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EDUCATION OF THE REPUBLIC OF UZBEKISTAN
THE UZBEK STATE WORLD LANGUAGES UNIVERSITY

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II ENGLISH PHILOLOGY FACULTY GROUP_405B

QUALIFICATION PAPER

THE CONCEPT OF CREATIVE WRITING IN TEACHING
ENGLISH

_____ -Philology (The English Language) for granting the bachelor's degree

“THE QUALIFICATION PAPER

Scientific supervisor:

IS ADMITTED TO DEFENCE”

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“ _____ ” _____ 2014

“ _____ ” _____ 2014

Tashkent-2014

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Abstract

Because of the independence gained by our republic, lots of positive changes have taken place in our life. With political economic and social development and foreign relations of the country, the demand for foreign languages and translation has risen rapidly for the last decade. The language universities, once not very popular have become one of the top choices for students. Thousand of linguistic have been trained in the country, and at the same time many works about Uzbekistan, culture of Uzbek people and other different materials have been translated into different languages of the world.

As the President I.A Karimov noted in his book “Uzbekistan along the road of independence and progress”, there are four fundamental principles on which Uzbekistan’s path of reform and development is based;

- adherence to Universal human values;
- consolidation and development of the nations spiritual heritage;
- freedom for the individual’s self-realization;
- patriotism;

The highest of reformation in Uzbekistan is to receive those traditions, fill them with new content and set up the necessary conditions for achieving peace and democracy, prosperity, cultural advancement, freedom of conscience and intellectual maturity for every person on earth.

According to the requirement of the national program of the personal training and reforms of higher education in the republic of the Uzbekistan, it is important to make effective changes in the system of higher education in the republic of the Uzbekistan. As I.A.Karimov highlighted:”our young generation must be quick cuter, wiser, and healthier of course must be happier than us.”

The present qualification paper is titled “**The concept of creative writing in learning English language**” the topicality of the work. The analyzed material was taken by entire selection of the teachers of experimental group.

Statement of intent

The term writing has been defined by the Oxford dictionary as the activity or skill of marking coherent words on paper and composing text. Writing is the vital means of communication within an organization. In fact, a survey goes on to say that almost 30% of our work is accomplished through written communication! Therefore, the skills of tactful writing are essential for achieving career and business goals. Apart from the workplace, writing is essential in many other areas as well.

Unfortunately, today, these skills are being neglected. If one wants to achieve his/her goals, the art of superior writing is imperative. There are a variety of methods to enhance and hone your ability to write well. A little effort will go a long way in achieving your goals. This is what sets you apart from your peers. We take a look at some instances where the art of writing is an important asset.

As well as Writing, Creative writing encompasses a wide array of writing types. Everything from poetic works to works of nonfiction can be found in the creative writing genre. The style of creative writing focuses on writing from emotions and thoughts rather than just giving information. Any writing that expresses emotions or expresses free thinking falls into the category of creative writing.

Creative writing is the main part of writing skill while learning English language. That is why in all countries students are taught creative writing and their types in order to achieve not only educational aims but also to gain a higher position in life and finding a good job after graduating the universities.

The object of our qualification paper is “The concept of creative writing in teaching English”. As creative writing is the part of academic writing process it includes the structures and types of creative writing. As an addition, the given qualification paper also includes the methods of writing skills and how to write creatively. It helps the students who have creative writing skills but can not show

their abilities while organizing creative topics and creating interesting stories or writing poems.

The main reason of choosing this title is that most students have difficulties and misunderstandings while practicing creative writing. It is also can be used as a guide book for the students who have difficulties in using their creative skills, giving interesting ideas, describing the objects and writing more interesting stories. We also tried to show in our work that writing process is not as difficult as students think. In this research paper we are going to find new methods of creative writing with activities including all skills.

The main objectives of the current study are:

- ✓ To investigate the types of creative writing carried out by students in experimental and traditional groups;
- ✓ To investigate writing problems that Uzbek students face with;
- ✓ To find the causes of essay writing problems among students;
- ✓ To suggest some solutions to solve the writing problems.

The work is of **theoretical and practical** value: the results and collected theoretical material can be used in practical lessons in both experimental groups and traditional groups.

The structure of qualification paper:

Abstract (Annotation)

Statement of intent (Introduction)

Literature review (Theoretical background of the theme)

Research methodology

Data analysis (Body)

Discussion (Result and suggested material)

Final reflection

Reference (Main literature)

Bibliography

Appendix

Statement of Intent speaks about the aim of the research paper itself, its importance for readers.

Literature review deals with problems of essays in the history, scientists' opinions about the topic, some methods of teaching and activities.

Research Methodology speaks about the objects of the theme and the methods which were used while conducting lessons.

Data collection includes the results of questionnaires and findings, lesson plan reflections.

Final reflection is the whole conclusion of the research paper, its importance and the expected results from paper mentioning all sources given above.

It's important to say that writing is an art, and our aim is to find a way to help people enjoy the writing process and to show the methods which improve not only learners' writing skills but also listening, reading, speaking skills. This will be held with the help of different types of activities.

We hope as soon as our research is proven, all teachers regularly practice this technique with their students when teaching creative writing.

Literature review

The Importance of Writing Skills by K. Walsh

Writing is one of the important ways of expressing your thoughts, and communicating ideas and views to others. Some have the innate ability to put their thoughts into words. Writing is more beneficial, specifically for those who are emotional, and do not express verbally. This tool allows them to express their ideas, thoughts or their existing mental condition, which otherwise, may not be possible. People express themselves by writing novels, short stories, biographies, and even personal diaries, etc. Interestingly, 93% of teens in American schools are fond of writing, when it's not a part of their school curriculum; rather when it is for them. So, by proper guidance and counseling, the writing abilities of these teens can be channelized in such a way that, they could stand in good stead in the chosen avenue of their lives^①.

Judgment of a Person:

Often, a person is judged by the quality of writing, he/she possesses. Be it a school, college, workplace or a society, writing has become a vital yardstick to assess one's knowledge, and intellectuality. When we come across a person who is prim and proper, we immediately make an impression about that person being careful, responsible, and sincere. Similarly, if the writing is devoid of mistakes, we tend to create a good impression about the writer.

Flexibility and Maturity:

Writing is an art, which you develop over a period of time. This practice will make you more mature as a writer, because you gradually start putting yourself

1. K. Walsh. "The Importance of Writing Skills." London, 2001.

into the shoes of the reader, and express accordingly. Also, the more you write, the more flexible your vision and thought process become towards the requirements and demands of the readers.

Ability to Explain:

While writing, one has to be extra cautious with regard to the tone and tenor of the language, grammar, spellings, etc., so that the reader can decipher the intended meaning of the content. When we write something, there is a tendency to read the content over and over, for possible errors or mistakes. By doing this, we thoroughly understand what we have written, and how we can improve it, to explain to the reader in a simple and concise way what we are trying to convey.

Serves as a Record:

Writing skills are important to write our ideas and experiences for future references. For example: scientific and technological accomplishments cannot be communicated verbally. They have to be presented in a written format, such as scientific journals and white papers. Science would not have existed, had the scientists not recorded each and every experiment in a proper written format.

Communication

The following areas will throw light on writing as a form of communication.

Business: It is not possible to conduct all transactions by speech alone. If there is a business project or an opportunity, one needs to send written proposals. The document should have clarity. Electronic mail has become a very popular means of communication in the business world today. This source of communication is used to send business correspondence addressed to customers, clients, associates, business partners, and employees within the organization.

Education: One learns the art of writing in school and college. The skill of expressing one's thoughts, and communicating ideas and views to others is

developed here. Exams are an ideal opportunity to demonstrate this facet. As per a national survey by the Pew Internet & American Life Project, and the National Commission on Writing, both the teenagers and their parents believe that "good writing is bedrock for future success". Also, 8 in 10 parents, now, are of the opinion that writing has become more important today, than it was 20 years ago.

Career Planning: When it comes to career planning, written communication skills invariably become the deciding factor. The various entrance exams conducted like: SAT, GRE, ACT, GMAT, etc., assess the verbal and written communication skills of the candidates. Often, candidates who are good at mathematics and analytics, but poor in written communication are also rejected, because the examiners believe that good communication skills - verbal or written - are pivotal for students opting for higher education.

Job Application: A recruiter receives thousands of applications which he sifts through. He has barely enough time to read each individual application. If one needs to be noticed, one must write content, which is impressive and unique. Your credentials must be presented in an elegant and systematic fashion. It should create a favorable impact on the recruiting authority. There should be no grammatical or spelling errors. The content should be concise and lucid. As a matter of fact, there are companies specializing in the art of resume writing.

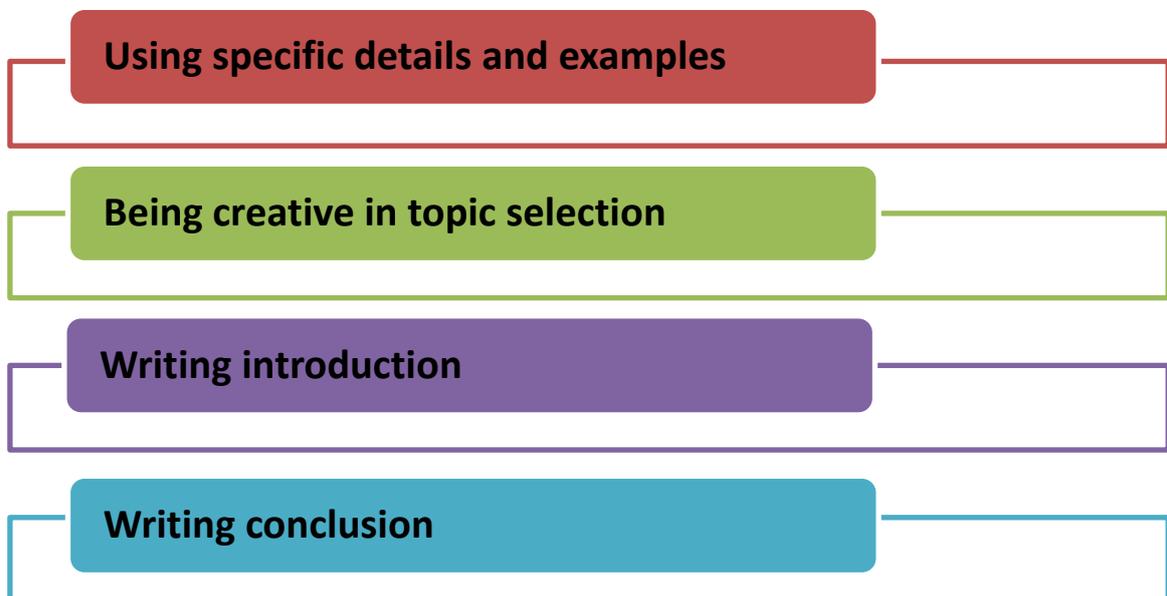
According to scientist **John Stephen** the term creative writing is used to discern certain types of inventive or artistic writing from other general types of writing². The field of creative writing is broad and includes many different formats and genres of writing. The broad and general description of it is purposeful in its effort not to limit the imagination of the potential writer, or that of the reader. Writing is a skill that is innate to a person.

2. John Stephen. "How to write creatively". - New Jersey, 2004.

Just like with other proficiencies, most types of writing often comes easier to some people than others. Therefore, it is often thought that a person cannot be taught how to write, especially creatively. Despite whatever natural talents for writing a person might have, those talents often need to be developed in order for the writer to realize his or her fullest potential in the craft.^③ Learning how to write creatively must begin on the inside. A certain amount of individual experience, opinion, and innate sensitivity must be tapped when taking on the task of creative writing.

Creative writing is a way to not bore yourself or your audience with the same ideas and writings of others. Writing creatively is challenging but can be possible if you follow four areas for creative writing.^④

These four areas are:

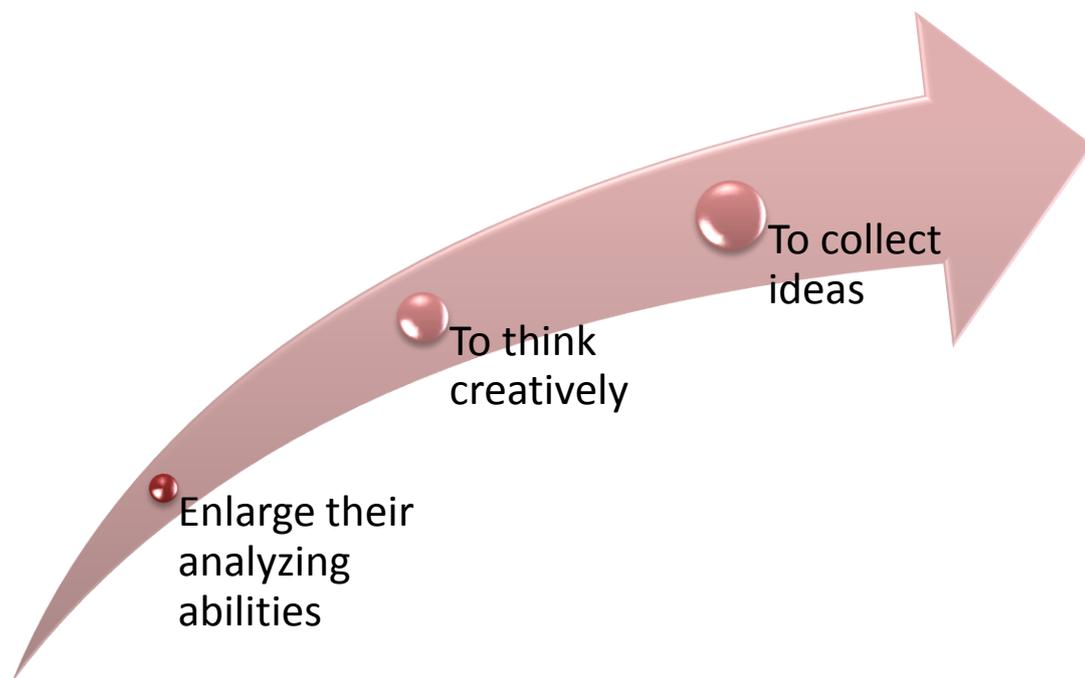


3. John Stephen. "How to write creatively".-New Jersey, 2004.

4. John Stephen. "How to write creatively". - New Jersey, 2004.

Creative writing is used to help regular expository writing become more interesting. You can use creative writing to do many tasks to help compose your paper. For instance, use this technique to select and narrow down your choice of topic. You can also generate ideas, research ideas, and organize the ideas into a thesis. It is very useful using creative writing to develop examples, specific details, analogies and metaphors into your writing.

