identify and define the structural features of the story. The results revealed that many students made mistakes in accurately identifying elements such as the rising action, climax, and resolution. This highlighted the need for targeted

instruction in understanding and applying narrative structures.

Choose one option:

Верных ответов: 6 из 9



The methodology employed in this research involved several key steps:

1. **Group Exposition Reading:** All students were offered an exposition of the future story. This allowed to share understanding and to boost collective brainstorming.
2. **Open Class Discussion:** The teacher facilitated an open class discussion to help students develop a plan for their stories. During this discussion, students were encouraged to share their ideas, which the teacher recorded on the board. The discussion was structured around the key stages of writing a story: rising action, climax, falling action, and resolution.
3. **Collaborative Group Work:** Once the planning phase was complete, students were divided into four groups, with each group assigned to work on a specific part of the story:

GROUP 2

SHORT- STORY WRITING

Task: Read the beginning of the story and present the continuation of the story following the structure of short story writing.

Descriptor

A learner:

- Provides appropriate content following the beginning of the story
- Writes grammatically accurate sentences (2 mistakes are allowed)
- Applies topical vocabulary appropriately (at least 5 items) and underlines them
- Spells the words correctly (2 mistakes are allowed)

EXPOSITION

Assem had always been different. While other kids played with toys, she built entire worlds with just a thought. One moment, a single pencil became a sword that could slice through mountains; the next, a tree in her backyard turned into a towering castle. Her imagination was a force unlike anything anyone had ever seen—limitless, vibrant, and wild. But lately, the worlds she dreamed up weren't just limited to her mind. They burst into reality, changing the essence of her environment. As her creations grew wilder, Assem realized one thing: she had to control her gift before it controlled her.

FALLING ACTION

GROUP 4

SHORT- STORY WRITING

Task: Read the beginning of the story and present the continuation of the story following the structure of short story writing.

Descriptor

A learner:

- Provides appropriate content following the beginning of the story
- Writes grammatically accurate sentences (2 mistakes are allowed)
- Applies topical vocabulary appropriately (at least 5 items) and underlines them
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RESOLUTION

- **Group 1:** Rising Action
- **Group 2:** Climax
- **Group 3:** Falling Action
- **Group 4:** Resolution

This collaborative approach allowed students to focus on their designated sections, ensuring that each part was developed thoroughly while also contributing to the overall narrative structure.

1

2

Learning and Lesson objectives

10.W6 write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics

Learners are able to:

- cope with the ordering the structure of short story
- be ready with group writing
- apply topical vocabulary in the story
- provide constructive feedback

3

"Cardboard sign"

Moral of the story:

Our choice of words and language can create positive or negative effects on others. If we chose the right words, then we can truly connect with people and change their views.

Exposition

Assem had always been different. **While** other kids played with toys, she built entire worlds with just a thought. **One moment**, a simple pencil became a sword that could slice through mountains; the next, a tree in her backyard turned into a towering castle. Her imagination was a force unlike anything anyone had ever seen—limitless, vibrant, and wild. **But lately**, the worlds she dreamed up weren't just limited to her mind. They burst into reality, changing the essence of her environment. As her creations grew wilder, Assem realized one thing: she had to control her gift before it controlled her.

Group writing

Every group should write its part of the short story. The beginning of the story is given.

Descriptors:

A group:

- understands short story writing structure
- writes a story correctly according to the structure of short story
- uses subject-specific vocabulary not less than 5 words/phrases
- keeps word limit not less than 60 words
- writes grammatically correct sentences (2 errors are allowed)

SHORT STORY FULL VERSION	
EXPOSITION	Assem had always been different. While other kids played with toys, she built entire worlds with just a thought. One moment, a simple pencil became a sword that could slice through mountains; the next, a tree in her backyard turned into a towering castle. Her imagination was a force unlike anything anyone had ever seen—limitless, vibrant, and wild. But lately, the worlds she dreamed up weren't just limited to her mind. They burst into reality, changing the essence of her environment. As her creations grew wilder, Assem realized one thing: she had to control her gift before it controlled her.
RISING ACTION	Assem started to create her own world of imagination where there were endless galaxies of stars and her favourite characters from books. She really immersed in her world, so she saw it in her dreams every night. She waited for time when she could sleep and be there every day. She was very obsessed of it and she could not perceive of something else. One day Assem went to bed past midnight because she just watched a horror movie. Her dream was not that kind and peaceful as it was. Good thought turned into a nightmare.
CLIMAX	"After a moment I will wake up and it will come to end! Doesn't matter what I'm doing now!"—was her last thought. Assem tried a lot to return back in reality and leave this crazy dream. Nevertheless, nothing happened. She felt her mind started racing and head was going to explode. Now Assem realized, that she wasn't sleeping.
FALLING ACTION	She understood the size of the problem. All of her dreams swallowed her mind at all. She gave up her attempts to get out of this world. It was without sense. That is why she just falling around the street. The girl came to the park when the weather started getting worse. Skies has getting dark, wind began to get stronger. It made her mood worse. Assem sat on the bench, closed her eyes and did not think about anything. She already accepted this world and blamed herself for not controlling her imagination before.
RESOLUTION	After the situation that happened with her, she understood importance of controlling her emotions. She realized that there is a big responsibility on her shoulders. She started thinking about her influence to the environment and began live carefully with emotions.

