POETRY WRITING WITH THE CREATIVE WRITING METHOD AVAILABLE IN THE "NETZWERK B1.1" COURSE BOOK IN TEACHING GERMAN AS A FOREIGN LANGUAGE

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ABSTRACT

Writing skill is an important skills in the teaching of foreign languages. Course books have an important role play in the development of writing skills. The activities in the course books should be determined in accordance with the existing level of the students in an attempt to will increase their motivation and writing behavior. The aim of this study is to improve the language skill of the students of the first year of study of the German Language Education Department of Uludağ University using the creative writing methods together with the already learned linguistic knowledge as well as to increase their learning motivation and desire. Working with classic writing methods is often seen as a tedious and not motivating work of students. As one of the creative writing methods to improve writing skills, the techniques such as the "support structures" or "scaffolding" successfully used in German as a foreign language lessons have been benefited from. For this purpose, based on the example of Elfchen-Poetry included in the creative writing activities in the course book "Netzwerk B1.1", students were asked to write poetry. One can give the students the sense of achievement that they can write poetry even in the foreign language. Examples of poetry written by students are included in the study.

STRUCTURED ABSTRACT

Writing skill is one of the most important skills on foreign language education. How much the person has a command of language is evaluated with showing the success in writing and speaking skills in this language. To be able to write on a foreign language, the student must be able to understand what the learners read and heard, use grammar rules, and have the vocabulary knowledge to express themselves. Course books have significant role for development of writing skill. The activities which are including in coursebooks must be selected according to learners’ level, must be increased the learners’motivation and development of their

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writing skill. Creative writing methods take part in these activities. The notion of 'creative writing' is come across more frequently in today's foreign language class. The aim of this study is increased the learners' linguistic skill at the same time increased their motivation using previous grammar with the creative writing method. As one of the creative writing skill that develop the writing skill; is drew on writing techniques which are in 'support structure', building scaffoldings the techniques used successfully in German and German as foreign language classes. In this direction; by looking the poem 'Elfchen' which is in creative writing activities in "Netzwerk B1.1" coursebook, the researcher wanted the learners to write poem. The poems written by learners are taken part in appendix.

In this study, German as a foreign language students worked with the teaching material "Netzwerk B1.1+2". "Netzwerk" is a multimedial teaching material. It leads to the levels A1, A2 and B1 in six half-volumes or three volumes and prepares for the certificate of German as the foreign language.

This study refers to the lectures "writing" and "conversation", in which the corresponding tasks of "Netzwerk B1.1" are worked out together with the students for development of writing performance and conversation in lectures.

An important method in the writing seminar is the creative writing. The creative writing can be defined as a special form of writing, which is process-oriented. It can be strongly guided by this process, but controls it less consciously than it is seen in writing research for general writing. In the creative writing, there are many numerous and varied creative writing methods. These procedures are according to Böttcher (1999), divided into six groups: associative procedures, writing games, writing according to specifications, rules and patterns, writing to and after literary texts, writing to stimuli, keep writing on creative texts. You can use all these procedures in different thematic contexts and in all lectures. With the help of a slight writing stimulus, here in this contribution with writing an elf, the students bring about something new, activate their power of imagination and fantasy. In this way, the ability of writing will be improved. Through the design of texts, they enrich their vocabulary and their grammatical knowledge because the words are assembled into sentence and into text like building blocks.

"Netzwerk B1.1." allows the use of the creative writing techniques. In platform 1, which consists of replays and examining training, you meet under the category "writing workshop" on the elf. There is a box with the instructions for writing an elf. To starting with a topic, the students have developed their ideas in a cluster. In group work, the students have prepared a broad network of ideas on this topic using the cluster method, which gave them a wide range of topics when writing a story. The students who had already developed a writing idea and decided to write a poem, went to their place and tried to write an elf based on this example. After the correction, the students put their poem on a decorative sheet. The teacher attached the poems to a wall in a seminar room. The reflection took place in a circle, so that each student was given the opportunity to present the work. It is advisable to make the seat group in
small groups, as in case of larger groups. As in the case of larger groups, the students become restless after a while. It can be difficult to understand the students who read out and draw attention to them. The author presented his poem and the other students expressed their opinion.