There are several types of writing which can enlarge your writing skills and have the following features which can help:



Common Mistakes Made by Creative Writers by Idrees

According to the theories of **Idrees** Creative writing is a difficult art. We learn and we improve, yet we often slip up and make common mistakes. These mistakes are so common that everyone is tired of them, no one mentions them anymore.⑤ And as new writers come along, these mistakes are made again and again. Are these mistakes really unavoidable?

5. Idrees. "Elements of a Successful Research Paper" Glasgow University, UK, 2001.

By avoiding these mistakes, your writing will be better, and you will see that by not making them, you became a better writer. So to solve this problem you should be aware of common mistakes in creative mistakes. By being conscious of the mistakes, you can be careful and not make them in your story, articles, poetry, reports.

Don'ts of Creative Writing⁶

- Are you reading other writing? If not, you are in big trouble. Read. If you want to become a better writer, it goes without saying that you need to read to see how it's done. If you are a novelist, read novels. If you are an essayist, read essays. If you are a poet, read poetry. And so on... but if you don't read, then suffice to say, your writing will not be professional.
- Are you plagiarizing your writing? It sounds easy enough, to copy paste someone else's writing and pass it off as your own. It is easy enough. But why would you want to? It won't gain you any credibility or readers. It'll just harm your reputation.
- Are you using big words and complicated flowery prose? There was a time when all the books written used flowery and complicated prose, and readers didn't seem to mind. That was long ago, though, and as attention spans keeps shortening and the rise of short form. People don't want to read flowery prose. They want to read short, simple and punchy sentences. They want short, not long paragraphs. They want something good but short.
- Are you using too many adjectives and adverbs? If you rely upon an overused adjective or adverb to do the description work and don't use a strong verb, you don't paint a picture of your writing in the reader's mind. Adverbs like "suddenly", "simply", "painfully" are overused. That's not to say you can't use them; do use them but don't rely upon them for too much description.

6. Virginia Evans."Successful writing".- Express publishing,005

Now you know all the mistakes. You can avoid them. But if you still aren't satisfied with your writing? Don't worry. Some more tips and tricks are found below:

Dos of Creative Writing^⑦

- Write as much as you can. This is also pretty well known advice, but just in case you only tried the advanced tips, remember that beginner tips work very well too. Have a regular writing schedule. Some popular writers say that you must write every day. That's all great, but writing is a mental job, and you can't expect to have new writing ideas in your head every day. So write as much as you can, but tweak your schedule according to your needs.

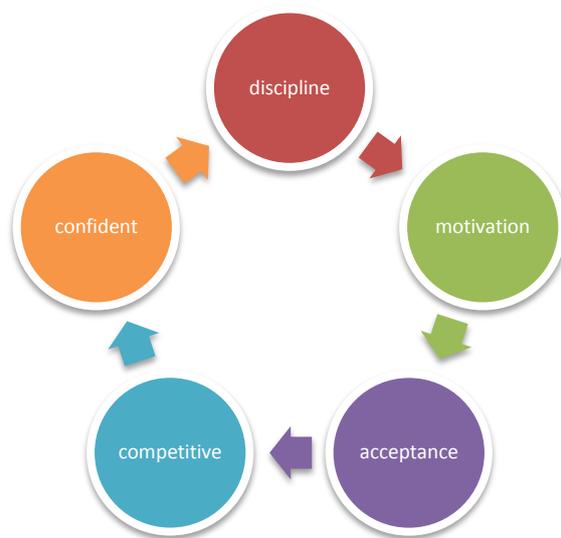
- Try to make your openings as compelling and grabbing as possible. If you begin at the beginning, don't use well known openings such as first day in school, packing for new house, etc. Grab the reader with compelling openings. In creative writing your opening chapters must be as interesting as possible.

- Hunt for new writing methods, processes and advice. It's all very well to follow a given writing method, a given process, and some given advice. But after some time, when you feel your writing getting stale, it's time to step out of your boundary a little bit and hunt for everything new. Where? Anywhere, of course. The Internet is a big resource. Then there are creative writing books.

Idrees also mentions following features which a creative writer should know and should follow while writing in order to gain his or her aims on the purpose of writing effectively.

7. Virginia Evans."Successful writing".- Express publishing,005

8. Idrees."Elements of a Successful Research Paper" Glasgow University, UK, 2001.



- Motivation---Prompts help a lot of people. Also preparing for editing groups is a good kick up the backside.
- Discipline - You can't put it off. A deadline is a deadline.
- Realistic about rejection/acceptance--- you should be ready for any kind of comments whether they are positive or negative. At that time you will be a perfect writer.
- Competitive - Not racing but having the attitude of 'I want to write a story that will get clapping too.' It is healthy. Again, it's motivational and it spurs you on to write.
- You need to also remember - the tutor's advice isn't always the right advice. Get confident with your own judgments.

Tips on Teaching Creative Writing by Shirley Kara

The problem is that what comes so naturally on paper is hard to explain, difficult to define and even more impossible to teach others. You can make the process easier, however, by following these nine simple steps: ⑨



- **Plan ahead.** Scour past issues of writer's magazines, pulling ideas for each class from those pages of infinite wisdom. Line up your schedule in chronological order: covering the basics, developing a plot, creating characters, etc. Find materials that match each week's theme and help reiterate your points. Make copies and lay out the entire course plan before the first class. Having a clearly defined curriculum relieves the pressure of coming up with something new each week.
- **Plan twice** as much material as you think you're going to need. You may be counting on class participation or the brainstorming session you allotted 30 minutes for only takes 30 seconds. Rather than filling dead time with complaints about your cat, make sure you have additional handouts and exercises. Find a book of quick writing exercises and use those as a springboard

for a few of your own. These are great ways to revive a class and to help your students apply what you are teaching them.

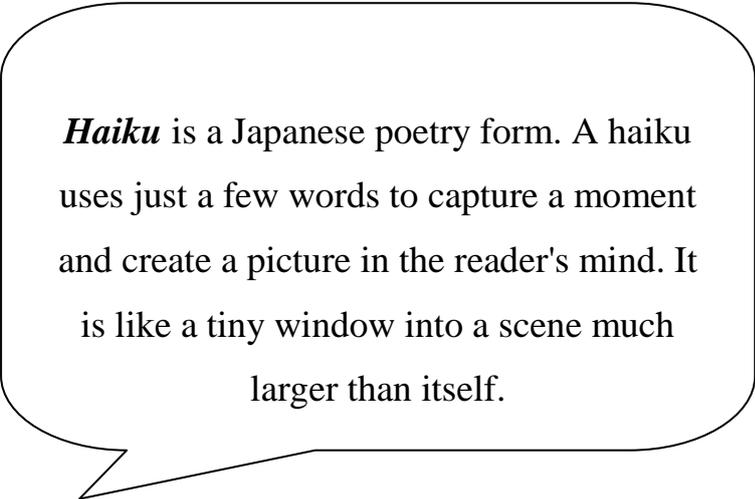
- **Plan activities** that will involve the whole class. Part of the problem with a creative writing class is the diverse group of people who sign up. Poets may not be too interested in writing short stories and vice versa. Develop lectures that can encompass all the writers in the room. After all, writing is writing. Show and don't tell, bring characters to life, integrate scenery as a character -- have all been applied to my articles and, in my opinion, add a depth that would be lacking if I didn't have a background in Creative writing. A session on character development, if delivered right, can help everyone from the journalist to the poet make their writing come alive
- **Share a little of yourself.** Go beyond telling how you made your first sale or how great it is to go to work in your sweats every day. Show some pieces of your work before and after -- with the typos and cross outs. It shows the class your evolution as a writer and helps you vocalize what is essentially an internal process. In addition, this helps writers realize final drafts don't magically spring from the author's fingers without many, many revisions and several staged executions of favorite lines and entire scenes.
- **Develop several brainstorming activities.** In creative writing classes, the "assignments" that the teacher will give (go look in a mirror and write a poem about what you see, write a story about this painting, etc.) will inspire students well beyond that night's homework. It will be the best way to challenge them writing. There's just something about a room filled with writers that jump-starts the creative muse.
- **Don't push for the class to participate.** Some writers are naturally reticent while others aren't quite ready for the critical swipe of a red pen. Encourage the shyer students to submit work via e-mail or after class and opt for a private critique, rather than a class-wide discussion of the piece. When the entire class analyzes one student's work, be sure to emphasize as much positive criticism as

negative. Remember, it's hard to be the one in the spotlight, with your "baby" being dissected by others.

- **Learn from your students.** There is no any writer who has not reached the point where he or she has nothing else to learn. Some of my students will be better at poetry than you and you may have some great discussions about how they made their scenes come alive. Each member of the class will have a strength that the others could benefit from and you should encourage them to share it.

Types of creative writing

Haiku



Haiku is a Japanese poetry form. A haiku uses just a few words to capture a moment and create a picture in the reader's mind. It is like a tiny window into a scene much larger than itself.

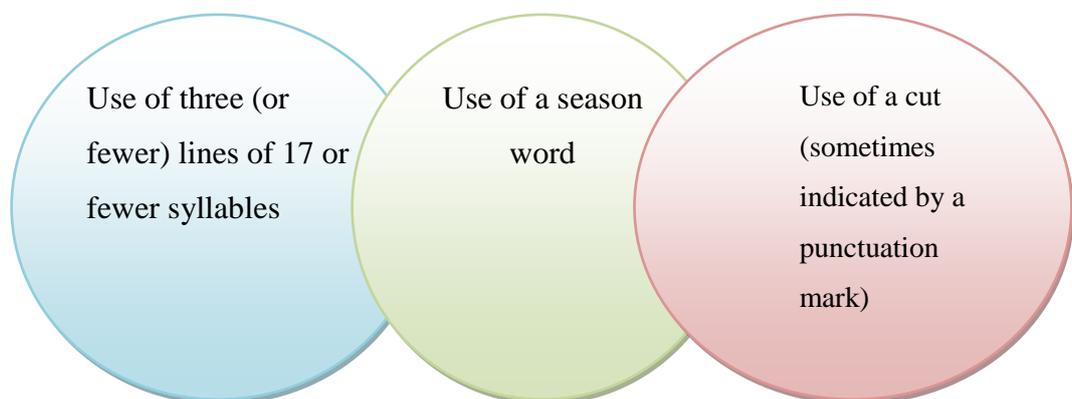
Traditionally, haiku is written in three lines, with five syllables in the first line, seven syllables in the second line, and five syllables in the third line.

The Japanese-American scholar and translator **Kenneth Yasuda** published *The Japanese Haiku: its essential nature, history, and possibilities in English with selected examples* in 1957. The book includes both translations from Japanese and original poems of his own in English, which had previously, appeared in his book

titled 'A Pepper-Pod'. In these books Yasuda presented a critical theory about haiku, to which he added comments on haiku poetry by early 20th-century poets and critics. His translations apply a 5-7-5 syllable count in English, with the first and third lines end-rhymed. Yasuda considered that haiku translated into English should utilize all of the poetic resources of the language. Yasuda's theory also includes the concept of a "haiku moment" based in personal experience and provides the motive for writing a haiku. His notion of the haiku moment has resonated with haiku writers in North America, even though the notion is not widely promoted in Japanese haiku:

*The last winter leaves
Clinging to the black branches--
Explode into birds.*

Today haiku are written in many languages, but most poets outside of Japan are concentrated in the English-speaking countries and in the Balkans. It is impossible to single out any current style or format or subject matter as definitive. Some of the more common practices in English are:



While the traditional Japanese haiku has focused on nature and the place of humans in it, some modern haiku poets, both in Japan and the West consider a broader range of subject matter suitable, including urban contexts.

If you want to write a haiku you should try to use details related to the senses:



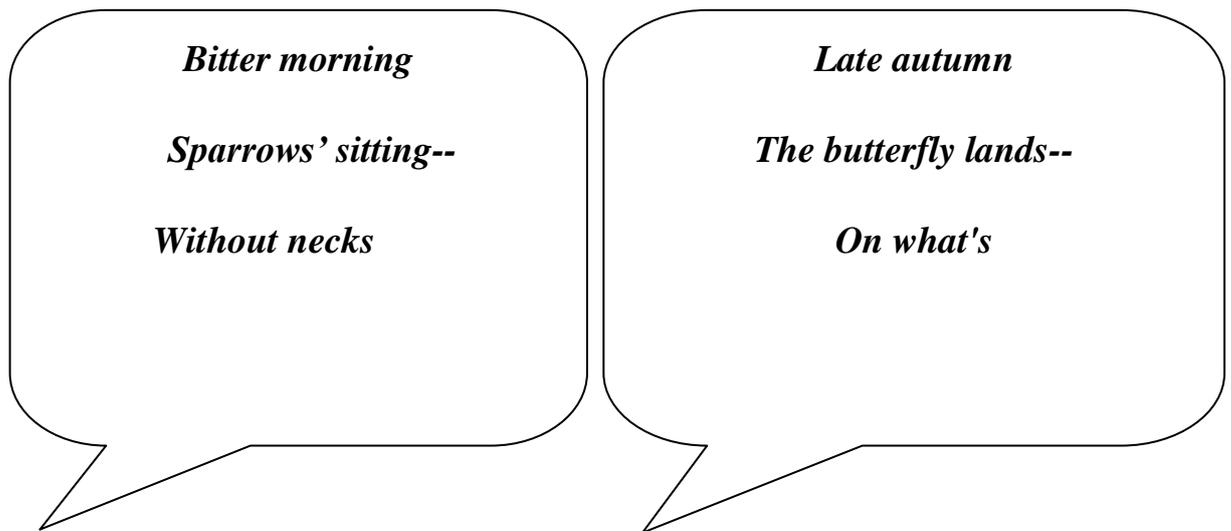
Or look out your window and describe what you see. Try to "zoom in" on a small detail that contains the feeling of the larger scene.