4. Assessment and Feedback

Stage: After completing their stories, students read the full narrative aloud and checked their results against specific descriptors focused on grammar, spelling, vocabulary usage, descriptive language, and the overall structure of short story writing. The teacher provided reflective feedback, highlighting strengths and areas for improvement.

Recommendations were given to address common mistakes, particularly in grammar and the use of descriptive language, allowing students to learn from their errors and refine their writing skills.

In line with this, Calkins (1994) emphasizes that "the writer's job is to

create a world that readers can enter and explore," highlighting the importance of engaging storytelling in developing narrative structure. Graves (1983) further supports this view, stating that "writing is a process of discovery; it is a way to learn about oneself and the world." These perspectives reinforce the idea that creative writing not only teaches structural skills but also encourages personal exploration and engagement with the narrative.

To investigate this, we implemented a structured approach where students worked with questions based on the sample short story titled "Cardboard Sign." Their task was to identify different parts of the text and match them with the corresponding structure of short story writing. This hands-on activity allowed students to engage actively with the material, facilitating a deeper understanding of how to construct a narrative.

RESEARCH RESULTS

This research was based on a Lesson Study project involving three teachers who observed the collaborative work of students A, B, and C as they engaged in writing short stories together.

Student A emerged as the leader of the group, taking the initiative to check the structure of complex sentences. He skilfully added topical adjectives and utilized a descriptive writing style, explaining these concepts to his classmates to enhance their understanding.

Student B acted as the motivator, effectively capturing readers' attention by introducing unexpected twists in the story. His creativity inspired the group to think outside the box and engage their audience more deeply.

Student C, while still struggling with grammar, received support from every member of the group. His peers offered constructive feedback and encouragement, fostering a collaborative environment that allowed him to improve his writing skills.

Опишите <u>результаты</u> в рамках конкретных аспектов. Что Вы ожидаете от учеников по окончании урока?	Исследуемый ученик А		Исследуемый ученик В		Исследуемый ученик С	
Основные этапы серии уроков Регламент на каждый этап	Каким Вы <u>ожидаете ответ</u> ученика уровня А	Как он (она, они) отвечают в результате наблюдений	Каким Вы ожидаете ответ ученика уровня В	Как он (она, они) отвечают в результате наблюдений	Каким Вы ожидаете ответ <u>ученика уровня С</u>	Как он (она, они) <u>отвечают в</u> результате наблюдений
Дескрипторы оценивания: Ученик работающий в группе: 1. Пишет грамматически правильные предложения (допускаются 2 ошибки). 2. Применяет актуальную лексику правильно (не менее 5 слов) и подчеркивает их.	Следует 5 дескрипторам из главного задания урока, свободно излагает мысли и лидирует в командной работе	<i>Студент А./ стал лидером группы, взяв на себя инициативу проверить структуру сложных предложений. Он умело добавлял тематические прилагательные и использовал описательный стиль письма, объясняя эти концепции</i>	Может следовать 4 дескрипторам с легкостью, составляет текст и активно работает в команде	<i>Студент В, выступил в роли мотиватора, эффективно привлекая внимание читателей, вводя неожиданные повороты в историю. Его креативность вдохновляла группу мыслить нестандартно и глубже вовлекать аудиторию.</i>	Пассивен, предлагает идеи, но следует лишь 2-3 дескрипторам, получает поддержку от одноклассников и учителя	<i>Студент С, несмотря на трудности с грамматикой, получал поддержку от всех членов группы. Его товарищи давали ему конструктивную обратную связь и ободрение, создавая атмосферу сотрудничества.</i>

The results of our research indicated a marked improvement in students' ability to structure their stories. After the intervention, students demonstrated a better grasp of narrative elements, particularly in creating compelling openings and climax moments. The use of creative writing methods not only enhanced their structural skills but also boosted their confidence in writing. Students reported feeling more equipped to express their ideas and engage their readers effectively. Ultimately, our expectations were met, as students were able to structure their short stories with fewer mistakes, using correct spelling and grammar, and incorporating complex sentences.

Integrating creative writing into the educational framework offers a dynamic approach to developing students' text-structuring skills. By utilizing engaging prompts, visual aids, peer feedback, and reflective practices, educators can help students become more proficient writers. As students learn to structure their texts creatively, they not only enhance their writing abilities but also cultivate a lifelong appreciation for storytelling. As Bruner (1986) emphasizes, "Narrative is a primary way of organizing experience."

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