On the one hand the students internalized the opportunity to write an elf recipe and on the other hand they concentrated on the content of a poem by using the vocabulary which they had worked out previously with the help of the grammar from the lessons 1-3. Through this poem form they learned to be able to become small poets and to write lyrical texts.

Furthermore, it was also observed that the writing in the group had made the students curious, and also eradicated writers’ blockades. The students are always enthusiastically, if they have the possibility of creative writing, so that it can be said that the creative writing enriches and changes the German teaching.

**Keywords:** Netzwerk B1.1; Creative Writing; Foreign Language Education; Poetry; German

**ALMÄNCANIN YABANCI DİL OLARAK ÖĞRETİLMESİNDE “NETZWERK B1.1” DERS KİTABI İÇİNDE YER ALAN YARATICI YAZMA YÖNTEMİ İLE ŞİİR YAZIMI**

**ÖZET**


**Anahtar Kelimeler:** Netzwerk B1.1, Yaratıcı Yazma, Yabancı Dil Eğitim, Şiir
1. Introduction

Writing, in addition to speaking, listening comprehension and reading comprehension belongs to the four language skills of foreign language learning and it was in the seventies and eighties the most neglected aspect in the development of foreign language competence. The writing in foreign language teaching lost its dominant position thanks to the use of oral language usage and receptive skills. Since the 80s of the twentieth century, the writing competence is under the influence of changed social communication needs and the development of new communication media, such as fax, e-mail and internet, which are again becoming the focus of foreign language didactics. (Wicke, 1993)

In the foreign language teaching, the training of communicative competence is important for promotion of writing skill. This is where creative writing offers its many different methods. It develops the expressive possibilities and communication forms of the students. In creative writing, an incentive is necessary to generate an impulsion. You need a task to find a creative solution. However, you should pay attention that challenge does not overstrain the students. Writing tasks should be designed in such a way that they take into account of interests and needs of the students.

This study shows that the creative writing, in addition to speaking, listening comprehension, reading comprehension and grammar has already taken its place in various teaching materials and it can be integrated into lessons with the help of theory and practical examples.

2. Creativity and creative writing

Today, the term “creative writing” has taken its place in many areas, and is regarded as self-evidence; therefore, the attempt to make a comprehensive and clear definition is still difficult. The term “creativity” has different meanings within the process of creative writing. Overall, however, the variety of definitions can be reduced to a few basic patterns.

Brotbeck (1995) argues:
“Creativity refers to thought and action, as well with product of this thought and action. We designate an action or the product as creative:
• when the product is novel and valuable;
• when the path that leads to the product is novel;
• when we perceive something in a new way, feel, recognize, or think about it.”

In America and in Europe, the creative writing as teaching subject has prestigious status as teaching in the curriculum of schools and universities, but it reveals country-specific nuances. According to Ipşiroğlu (2006), the aim of such creating writing processes is not to educate writers, but to discover inner inventive creativity of a person and to strengthen self-awareness.

On the meaning and purpose of the creative writing generally at school, Marion Gay (2012) writes:
“The aim of the creative writing at school should be to put the individual expressiveness into light. Not in order to be all writers, but to make writing fun. What would happen if the students were no more groaned at the word “writing” with annoyance? […] But the creative writing at school is more than stimulus to writing. It trains perception, it draws attention and it sharpens our senses. A shell is a shell. But what kind of?”

In addition to classical, strictly formalized forms of writing, such as report, narration, summary or discussion; there are numerous methods and concepts available for the creative writing.
that stimulate and promote the desire for one’s own linguistic expression. For lead-in, particularly associative procedures are recommended since they do not deliberately work with mind, but stimulate imagination and thus release unsuspected writing impulses. So, they are also particularly well-suited to prevent initial fears before proverbial white sheet, or to break down already retracted writers’ blockades. Whether it is based on word salads, snowball poems, infinitely continuation stories, secret writings and other writing and language games or writing workshops – there is no limit to creativity.