Write two lines about something beautiful in nature. You can use the pictures below to give you ideas. Don't worry about counting syllables yet.

Write a third line that is a complete surprise that is about something completely different from the first two lines. Look at the three lines together. Does the combination of these two seemingly unrelated parts suggest any surprising relationships? Does it give you any interesting ideas?

Now rewrite the poem, using the 3-syllable, 5-syllable, 3-syllable format and experimenting with the new ideas or perspectives that have occurred to you.

Examples:



The concept of Creative Writing by Nick Vernon

According to **Nick Vernon** Creative writing expresses your thoughts, feelings, and personal experiences. For instance, you can express your creative spirit by blogging. It requires you to use your imagination to write a poem, short story, personal essay, memoir, screenplay, and so forth. At the same time needs to be authentic or original. Even if you are writing about a topic that has been covered before, you need to find a new way to write about it. Creative writing requires that you use the literary devices of metaphor, simile, imagery, symbolism, and more. And the main thing you should always remember “show, don’t tell” your readers.

Nick Vernon gives brief information about an interesting type of creative writing- **an acrostic poem**.

11. Kenneth Yasuda. “The basics of creative writing”. -Rutledge, 2006.

12. Nick Vernon. “Enjoy with creative writing”. - Stanford University, 1999.

The acrostic poetry form is fun and easy to learn. For this reason it is very popular in elementary and middle school poetry programs. The key to the form is that the first letters of the first words of every line in the poem come together to spell out a word or phrase — generally the overall subject of the poem.

For example: Sushi

Squid, eel and tuna

Upon a bed of rice

Sit ready to be eaten

Happily by those who can stand

It

There are very few other requirements to the form. Acrostic poems don't normally rhyme, which can be a relief for teachers and can help prepare students for less lyrical forms such as blank verse and free verse. The form still requires students to think about language and word choice without having to rely on rhyme or meter.

Acrostic poem is one where the first letters of the lines spell out a word or words if you read them vertically. For example, here is an acrostic poem by Nick Vernon. You can see that if you read the first letters of the lines from top to bottom, they spell out the name "**Elizabeth.**"

13. Kenneth Yasuda. "The basics of creative writing". -Rutledge, 2006.

14. Nick Vernon. "Enjoy with creative writing". - Stanford University, 1999.

Elizabeth it is in vain you say

"Love not" — thou sayest it in so sweet a way:

In vain those words from thee or L. E. L.

Zantippe's talents had enforced so well:

Ah! if t

Hat language from thy heart arise,

Breathe it less gently forth — and veil thin eyes.

Endymion, recollect, when Luna tried

To cure his love — was cured of all beside —

His folly — pride — and passion — for he died.

Nick Vernon wrote an acrostic poem about one of the most interesting thing for children--- **ice cream**. He wrote the word from top to the bottom and turned each letter into a line of poetry about that topic.

A good way to do this is to “brainstorm” lots of ideas. Just write down a list of all the ice cream flavors you can think of, including chocolate chip, strawberry, rocky road, and others. Then put them in a list wherever they would fit, like this:

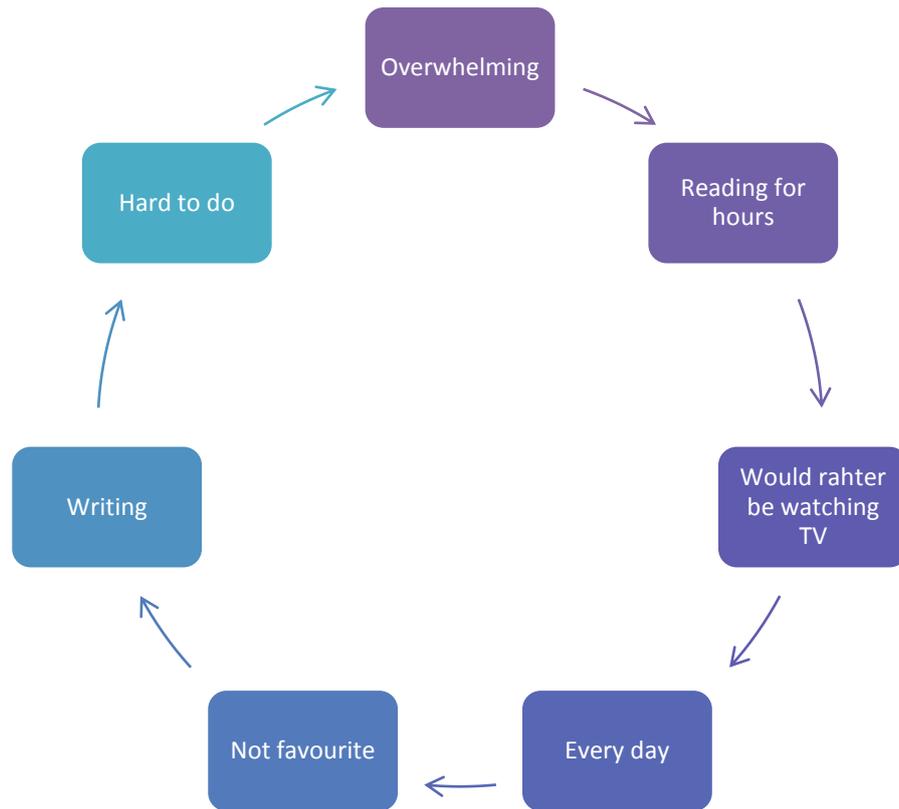


Now, just as you can write acrostics about things you like, you can also write them about things you don't like, such as chores, homework, and so on. Here is an example of acrostic poem about Homework

A Homework Acrostic

Begin by writing the word "HOMEWORK" down the page:

Brainstorm as many words and phrases as you can think of. Here are some you can come up with.



Homework

Hard to do and sometimes

Overwhelming,

My teacher gives us homework

Every single day

Writing for hours

Or

Reading for hours.

Kids need a break

Things to Remember:

- ✓ Here are a few things to remember as you begin writing your own acrostics:
 - ✓ Acrostics can be about anything!
 - ✓ Names are a common topic.
 - ✓ Try writing one using your best friend's name and giving it to him or her as a gift.
 - ✓ You can use single words, phrases, or even full sentences in your acrostic poem.
- Finally,
- ✓ Remember, acrostic poems are one of the easiest and most fun ways to create poems of your own. Give it a try and see what you can come up with.

It's always fun when you present an acrostic poem to a group of readers and it takes them a minute to even realize it's an acrostic. It makes you wonder about the historical rumor that acrostics were perhaps once used by secret societies to identify each other.

Circular story tips by Lora Hammon

Lora claims that at its most basic level, a circular stories is one that ends where it began, demonstrated through setting, theme and dialogue. However, this style still adheres to traditional plot structure — exposition, rising action, climax, falling action and resolution. However, in a circular story, the exposition, wherein we see the fixed perspective of how things are before the story starts, and the resolution, which concludes the various story threads, must mirror one another, thus completing the "circle."

16. Mary Stephens. "Practicing writing". - Longman, 2007

17. Lora Hammon. "Circular story outlines". - Minnesota Press, 1999

Examples in Literature

One of the most notable examples of a circular narrative in literature occurs in the ancient Greek epic, Homer's "The Odyssey." Odysseus, the protagonist of the story, first sets sail on the adventure from his native Ithaca, only to return at the end to do battle with his queen Penelope's many suitors. Another common theme among circular stories is the transition from a real world to an imagined one, and then back to reality in the resolution, such as in the fairy tale "Jack and the Beanstalk."

Here are some suggestions and useful tips on circular story outline to the creative writing teachers and students as followings:

Circular Story Outline

To the Teacher

- 1. Download Circular Story Outline and make copies for the students.**
- 2. Draw a large Circular Story Outline on the chalkboard or a chart to use as a model for this assignment.**
- 3. Explain that *The Paperboy* is a circular story because it begins and ends in the same place.**
- 4. Together list seven main events or actions in the story.**
- 5. Write events in chronological order in the spaces on the large model and have students write them on their copies.**

Tips

- Keep sentences short.**
- Show illustrations in the book to elicit events in order from the students.**
- You may want to add lines to the outline before making copies.**

- **This outline may be used to write a summary of the story.**
- **Use this activity with other books or events such as a field trip.**

To the Student

- 1. Think about the events in the story.**
- 2. Help list events in the story.**
- 3. Write events in order on the outline.**
- 4. Read your outline with a partner.**

Due to **Lora Hammon** useful strategies to write circular stories are:

- 1.**
 - **To enhance students' interpretative abilities by enabling them to visualize story characters, events and settings;**
 - **To increase students' comprehension of selections by organizing and sequencing main story events;**
 - **To develop students' sense of story which will assist storytelling, retelling and writing?**
 - **To increase students' awareness that story characters and events are interrelated.**
- 2.**

We should put the story in the centre and build up the elements of the story around it as follows:

18. Removing Redundancy: Writing Clearly and Concisely Oxford, 2009

19. Lora Hammon. "Circular story outlines". - Minnesota Press, 1999



3. How to teach it:

- Introduce story mapping as a collaborative activity.
- Introduce this strategy using a story with an uncomplicated plot.
- Read the selection to students.
- Encourage students to visualize the characters, events, settings as they listen.
- Discuss and chart the main characters and story events.
- Emphasize what happened first, next and then...
- As students agree upon the order of listed events, number these in sequence.

4. Focus on the basic elements:

- Beginning, Middle and End

- Main characters can be added

5. Focus on the series of major events and actions.

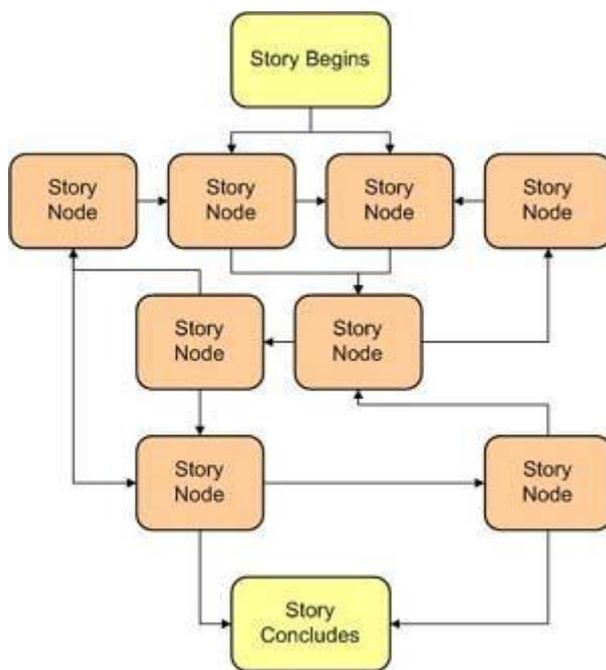
- First event, next event, next event, next event
- Add setting, main characters, problem and solution

6. Focus on the elements of a story and how they are interrelated.

- Plot, Setting, Main Character, Supporting Characters, Problem and Solution.

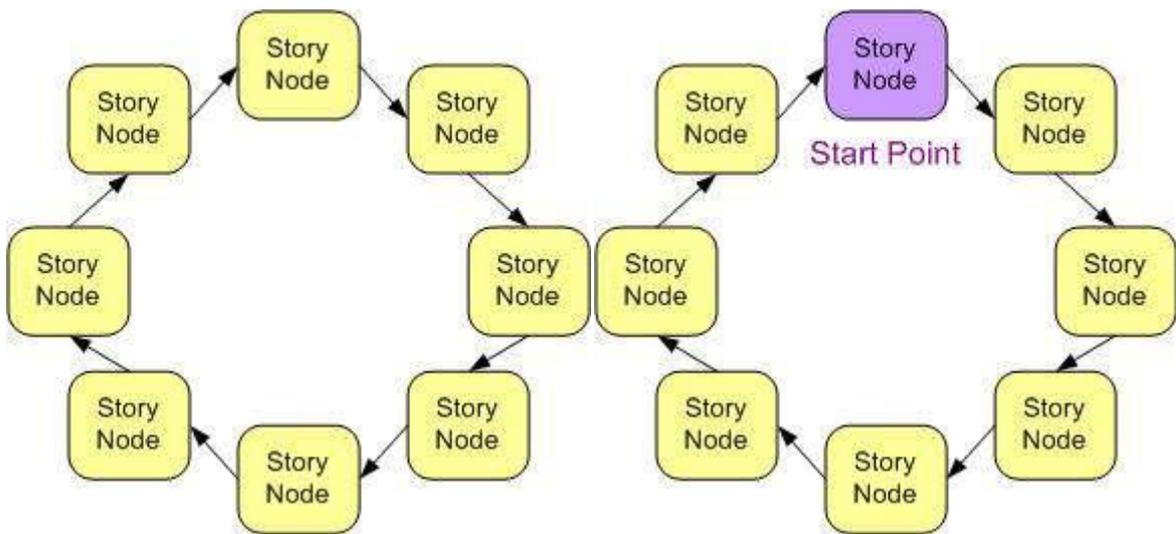
Lora Hammon describes two main types of circular story: Non-linear graph and Circle graph

1. Non-linear graph



This type of circular story is called non-linear story graph, let us consider the possibility that the guest (or user or reader) has the ability to enter this story graph at any point. This would effectively allow the guest to enter mid-story at some point on the story's timeline.

2. Circle graph



A variation of the circular structure adds an additional story node in the center of the circle. Some or all of the peripheral story nodes may link to this center node, which in turn links to other peripheral nodes. This gives the story the ability to "skip" some sequences of story nodes while retaining the notion of a constant progression around the circle.

Research methodology

As our qualification paper is devoted to the concept of Creative writing, in this part of the work we tried to show the important role of creative writing in students' learning English and to develop their writing skills with the help of our researches. First of all what is Creative Writing:

As **Joanne Moore** exclaims "Creative writing is a craft that improves with practice."

It means different things to different people. To some people it means poetry, while to others it means short stories or novels. Mastering creative writing takes study, practice and trust in yourself and your imagination. Creative writing allows you to explore the world as you understand it, solving problems and finding solutions in a make-believe world. Creatively written stories not only entertain readers, they educate them too, allowing readers to experience events and situations outside their own sphere of existence. A writer's unique perspective on the world is what brings a new slant to the oldest of stories and makes creative writing original.

Creative writing encompasses a wide array of writing types. Everything from poetic works to works of nonfiction can be found in the creative writing genre. The style of creative writing focuses on writing from emotions and thoughts rather than just giving information. Any writing that expresses emotions or expresses free thinking falls into the category of creative writing.

Creativity is the ability to create one's own symbols of experience: Creative writing is the use of written language to conceptualize, explore and record experience in such a way as to create a unique symbolization of it.

In order to get the achievements in teaching students to creative writing we should set a number of goals and objectives as followings:

- ❖ **To develop students' writing skills explaining types of creative writing with effective ways;**
- ❖ **Get the students know the difference between haiku and acrostic poems;**
- ❖ **To provide them with important works and activities to activate their abilities;**
- ❖ **Make them practice and work in pairs while teaching types of creative writing;**

It is important to get the positive and effective results for these objectives above in order to reach the aim of this qualification paper and to make them popular and common methods in teaching Creative writing.

In Research Methodology part I used mainly four methods

- Observation
- Qualitative
- Quantitative
- Experimental

We used observation method in attending writing classes of experimental groups and analytical reading lessons of traditional groups. During the observation I studied the methods of teaching, the analysis of different teachers in different levels. We compared the distinguishing features of experimental and traditional group programs while they are being taught the types of creative writing. The advantages of writing classes in experimental groups are that they can follow the instructions completely and the aim of teaching writing lessons provides the students' writing skills and challenge them feel free in English speaking atmosphere. As we observed, writing classes in experimental classes and analytical reading classes in traditional classes are based on different textbooks. In both groups the teacher holds the lesson differently. In experimental groups the

teacher tries to improve writing skills of the students, she gives the instructions, introduces the rules and builds students' knowledge of writing through different tasks. But in traditional classes teachers do not explain the instructions deeply. While improving students' knowledge of the language they give information about some structures of creative writing, like writing acrostic poems, haiku and circular stories.

We realized that writing classes in experimental groups help students to improve their writing skills. They will be introduced with basic structures of writing circular stories, acrostic poems and other types of creative writing. It would be great to hold writing lessons in traditional groups in order to hand students to improve their creative skills on the temporary to develop their writing skills.

I prepared a survey research to clarify writing problems with students in our university and teachers' experienced feedback towards students' writing problems. Such a design was applied to collect data randomly from students and teachers through a questionnaire (see Appendix) and a sample of creative writing by students. The participants of survey research consists of students from groups 305''a'' and 305''b'', from the upper and lower levels and English teachers. Since, each teacher had taught English for different period of time, therefore, they had varied teaching experiences.

The student and teacher participants of this survey research were selected from The Uzbek State World Languages University. Questionnaire was taken after the lesson. Students were given 20 minutes to fill out them. The objectives of the research were also explained to the teachers to give a wider explanation to them about the study. The questionnaire consisted of different questions based on the topic "creative writing". The participants were randomly selected from both traditional and experimental groups. The questionnaires were also analyzed to compare the students' and teachers' ideas.

This questionnaire was distributed to students. They were given sheets of papers consist of several question based on creative writing. After explaining how to fulfill them they were given enough time to do the task at home. In the questionnaire students were asked which activities they enjoy doing most and least, which basic teaching methods (e.g. explaining every new point of a language) they prefer, etc. They should mark or fill the blanks in the sheets. According to the questionnaire, students have to answer in which skill they are having problems and which skill they are improving better. Almost everyone likes the teacher to explain every new point and as well as using inductive approach to help students to work out things themselves. None of them enjoys being asked a question individually in front of the whole class and therefore I try to avoid it.

The results of the questionnaire helped me to choose the suitable activities based on the task which they like most and avoid the activities or tasks which they do not want to do. And I also prepared a lesson plan for both experimental and traditional groups in order to make them interest in the subject and overcome the problems with this subject. This is a particularly useful planning device for creative writing. The basic idea is that student writers imagine the situation and create their own stories or they write types of poems following their instructions. And I hope this lesson plan will help me to conduct a lesson and use the tasks and activities in proper way on the purpose of teaching Creative Writing.

Data collection

In this research work we wanted to analyze the problems which students are facing and to find the ways how to solve them in proper ways with the help of activities and useful tasks. For this one we prepared a set of questionnaire and discussed their answers in this part of the research work. The participants of our questionnaire are the students of the Uzbek State World Languages University. They are 3rd year students, from the groups 305 A and 305 B.

To overcome the problems and know the students' opinion about the lessons I prepared a questionnaire for both students and teachers. The questionnaire was designed to realize the students' opinion towards the writing lessons, the methods of teaching, giving instructions, attitude to the creative writing and its role in their future life. I also tried to know what kind of problems they are having during writing lessons. With the help of this survey I also could manage to define the problems of the student with Creative writing and dared to prepare a useful lesson plans which could help me to get the students interest for this subject.

In the questionnaire they mentioned what makes them hard to write creatively and understand the structures. It was also easy to know their interest about creative writing and its types. The questionnaire was prepared clear to understand and distributed to 24 students of 305 A and 308 A groups to fulfill it at their home. According to the students' answers I prepared the graphs and diagrams for you in order to understand more clearly. From these ones you can easily clarify the survey results. To see the original of the questionnaire see the Appendix.

Results

Question N 1

What kind of problems do you have with creative writing?

- A. Grammar problems
- B. Brainstorming
- C. Vocabulary

Question N 2

Which type of creative writing do you like most?

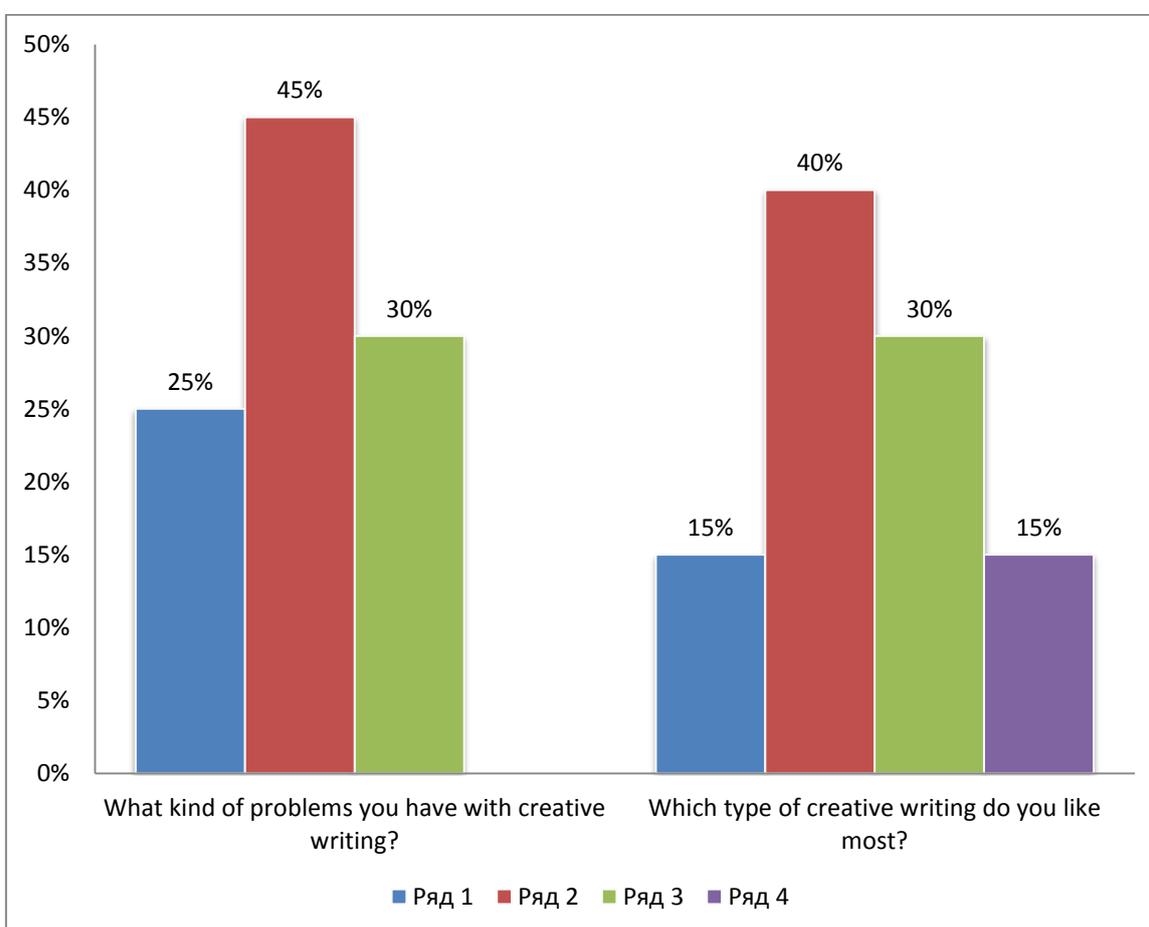
- A. Acrostic poems
- B. Circular stories
- C. Haiku poems
- D. Limericks

Question 1.

Due to the results of the first question 25% of the students face with grammar problems. They do not know how to use sequences of tenses. And 30% of them have vocabulary problems. They have lack for richness of vocabulary. That's why their work will be boring. That's why they want to enlarge their vocabulary skills. But 45% of the students have brainstorming problems. They know grammar, their vocabulary is rich but they always fail in brainstorming and collecting ideas. They hope creative writing will help to improve their lacks.

Question 2.

According to the results 45% of the students (from experimental groups) like writing acrostic poems. They think acrostic poems are very interesting and joyful. They always try to write them. 30% of students from traditional group prefer writing haiku. They think writing haiku is much easier than other types of creative writing and poems. And the same measure of the percentage shows that 15% of them like working with circular story and limericks.



Question3

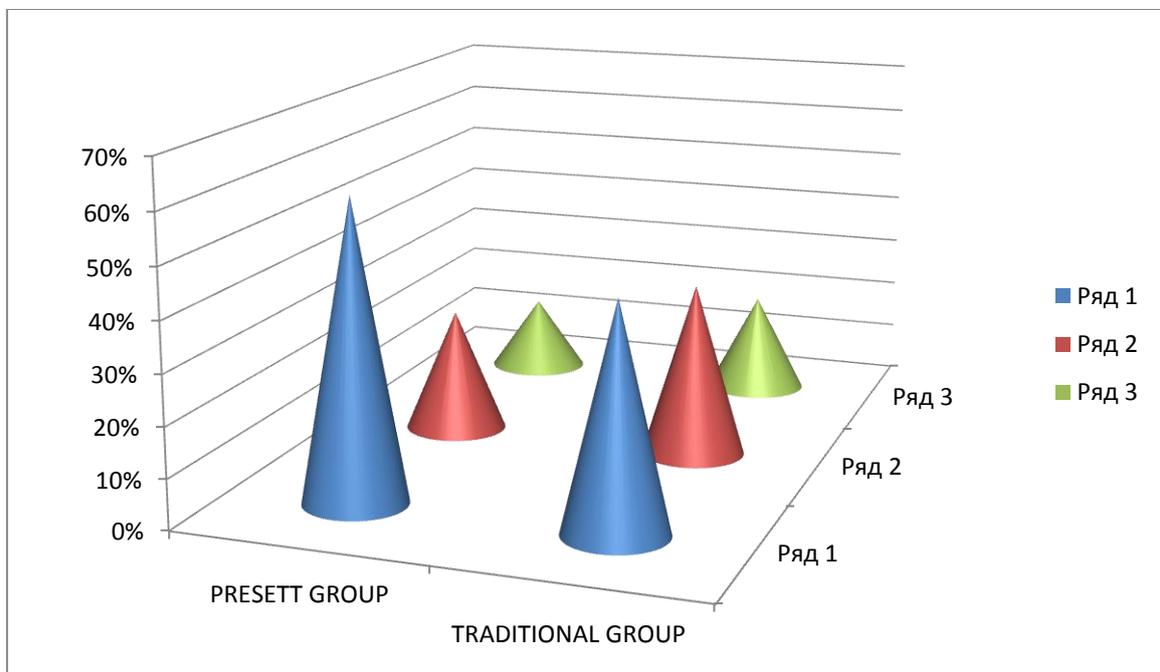
What is the role of Creative Writing in your life?

(Presett group)

- A. Very important
- B. Important
- C. Less important

(Traditional Group)

- A. Very important
- B. Important
- C. Less important



Preset group

It shows that maximum percentage (60%) of the students consider that writing plays a great role in their life and learning English. Others think it is not so important for them. In their opinion they can learn English and find their role in the society without knowing writing. But others (20%) consider Writing is a bit helpful and it is not waste to learn creative writing and its types.

Traditional group

From traditional group the results show that 40% of the students consider the role of writing very important and the 35%percentage of them also think as the previous ones. But 25% of the students do not think writing plays a big role in their life. They can learn English without knowing writing. And they are sure there will not be any problem with creative writing in their future life.