Böttcher (1999) defines creativity as the capacity of creative thought and action. The creative writing is all that what has nothing to do with crafting moment of writing. These include texts that a person creates individually, with the help of different writing techniques that can be learned. It is therefore no magic to write good texts, but you must be ready to put criticism, to be self-critical and open for changes, especially changes in style. The creative writing is about “playing with language”, methods of the creative writing aim to dismantle fear of writing that many people have and to develop their own style while writing; or rather to improve, and there are methods against writers’ blockades. The various methods are meant to allow a writer to practice writing because exercise and constant practice of writing are very important. In the creative writing, all senses of human should be involved; seeing, hearing, feeling, smelling and tasting. To increase the expressiveness, the senses should be influenced (by music, colors, etc.) (Ünal Topçuoğlu F., Sever A., 2012) and incorporated into text. (Böttcher, 1999) So, the creative writing is a simply way that people can tell their stories.

The creative writing can be defined as a special form of writing, which is process-oriented. It can be strongly guided by this process, but controls it less consciously than it is seen in writing research for general writing. In the creative writing, there are many numerous and varied creative writing methods. These procedures are according to Böttcher (1999), divided into six groups: associative procedures, writing games, writing according to specifications, rules and patterns, writing to and after literary texts, writing to stimuli, keep writing on creative texts. You can use all these procedures in different thematic contexts and in all lectures.

With the help of a slight writing stimulus, here in this contribution with writing an elf, the students bring about something new, activate their power of imagination and fantasy. In this way, the ability of writing will be improved. Through the design of texts, they enrich their vocabulary and their grammatical knowledge because the words are assembled into sentence and into text like building blocks.

Teaching materials for the foreign language teaching are a very important part of the teaching and learning process. The creative writing or the creative writing methods are to be found in these teaching materials. In this contribution, the slight writing stimulus is found in these teaching material "Netzwerk B1.1". According to the procedure “writing according to specifications, rules and patterns”, the students should try to write their own elf.

3. Method

3.1. Analysis of the group of learners

The students at the Uludağ University of the educational Faculty in the German Department learn about their first elementary knowledge of German, based on a one-year preparation with 30-week-hours in integrated linguistic-practical learning contents.

In the first year of the study, the respective lectures in the German Department are divided in two classes. This means that each class consists of about 25 students. The majority of the students in the first year of studies have acquired their knowledge of German in their home country / in Turkey at high school, from which they have graduated. However, there are some so-called "returnees", this
means that this students have lived a certain time in german-speaking countries and thus have acquired their German language skills.

There is a worldwide range of teaching materials for German as foreign language, which is as extensive as diverse. Over the past decades, it has become more and more differentiated, and has adapted itself flexibly to findings and trends of the foreign language didactics. Thus, teaching material is the main focus in most teaching contexts and it plays a central role. It is important for the foreign language learners to assess the extent to which a teaching material is suitable for one’s own learners, or which effort it is able to adapt the material to its working environment. (Rösler/Schart, 2016)

In addition to our students who study German as foreign language for teaching training, it will be worked with teaching materials and held on four linguistic-practical courses in the first two years of the studies which are “German grammar”, “reading”, “writing”, and ”conversation”; each with three -week-hours. For the academic year 2016-17, the urgent teachers decided to use the teaching material “Netzwerk B1.1+2”.

”Netzwerk” is a multimedial teaching material for adults and adolescents from 16 years of age without prior knowledge. It leads to the levels A1, A2 and B1 in six half-volumes or three volumes and prepares for the certificate of German as the foreign language.

The aim of the teaching material ”Netzwerk” is to bring the learners quickly to a level, at which they can successfully communicate, since idioms, vocabulary and structures that are not only small-scaled, but also offered and practiced at an early stage in an overview. The tasks are learner-activating and diverse. The grammar is integrated ready for use and communication relevant into sequence of chapters. Important aspects of spoken language are addressed fairly and level meet from beginning. Multilingualism and mother tongue are included if possible. The orientation is easy, as the tasks are mirrored by course book and workbook. Both the course book and the workbook offer two platform chapters in which are contained playful rehearsal tasks, country studies and literature and in the workbook is contained examination training.

The half-volume B1.1 contains six lessons of each 10 pages. Each lesson begins with a two-page introduction to the topic of lesson, for example, A good trip! or Everything new! Followed by exercises in which new expressions and new grammar are trained by the four skills (reading, listening, speaking and writing). And finally, there is a blue double page with a country-orientated topic or learning tips followed by film page and summary of the grammar. For the tasks on the film page, you have to look at the scenes from the enclosed DVD that tells you about different experiences.