Question 4

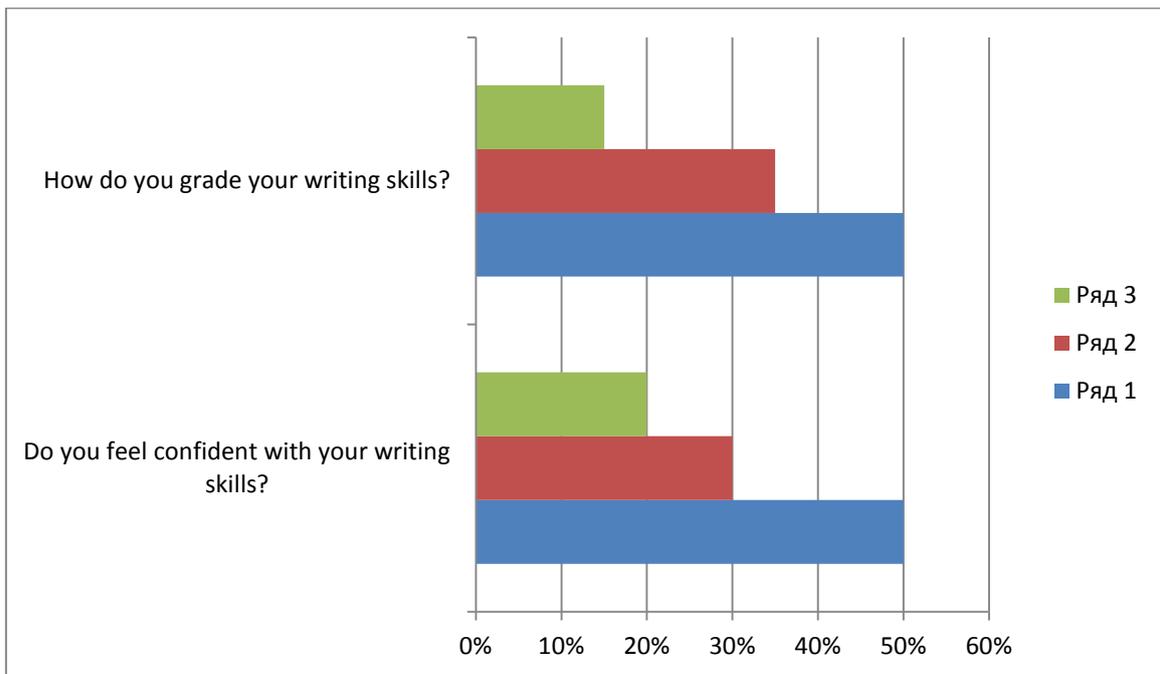
How do you grade your writing skills?

- a. Good
- b. Normal
- c. Bad

Question 5

Do you feel confident with your writing skills?

- a. Yes
- b. Normal
- c. No



Question 4.

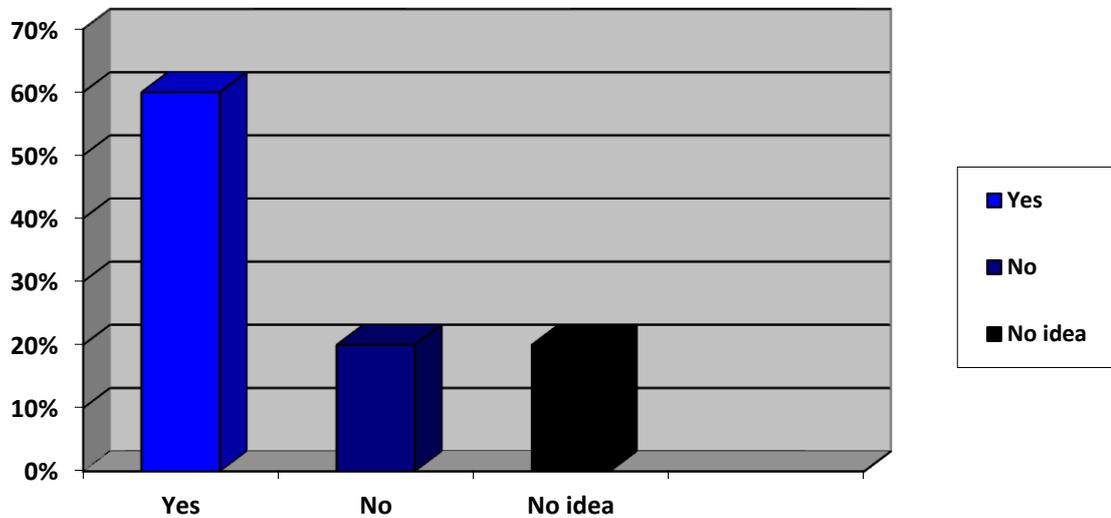
In the experimental group the half of the students (50%) can grade their writing skills good because of the satisfactory from the subject and 35% of them can not consider they are good writing learners. They are somehow afraid of showing their abilities during the lessons. And the 15% of them do not like writing that is why they never think they are good learners. But we hope that after our conducted lessons and different activities they also like writing and try to be good writers.

Question 5.

For this question half of the students answered yes (30% of them are traditional group) cause they have a good fundament of writing skills and they fill relaxed with writing lessons. 20% of them said normal because of the lack of confident and the least of them almost have problems with the subject. That is why they do not feel much confident in the lessons.

Question 6

Do you like your works sharing with your group mates?



For this question 60% students answered yes. They like sharing their works with their group mates. They want to discuss their work, want to know their mistakes and try to correct them. They think it will help them to improve their writing skills. But 20% of them do not want to share their work among the students according to different reasons. One of them is that they shy to be shame on them if they have mistakes. Again 20% of them have no any ideas. It is because of lack of motivation.

Question 7

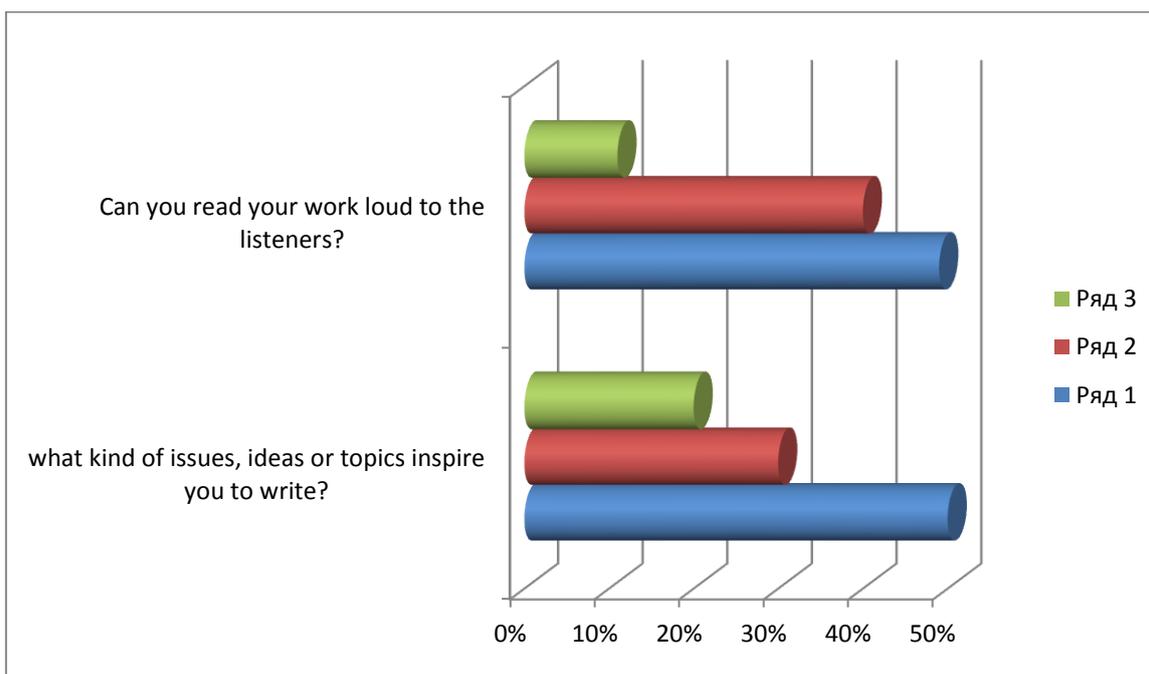
Can you read your work loud to the listeners?

- A. Yes
- B. Not often
- C. No

Question 8.

What kind of problems, issues and topics inspire you to write?

- A. Global problems
- B. Love
- C. Getting excited from something.



Question 7.

Most of the students (49%) do not want read loud their works to listeners very much. It somehow irritates them and seems to be uncomfortable. A few of them like to read loud (40%) because they want to know others opinion and discuss their whether they have mistakes or not. And 10% of them almost do not want to read loud. They are afraid of being ashamed in front of their group mates and take lower marks. They just prefer to listen to others' works and correct their mistakes.

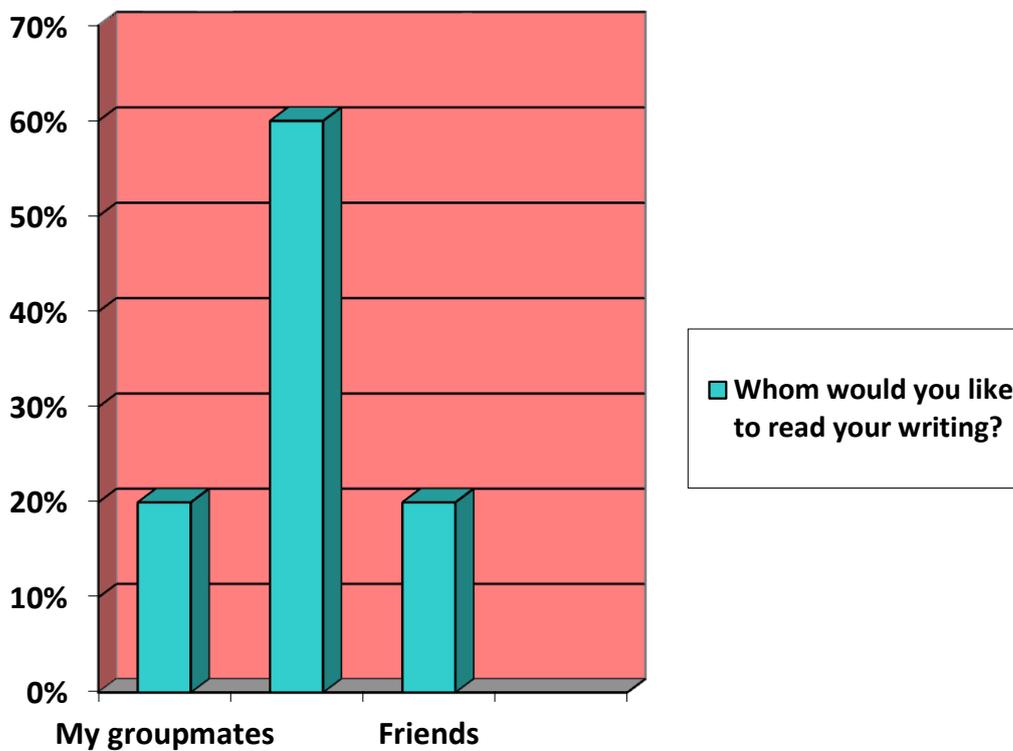
Question 8.

Most of the students (40% from experimental and 20% from traditional groups) are inspired to write cause of global problems. It makes them very relaxed to write about it. 30% of them cause of love. Love gives them mush inspiration to write and express their feelings. The few of the students want to write when they are excited from something. It will be different situation like: achievements in the education, good relationship with the close people.

Question 9

Whom would you like to read your writing?

- A. Teachers
- B. Group mates
- C. Friends



According to the results 60% of the students would like to read their writing to their teachers. Because they check their mistakes and correct them with the help of teachers. They also think teachers are the only people who assess them correctly and give useful advice. 20% of them would rather to share their work to their group mates and friends. Because they are easily understand each other and can imagine what their friend is going to express or want.

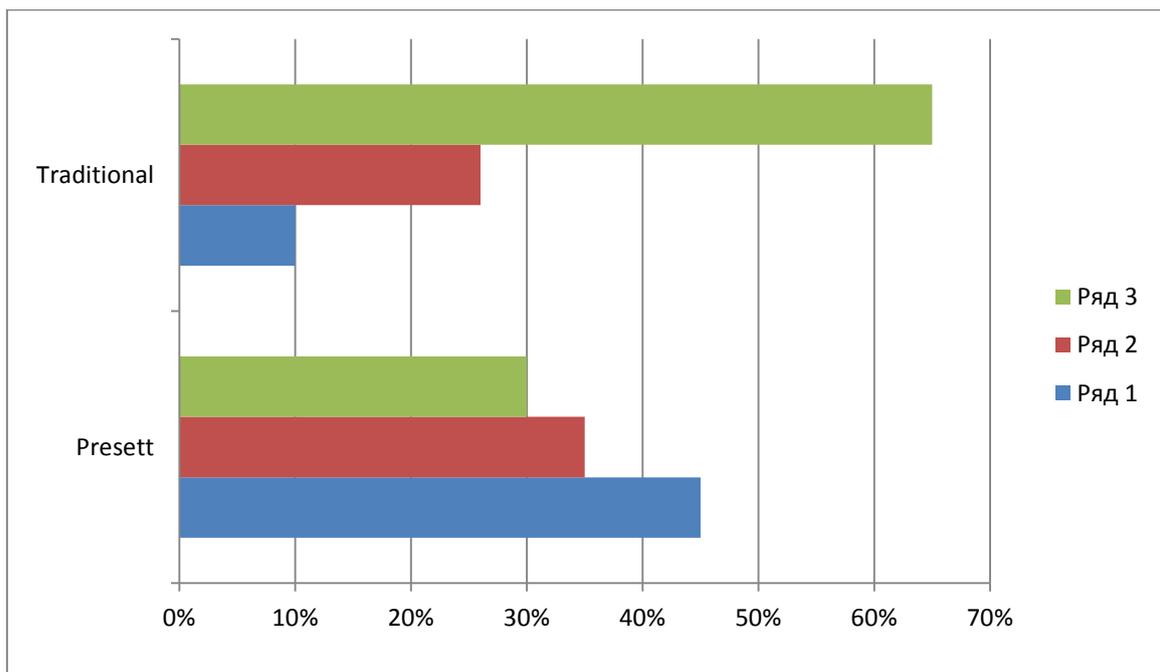
Question 10.

Do you consider yourself as a good writer?

A. yes

B. not well

C. never



Traditional group

From traditional group 65% of the students can not say they are good writers. Because they have not writing lessons that is why they don't know the instructions and the rules of it. They write not following the rules. 25% of them consider themselves as good writers. Because they have primary skills and concepts about

the writing skill and its rules. They have practiced before and know how to write with the instructions. And 10% of the students never consider themselves as writers. They should work on themselves more and more.

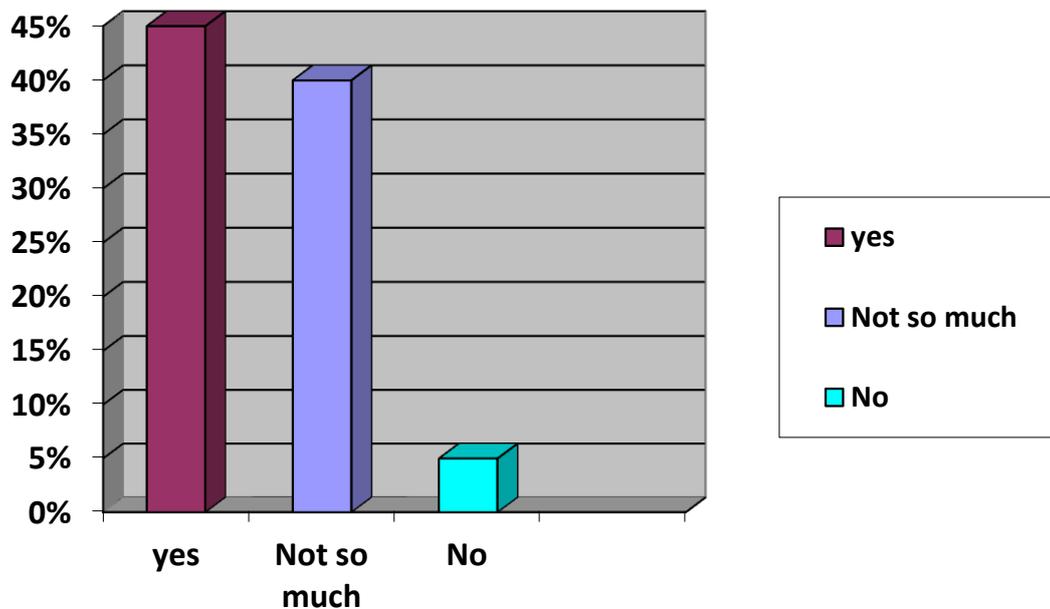
Presett group

Results showed that 45% of the students consider themselves not very good creative writers. They think they should work on themselves much harder. But 36% of them think they are good writers, they have enough ability and practice. And only 30% of the students do not consider themselves as a good writer they just write when they have desire and when their teachers give them tasks.

Question 11

Do you enjoy writing?

- A. Yes
- B. Not so much
- C. No

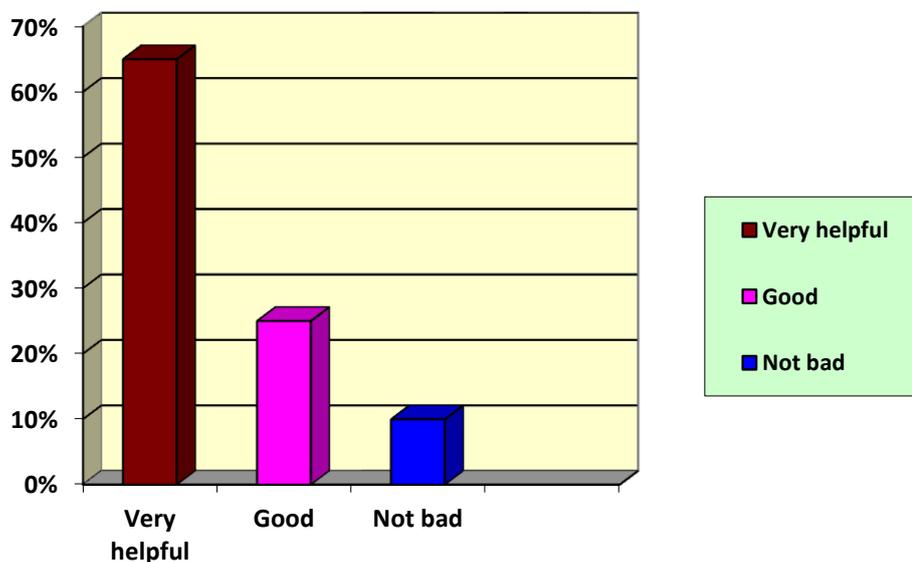


For this question 45% of the students answered positively that they enjoy writing. Writing gives them much inspiration. 5% fewer of them do not enjoy. They prefer to be busy with other skills of English language. Only 5% of them quite enjoy of writing because of different reasons. For example Writing takes a long time; it demands much brainstorming and so on.

Question 12

How would you consider the help of your teacher in your creative writing skills?

- A. Very helpful
- B. Good
- C. Not bad



According to the answers 64% of the students (half of them traditional group students) appreciate the help of the teachers in their writing skills. They think if there were not the help of the teachers they could not get make the progress. It was also helpful for learning other skills. 24% of them consider the help of the teachers

is good. But they can cope without the teachers' hands. And 10% of the students said it is not bad. It is not bad and neither good for them.

Question 13

Would you give some suggestions for writing lessons that you are being taught?	Students
A) It would be better if we have more writing lessons	58%
B) It would be great if we have more instructions	24%
C) There should be strong discipline for specific materials	24%

When we asked whether they have any suggestions or ideas for writing lessons 24% of the students advised to set strong discipline for specific writing materials. Because materials are also plays a big role in learning language and the skills of it. And 24% of them wanted to have more instructions. They consider that without following the structures and knowing the rules they can not reach something and can not be good writers. And 58% of them would like to have more writing lessons. The more lessons they have the more developments they gain.

Data collection

As my research paper is aimed to focus on teaching creative writing among EFL students I chose the students from the Uzbek State World Languages University, exactly students from experimental group in the 3rd course and from traditional group in the 3rd courses. In order to compare their abilities and I decided to hold a lesson in both groups.

As it widely known traditional groups have never been taught writing aspect. That is why they have no clear information or full instructions how to write an acrostic and haiku poem or how to create a circular story. Students who study in experimental group have the concept of Creative writing and its types. That is why we wanted to hold the same lesson with both groups he groups in order to define the difference and shortcomings among the groups. After getting the results we are going to give some suggestions to the problems which are worrying them. I named the first group with **A**- who studied in traditional group and the next one Group **B** - who studied in experimental group.

Group A

305 A (Traditional group)

N	Native	Group	Teacher
Student' name	Language		
1. Aripova Aziza	uzbek	305 a	Mrs. Komola
2. Atabayeva Noila	uzbek	305 a	Mrs. Komola
3. Gazieva Barno	uzbek	305 a	Mrs. Komola
4. Jabborova Yulduz	uzbek	305 a	Mrs. Komola
5. Kazakov To'lqin	uzbek	305 a	Mrs. Komola
6. Nasullaeva Nafosat	uzbek	305a	Mrs. Komola
7. Pardaeva Sevara	uzbek	305 a	Mrs. Komola

8. Rakhimov Akbar	uzbek	305 a	Mrs. Komola
9. Sanakulov Maqsud	uzbek	305 a	Mrs. Komola
10. Sultonova Laylo	uzbek	305 a	Mrs. Komola
11. Suyarova Shakhnoza	uzbek	305 a	Mrs. Komola
12. Kholboev Xolmirza	uzbek	305 a	Mrs. Komola
13. Shodiev Miryoqub	uzbek	305 a	Mrs. Komola

Group B

305B (Experimental group)

N	Native	Group	Teacher
Student' name	Language	Group	Teacher
1. Akhmedov Anvar	uzbek	305 b	Mrs. Komola
2. Akramova Nafisa	uzbek	305 b	Mrs. Komola
3. Baratova Nigora	uzbek	305 b	Mrs. Komola
4. Ergasheva Shakhnoza	uzbek	305 b	Mrs. Komola
5. Makhmudova Ziyoda	uzbek	305 b	Mrs. Komola
6. Mirkholdorov Alisher	uzbek	305 b	Mrs. Komola
7. Mirzoumidova Rukhshona	uzbek	305 b	Mrs. Komola
8. Norbekov Sardor	uzbek	305 b	Mrs. Komola
9. Ubaydullaeva Nozima	uzbek	305 b	Mrs. Komola
10. Usmonova Nozima	uzbek	305 b	Mrs. Komola
11. Uronova Madina	uzbek	305 b	Mrs. Komola
12. Khazirdinov Ikhtiyor	uzbek	305 b	Mrs. Komola

I decided to teach creative writing to my groups of upper- intermediate EFL students. Because a lot of them had told me they would soon be applying for

jobs. Once I started explaining the structures of creative writing, I found that it could easily be divided into the same categories as any decent report/story – who, what, why, where, when, how. Although we've discussed how to learn to write poems and stories we have faced some difficulties in brainstorming and word usage.

As I stated above, while leading the lesson in group A (controlled) I had some difficulties with setting up my topic. So I decided to hold my first the lesson based on writing skill itself, and then start approaching to my preliminary theme. While planning the lesson I came to conclusion that it's extremely important to know students' general knowledge in writing aspect in order to compare and contrast the results at final stage. The evaluation results of the subjects' pre-writing first drafts provided detailed information about the general performance of students in each group.

Pre – writing scores

Table 1.

Group 305A

A (traditional group)

N	Student's name	Score
1.	Aripova Azizia	72
2.	Atabayeva Noila	76
3.	Gazieva Shakhnoz	70
4.	Ganieva Barno	75
5.	Jabborova Yulduz	76
6.	Kazakov To'lqin	69

7. Nasullaeva Nafosat	78
8. Pardaeva Sevara	77
9. Rakhimov Akbar	67
10.Sanakulov Maqsud	76
11. Sultonova Laylo	78
12.Suyarova Shakhnoza	77
13.Kholboyev Holmirza	74
14.Shodiev Miryoqub	78

Table 2

Group 305 B

B (experimental group)

Table 2.

Student's name	Score
1. Akhmedov Anvar	82
2. Akramjanova Nafisa	84
3. Baratova Nigora	83
4. Ergasheva Shakhnoza	85
5. Makhmudova Ziyoda	82
6. Mirkholdorov Alisher	79
7. Mirzoumidova Ruhshona	77
8. Norbekov Sardor	80
9. Ubaydullayeva Nozima	84
10.Usmonova Nozima	83
11.Uronova Madina	82
12.Khazirdinov Ikhtiyor	80

There was a dramatic difference in the evaluation results of pre-writing first drafts between Group A (those who study in traditional group) and Group B (those who study in experimental group).

Table 3

Number	The lowest score	The highest score
Group 305 A	67	78
Group 305 B	77	85

Pre-writing process showed that some students from traditional group had no idea about the structure of circular writing and they had some difficulties. The scores showed that students of experimental group are aware of basic explanation of creative writing and its types like circular stories and acrostic poems.

LESSON PLAN ANALYSIS

Conducting a lesson

In order to carry out the research work I prepared a lesson plan aiming to gain the purpose of improving learners' writing skills and give the notion about the types of creative writing. Due to the demands of students it was very important to improve their writing abilities with the help of interactive activities, effective tasks and full instructions. As the figures indicate many of the learners consider that writing plays an important role in their future life. Students agree writing enhances development of many other important abilities. Looking at the figures two thirds think writing is essential for communication skills and "improving grammar". The major group of them also believes writing creatively is essential to build vocabulary as well as for more abstract intellectual development such as learning to analyze and critical thinking.

It was found that the major problems that the traditional students mentioned are vocabulary, paraphrasing, expressing ideas, and grammatical problems. Because of

not having writing classes, most students come across with these problems. In order to overcome these problems I conducted lessons with the help of interactive lessons.

The students from traditional groups appeared to have many problems when writing in English, like not knowing how to organize their ideas, because it is a new experience for them. For students to succeed in a foreign language generally, and writing skills specifically, they need to surround themselves in a language learning environment. Learners have little opportunities to use the foreign language in their society. As a result, many problems occur when they study at a university where the medium of instruction is a foreign language like English.

Furthermore, the major problems that the experimental students mentioned are brainstorming, expressing ideas, rhyming, and writing structure. Despite these, students from experimental groups have faced with fewer problems

Lesson plan 1

The main purpose of the lesson plan is to introduce the creative writing, instructions and the types of it. As a warm-up a teacher asks different questions about stories and their types. They discuss about what kind of stories they like to read. In the next activities teacher distributes sheets of papers where the circular stories are written there. In this activity students read the story and make the concept about circular story and create an atmosphere of the story. Other activities and the sections are devoted to improve the students' vocabulary skills, brainstorming, and expressing ideas. With the help of the teacher students are get acquainted with the instructions and try to create their own circular stories. Teacher divides them into pairs in order to make them work with groups.

I prepared this lesson plan for the 3rd year students of the UzSWLU. The reason of choosing this theme is that students have a huge desire to learn the acrostic, haiku poems and circular stories. Most of them asked questions about how to write an

acrostic poem and to what they should pay attention. The problems with question formation also arose according to my expectations. Before holding a lesson I myself revised all my knowledge on these themes and prepared a lesson plan. I also took into consideration their survey results and according to these results I tried to create interesting activities which can correct their lack in the process of writing. However, the learners were still unable to form the structure correctly and needed my assistance. It follows that students should practice more in order to improve their writing.

First activity gives the chance to complete the lines with appropriate adjectives due to the heroes of the story. With this activity students can enlarge and build-up their vocabulary and sharp-up their memory.

The second activity is very helpful for the students to brainstorm and collect ideas which is impossible to make them fixed. With the help of words which are written in the boxes help students to imagine the place and the time to start the beginning of the story.

In the next stage students are given the example of the story. The stages of the story are given gradually with the explanations. Students read them and create their own ones in their mind. They also learn the use of appropriate time sequence. Because describing the time is one of the main elements of a good story. Then they read the dialogue part of the story realize that the dialogue also makes the story original work. It makes the sense. When they read the dialogues they begin to imagine real situation of the story. And they also try to create dialogues between heroes and add them into their work.

During the lesson students from both groups tried to do to their best. In each section of the lesson they participated actively. Though they worked hard it was obvious that traditional groups had many problems as they have not had this subject before. Although I explained the instructions they made mistakes while expressing ideas and word usage. Oppose to them experimental groups have made

a significant progress absorbing the ideas and using their knowledge in the tasks. It was easily shown that they are taught Writing lessons and have the concept about it.

Lesson plan 2.

The primary aim of the lesson is to introduce the haiku poem to the students and give them relax by expressing their feeling. The first activity is aimed to improve their speaking skills and share their feelings with their group mates. I asked them to retell me any kind of poems they learnt by heart. All of them were agree to tell me their favorite poems.

In the next activity they listened to a number of poems and I asked them to pay attention to the rhymes of them. Students listened attentively and made some notes. In the next stage they read the written versions of the poem and began to discuss the poem. The first task was to find the words which describe the nature and analyze each line of the poem. They found the words which are connected with the sense of the humanity.

Then I asked them to write the poems like these using adjectives as well as paying attention to the rhymes of them. All of them started quickly and asked some questions when they did not understand. When they have finished all of them shared their work one by one and we compared them with each other. According to the results students from traditional groups made more mistakes than students from the experimental group. It means that the more they have practice the fewer mistakes they will make.

But experimental groups tried to follow the rules as explained. They also could cope with the rhymes. As a conclusion it would be better if we teach the traditional groups to writing skills if possible. They also should know the rules and use creative writing in their real life.

The results of survey

The students have been taught for 2 months. During this period they were taught creative writing and its types like acrostic and haiku poems as well as circular stories. After holding the lesson they wrote poems and stories in order to assess how they have gained the knowledge. It helped me to compare pre-writing task to post-writing task. There were significant changes in the results of traditional groups.

Post writing scores

Table 4. Group A

305 “A” (traditional group)

N	Score
Student's name	
1. Aripova Aziza	79
2. Atabayeva Noila	81
3. Gazieva Shakhnoza	78
4. Ganieva Barno	82
5. Jabborova Yulduz	85
6. Kazakov To'lqin	77
7. Nasullayeva Nafosat	86
8. Pardayeva Sevara	83
9. Rakhimov Akbar	76
10. Sanakulov Maqsud	84
11. Sultanova Laylo	84

12. Suyarova Shakhnoza	86
13. Kholboyev Holmirza	78
14. Shodiyev Miryoqub	82

Table 5. Group B

305 B (Experimental group)

N	Score
Student's name	Score
1. Akhmedov Anvar	91
2. Akramjanova Nafisa	89
3. Baratova Nigora	87
4. Ergasheva Shakhnoza	90
5. Makhmudova Ziyoda	88
6. Mirkholdorov Alisher	84
7. Mirzoumidova Rukhshona	83
8. Norbekov Sardor	87
9. Ubaydullaeva Nozima	89
10. Usmanova Nozima	88
11. Uronova Madina	86
12. Khazirdinova Ikhtiyor	86

It is known from the results that the students who study in experimental group indicated the highest rate. The reason is that they have been taught for writing

subject for 3 years. They are aware of the basic information about the Writing aspect and the structures of circular stories, haiku and acrostic poems.

While conducting lessons in the traditional groups I analyzed some mistakes which students came across during the lesson. Most of them had difficulties in putting into paragraphs in circular stories. They also could not use transitional words and expressing ideas while creating new events. When they are asked to write a haiku and acrostic poem it seemed to be difficult to find the words make them in the same rhyme. As it can be observed, with an approximate calculation, the highest error which is done by students in Creative writing is word usage. Punctuation holds the second position in after it.

It was found that while carrying out their writing tasks, students face problems in brainstorming, vocabulary, grammar, collecting ideas, spelling, and referencing.

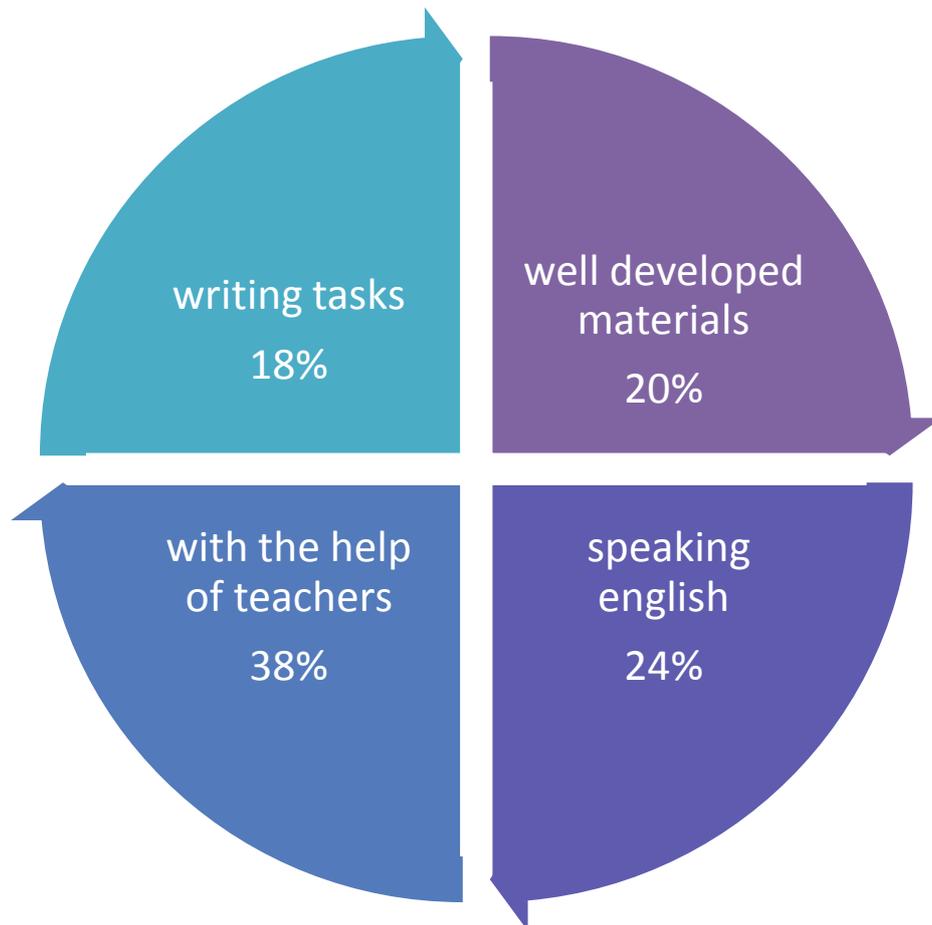
Problems which students faced with creative writing	Brainstorming	Collecting ideas	Grammatical problems	Spelling	Vocabulary problems	Word usage
Students 305 A						

Suggestions to sort out the problems

Some students suggested some ideas to improve their both writing and creative writing skills.

Question

What do you think with what ways you can you can improve your writing skills?



Most of the students consider that the most important help in their learning creative writing is the teachers' help and direction. They believe teachers can help them to correct their mistakes and give more instructions and also can explain the rules more clearly and completely than all others.

The students also mention that teachers should pay attention to English speaking atmosphere. They think if they always try to speak in target language it will be a

usual habit to speak in English. By this way they can improve their both speaking and writing skills. Because if they speak in English correctly they also try to write correctly in writing subject.

Students also suggested about specific teaching materials. In their opinion it would be better if they have more specific books and other devices (special books, work books, extra tasks). Then the process of learning subject will be much more easy and interesting.

Final Reflection

Writing is one of the important ways of expressing your thoughts, and communicating ideas and views to others. Some have the innate ability to put their thoughts into words. Writing is more beneficial, specifically for those who are emotional, and do not express verbally. This tool allows them to express their ideas, thoughts or their existing mental condition, which otherwise, may not be possible. People express themselves by writing novels, short stories, biographies, and even personal diaries, etc. Interestingly, 93% of teens in American schools are fond of writing, when it's not a part of their school curriculum; rather when it is for them. So, by proper guidance and counseling, the writing abilities of these teens can be channelized in such a way that, they could stand in good stead in the chosen avenue of their lives.

Often, a person is judged by the quality of writing, he/she possesses. Be it a school, college, workplace or a society, writing has become a vital yardstick to assess one's knowledge, and intellectuality. When we come across a person who is prim and proper, we immediately make an impression about that person being careful, responsible, and sincere. Similarly, if the writing is devoid of mistakes, we tend to create a good impression about the writer.

Writing is an art, which you develop over a period of time. This practice will make you more mature as a writer, because you gradually start putting yourself into the shoes of the reader, and express accordingly. Also, the more you write, the more flexible your vision and thought process become towards the requirements and demands of the readers.

In conclusion, I am very glad that I could make a contribution -though it might be very little - in the improvement of the student's writing skill. Although there were some drawbacks in my study - we never know whether something is good or bad until we try it - I believe, I could prove that teaching formal letters in the

writing process is effective, indeed. I hope that every teacher and student will understand the power of using them, so that writing will not seem the most difficult skill for them anymore.

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Appendix

Questionnaire for Students

Student Writing Questionnaire

Student's name:

Teacher's name

Date:

Group:

1. Which type of writing do you like most?
 - a. Stories
 - b. Poems
 - c. Essays
 - d. Articles

2. Which type of creative writing do you like most?
 - a. Circular story
 - b. Acrostic poems
 - c. Haiku
 - d. Limericks

3. What is the role of writing lessons in your learning English?
 - a. Important
 - b. Less important
 - c. Very important
 - d. Normal

4. Do you feel confident with your writing skills?
 - a. Yes
 - b. Normal
 - c. Not so much

5. How do you grade your writing skills?
 - a. Good
 - b. Normal
 - c. Bad

6. Do you like your works sharing with your group mates?
 - a. Yes
 - b. No
 - c. No idea

7. What kind of issues, problems, ideas or topics inspire you to write?

Give more information

 - a. Global problems
 - b. Love
 - c. Getting excited from something

8. Can you read loud to listeners a draft of your writing so it is really clear as 'given'?
 - a. Yes
 - b. Not often

9. Whom would you like to read your writing?

- a. Teacher
- b. Group mates
- c. Friends

10. Do you consider yourself as a good writer?

- a. Yes
- b. Not well
- c. Never

11. Do you enjoy writing?

- a. Yes
- b. Not so much
- c. No

12. What is the role of creative writing in your future life?

- a. Important
- b. Very important
- c. Less important

13. How would you consider the help of your teacher in your creative writing?

- a. Very helpful
- b. Good
- c. Not bad

14. Would you give some suggestions for writing lessons that you are being taught?

- a. It would be better if we have more writing lessons

- b. It would be great if we have more instructions
- c. There should be a strong discipline for specific materials

Thank you for honestly answers!!!

QUESTIONNAIRE 2

Questionnaire for teachers

1. Name

2.

Surname

3. Which courses do you teach?

1:

2:

3:

4:

4. Is Writing important in the classes you teach?

Very important

Less important

The same as with other ones

5. Do you differentiate between creative writing and other types of writing? Do you even think about it?

6. Have you ever thought about the difference between literary writing and other types of creative writing?

7. Do you feel that copywriting (ads, commercials, etc.) can be classified as creative writing or art even though their purpose is strictly commercial?

8. Which of the following writing activities do you use in your classroom instruction? (check all that apply)

Short stories

Circular stories

Limerics

Songs

Acrostic poems

Haiku

Fiction

Creative writing pieces

Other (please specify):

9. I have different expectations for my second language learners' writing abilities than my native English-speaking students' writing abilities:

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. Which of the following resources would help make you a better teacher of writing? (check all that apply)

More computer lab or laptop access

Professional development time

Collaboration with an English teacher

___ Time to share and discuss lesson ideas

___ More ideas of how to include writing in my daily lessons

___ Other (please specify):

11. An understanding of ethical issues in the writing profession is important. Do you agree?

Yes Strongly agree Not so No

12. What do you think should there be the skills and discipline to research, synthesis, and integrate information into a creative form? Write more

—

—

—

13. A broad knowledge of contemporary writing through directed and self-directed reading. Is it right?

---YES

---Strongly agree

---Not so much

Thank you for honestly answers !!!

---Nonsense

Lesson plan 1. Circular stories

Target group: 305 b and 305 a

Level: Upper--intermediate

Time: 80 minutes

Preparation and materials:

- Sheets of paper
- Photos
- Board and marker
- Instruction paper per student

Aims:

- To develop students' abilities to create new ideas think logically
- To develop students' writing skills using appropriate phrases
- To develop their speaking skills with complete comprehension
- To improve their vocabulary knowledge

Assumptions:

- Students are willing to show their creative abilities while writing stories
- Students are able to follow the structures of the task
- Students are able to work in pairs
- Students can use their vocabulary in the process of the work
- Students can compare their works and discuss them together

Possible problems:

- Students can confuse while creating the logical continuation of the story
- They will have troubles to describe the events in the story

Solutions:

- Teacher will give enough time to fulfill the task
- Teacher will give the chance to work in pairs
- Teacher will introduce the topic clearly
- Teacher will give instruction and explanations fluently

Time	Activity	Interaction
	<p>Warm-up</p> <p>Ask students about what kind of stories they like to read. Ask them whether they like to write their own stories.</p>	
	<p>Introduction</p> <p>Divide the class into groups. Give them sheets of papers which are written circular stories there. Ask them to read the stories attentively and find the beginning and the ending of it. Give them an appointed time and get them discuss the events in the story.</p>	S-S
	<p>Brainstorming</p> <p>Give students blank papers and tell them to create their own circular stories. Tell the 1st group to write the beginning of the story and pass it to the 2nd group. They should carry on the story with creative ideas. When they have finished they also pass it to the next group. In this way all groups create a new story and finish it with the same beginning.</p>	S
	<p>Vocabulary</p> <p>Tell the students they are going to do a</p>	S

	vocabulary exercise and they should fulfill the task using these phrase and new words.	
	<p>Punctuation</p> <p>Tell students they are going to read the text and they should divide the text into paragraphs ant correct the punctuation and capital letters.</p>	S

Worksheet 1.

Vocabulary

Imagine you are inventing characters for a Sherlock Holmes story. You need a hero, a heroine, and a villain. Make a list of the adjectives you could use to describe the character of each of them.

Heroine	Hero	Villain
Independent	Brave	Desperate
Passionate	Cool	Ill-tempered
Gentle	Patient	Rough
.....
.....
.....
.....
.....

Worksheet 2.

Quickly scan the letter below in which a famous character describes his first meeting with his partner. Who are the two people? Divide the letter into paragraphs and correct the punctuation mistakes and capital letters.

My dear friend henry

Two months ago I retired from my post as an army doctor in india due to ill health. when I got back to london I had no friends and nowhere to live. then one day quite of the blue an acquaintance took me to meet someone who was looking for a fellow lodger within a few moments this stranger had told me my life history I was fascinated the very next evening we were sharing rooms at 221B baker street. My new friend's appearance is really striking he is ever six feet tall and exteremly thin He has sharp piercing eyes a thin hawk-like nose and a square prominent chin. His whole expression is alert and decisive As for his clothes he is quite fashionable He is very fond of tweeds and he has a eerstalker that which he wears all the time when are not in london.

He is extremely polite and considerate to strangers but does not seem to need money friends. I am afraid he is also quite moody at home and very untidy but then so am i! his hobby is playing the violin which he does especially wildly when the mood takes him he also smokes a pipe which I don't like much he loves doing chemical experiments and spends hours messing about with test tubes and potions. It seems he is a private detective of some kind and he asked me to help him with his next case I have a feeling it could be quite intersting!

Must rush now

Best wishes

Dr watson

Worksheet 3.

Circular stories

1. Work in small groups. Choose a time and a place from the boxes below and then imagine a scene in that place at that time. What can you see? What sounds and smells are there? What is the atmosphere like? Make a list of the different points that each person in your group mentions.

When?

Early in the morning, before sunrise, at dawn, lunch time, the early evening, at night

Where?

In a train, in a plane, on a boat, in the city centre, on a beach, in the country, in a forest, up a mountain, in the park

For example:

sun just rising

dew- wet grass

pink skies

wet trouser legs as you walk

very quiet, peaceful

an owl, a cockerel

cold

road 'crunches' as you walk

thin mist

you can see your breath

2. Working in groups, think of a person in the place and at that time you chose. Decide if the person is male or female, how old he or she is and what he or she is doing. For example:

Walking to catch a bus

Just about to sit down to eat

Talking to someone

Sitting down, crying

Reading a book

Sleeping

Relaxing

Driving

Next, by yourself, give the person a name and describe the scene in detail. What precisely was he or she doing? What could the person see, feel or hear? What was he or she thinking about? Write down your ideas in the form of a story. Look back at your notes from Exercise 1 as you write.

Here, for example, a middle-aged man is walking to catch a bus in the country at dawn.

Jack riley pulled on his boots and opened the doors of his cottage. Outside, dawn was just beginning and a thin mist covered the fields. He closed the door gently behind him, picked up his bag of the tools and walked down the small country road, whistling as he went. A loud noise startled him and, looking back, he could see a woman climbing onto a tractor. It was just another working day.

As he turned the corner to the main road, a rabbit ran across his path. He smiled to himself. In front of him, the sky was turning bright pink. Long, thin clouds floated across the sun. Riley was happy, things were going well for him now. He joined the main road and stood waiting for the first bus of the day.

While you are writing, discuss your story with the people in your group. Show them your work and see if they can suggest further ideas for you to include.

3. Suddenly...

And then what happened? Add a sentence or two to describe something that dramatically changed the situation.

Suddenly, as if from nowhere, a young man appeared from the woods behind him. He was screaming something and running straight at Riley.

Now exchange papers with someone in your group (or if you prefer, continue the story yourself). Read through the story so far and think about what happened next—how did the situation develop?

“I know! “He screamed, “I know!” Riley stood still, unaffected. He had never seen this man before.

“I know!” he screamed again. “I’ll tell!”

“What do you want?” asked Riley.

“Five thousand”

Riley stood for a moment and thought. “I’ll be late, but it won’t take long.”

“Five thousand and you won’t tell?” he said.

“Five thousand and I won’t tell.”

“Come with me”.

The young man followed Riley up the lane to his cottage.

“Come in”, said Riley, “it won’t take long.” He closed the door behind them and turned the key.

4. To end the story you have to return to your opening sentence. If you exchanged stories with another student, get your story back. Read through your story again look back at your notes from Exercise 1 so you can continue to develop the atmosphere. You may need to make changes to the story so that the end closes the **circle**.

A short time later, Riley heard the bus pass on the main road. "Still time to get the next one," he thought. Jack Riley pulled on his boots and opened the door of the cottage.

When you are ready, exchange your completed stories with students in other groups. Can you suggest ways to improve the stories? (Think about the words that are used and the impressions that they give, as well as grammar, spelling and punctuation.)

Extension

5. Read through your story again and see if you can develop it further. For example, you could do one of the following:
 - Include one or two more people, animals or important objects in it.
 - Add or remove parts to strengthen the atmosphere
 - Include more dialogue to give a feeling of action
 - Say what each person was thinking. (Give the actual words that were in their head.)
 - Describe more clearly how each person did something.

Lesson plan.2

Fun with haiku poems

Target groups: 305 A and 305 B

Level: Upper-intermediate

Time: 80min

Preparation and materials:

- Giving information and instruction about haiku poems
- Activities and worksheets for each student

Aims:

- To introduce the topic;
- To challenge them brainstorming;
- Help them using linking words and phrases;
- To improve their vocabulary;
- To develop students' writing skills;

Assumptions:

- They will learn about the topic;
- Interesting activities and the contents of the lesson will interest students;
- They will learn how to write creative events by themselves;
- They will improve their usage of the new words.

Possible problems:

- Most of the students will not be able to follow the structures correctly;
- Lack of the word choice;
- Lack of creative ability;
- Grammar problems;

Solutions:

- Teacher will explain the rules and structures fully;
- Teacher puts the students in groups and makes them work in pairs;
- Teacher controls the students' usage of the words;

Teacher motivates each member of the class

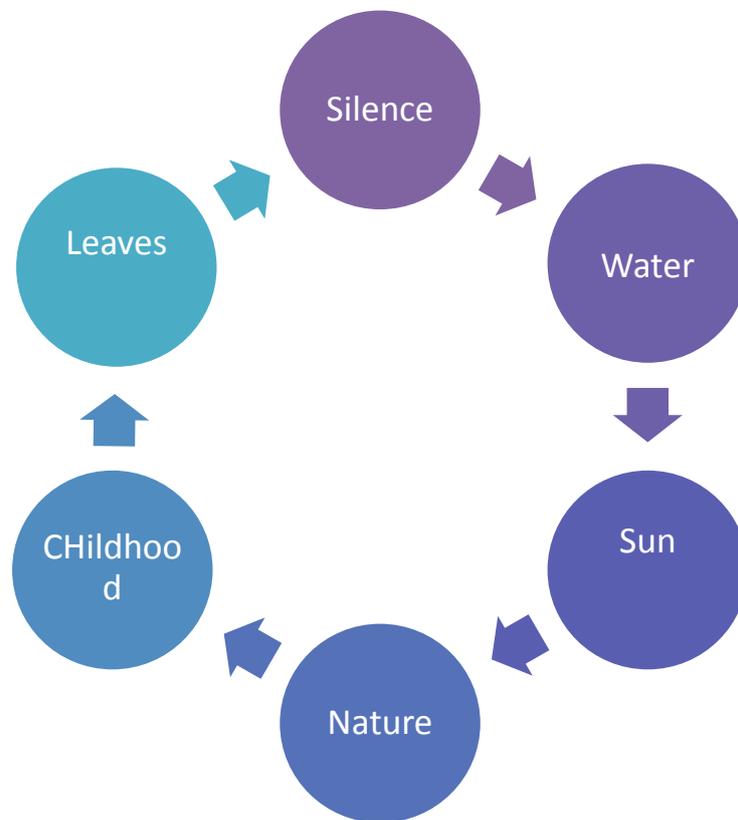
Procedure of the lesson:

Time	Activity	Interaction
	Warm up Ask the students whether they like writing stories and poems in their spare time and plead them to share their piece of works.	
	Introduction Give the brief information about types of creative writing: circular story, haiku and acrostic poems. Divide the class into pairs and give them sheets of paper which are written haiku poems there. Ask them to read the poem loud and find the words related with the nature.	
	Listening Tell the students they are going to listen to some people who are reading poems. Ask from the students to pay attention the rhymes of the poems and try to remember the poems.	
	Reading Distribute the students original form of the poems in the track and ask them to read the poems paying attention to the rhythm.	
	Brainstorming Ask students to talk and discuss about the topic of the poem and tell why he/she has chosen this topic. Tell them	

	to describe the nature which is mentioned in the poem.	
	<p>Writing Ask them to write a haiku poem about the nature and water. Give them sheets of papers consist of adjective words. They should use each adjective once only.</p>	

Worksheet.1 Try to write a haiku poem using these words below and more.

Follow the rules of writing haiku poem especially pay attention to the rhymes of each line.



An old pond

A frog jumps—

Sound of water

Silence

And deeper silence—

As the crickets hesitate

Worksheet.2

1. Choose a topic and try to write your own haiku. First, collect your ideas and impressions about the topic. This, for example, is the beginning of a haiku on **Winter**

Waking, breathing
cold,

My foot on a bare
hall floor—

Sharpness of a
forest.

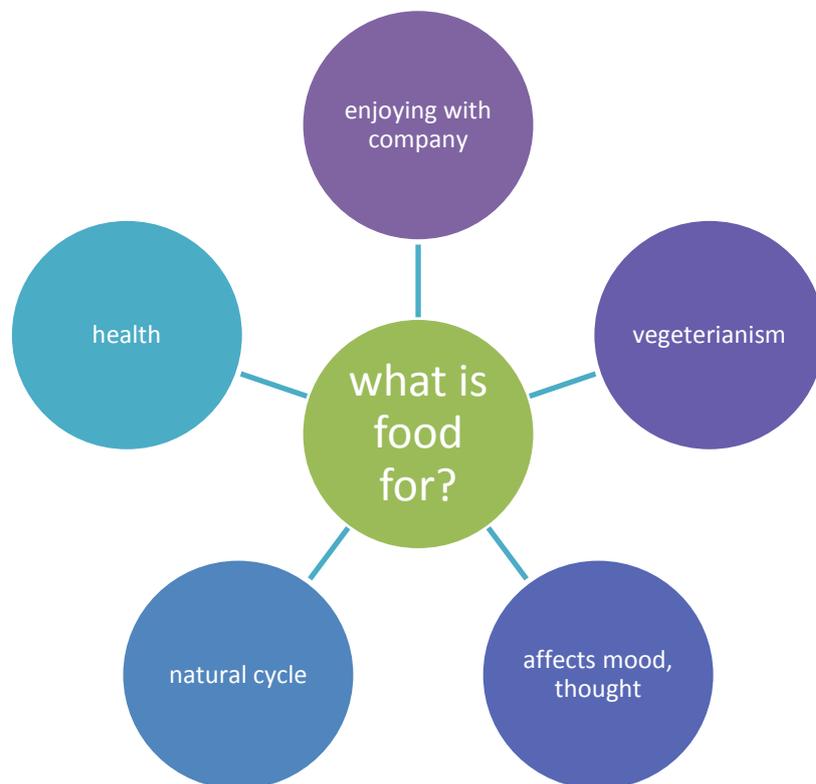
2. Poet's corner

You can use the structure of Philip Larkin's poem to help you reflect on another topic and how to write your own poem. Choose one of the topics below or any other topic that interests you. (You can do this by yourself or in a small group.)

What is/are...for?

People, children, men, women, study, work, sleep, poetry, war questions, flowers, love, books, **food**, English, the wind, insects.

For example a poem for **food**:



Then use your notes to build up different verses in your poem. Keep rereading your poem as you write and make changes as you wish.

For example:

Food

What is food for?

Meat makes fighters

Rice for peace- makers

Food fills our heads

It makes me what I am us who we are

Food is fall for thought, indeed

As you develop your poem, you can adopt your own repetitive pattern which will help to give the poem a sense of structure.

What is food for?

We eat, we work, and we die

We live upon the lives that pass

And then

Into the air, the sea, the ground

We pass

Food for nature's cycle!!!

To end your poem, you can use Larkin's final question form and suggest an answer.

What we can eat but food?

Ah, solving that question

Brings many unhappy times!!!