Except for the course book lessons, the half-volume contains same number of the workbook lessons, each with 10 pages, including vocabulary list with new words. There is so-called ”platform” for all three lessons that consists replays and examination training.

The training material “Netzwerk B1.1” trains all the four skills alternately, games help with learning and relax the lessons. However, it is not suitable for self-study, since a partner is needed for many exercises, especially for the communicative exercises. You can download the solution at the publisher homepage. In addition to this half-volume “Netzwerk B1.1”, there is also a teacher’s manual, an intensive trainer with additional exercises, a textbook with lesson tests and a Whiteboard-DVD. The teacher’s manual contains detailed working instructions, variations and game proposals as well as copy templates and is therefore very useful. The tests from the test book also include listening exercises.
"Netzwerk B1.1" is a training material for (intensive) courses, but it is not suitable for self-study and sometimes it requires additional explanations. The teaching of learning material presupposes a learner to work out things for himself.

This study refers to the lectures "writing" and "conversation", in which the corresponding tasks of the teaching material "Netzwerk B1.1" are worked out together with the students for development of writing performance and conversation in lectures.

3.2. Didactic considerations

The creative writing describes arranged or initiated approaches to writing which trigger creative processes. Thus, the creative writing is not free from outset, but it opens free spaces. It often affects basic patterns of literary writing (e.g. a particular poem form) and literary texts as pattern in order to make them to learner's own writing available and thus to promote the writing development. (Böttcher, 1999)

A method of the creative writing describes writing according to specifications, rules and patterns, whereby an elf is constructed according to structural rules. Thus, new writing techniques and a wide range of expressive possibilities are made available. (Böttcher, 1999)

The elf:
1st line: word about topic / idea / feeling…
2nd line: two words that match the first word (to whom can fit the first word?) object / person
3rd/4th line: three or four words that fit to line 2 / What does it do?
5th line: a word punch line / contrast / complement / provocation

The quality of the elf depends on the quality of final word. The poem form of the elf is a simple and clearly structured lyrical text type, its construction was working out and discussed in the same lesson. It consists of eleven words and five lines followed by a certain structure. The students have to deal with the text type "elf", their peculiarities and their structure in order to compose their own elf.

If the rules of both forms of the poem are correctly understood, they would not limit student’s learning, but they stimulate students to arouse curiosity and to leave them in their own poetic write attempt, to discover lyrical structural elements and new writings. The far-reaching renouncement of fixed metrum, rhymes and scheme of stanza structure, makes it easier for the students to write, so that they playfully discover the language and to write poems on the track. (Böttcher, 1999)

Through the variety of creative linguistic forms and methods, the students arrive at an individual expression and discover their own language in the writing process. They find words and network ideas, create poems, edit and rework their own texts. The phases of writing process are initiated with methods of the creative writing, and corresponding combinations in writing arrangements are not only further developed, but above all, they are made more consciously. At the center of revision, there are speaking and thinking on own and foreign text and possibilities of further work. (Böttcher, 1999)

The creative writing of their own elf, thus their own texts, contributes the students to discuss with their reality of life since they can express their emotions in one or more topics. The opportunity of learning and working with their head, hand and heart are given to students, since they have already dealt with the first three lessons of teaching with the teaching material "Netzwerk B1.1", during the previous week hours. These enables them to gather with different word fields on different topics and to help them to orient themselves with teaching hours by writing an elf.
4. Methodical analysis, Results and Discussion

The students will be taught in the lectures “writing” and “conversation” with three week-hours per lecture. In this lecture, the focus is on the area of competence “writing”.

It was a lively group of the students who showed a great interest in learning and participating in the lectures. A student group was enthusiastic about a topic, so you could contribute much as a teacher and achieve a positive atmosphere. In this respect, it is possible to say that the students could work with each other in a group. It did not create any problems for the students to present their work results before the group. In these lectures, the co-operation was supported by almost all the students. In addition to stronger students who always participated and involved, there were also often students who still had problems with the orthography, the grammar and the vocabulary. The social behavior was strongly developed so that the students did not laugh at each other.

The teaching material “Netzwerk B1.1.” which is used in the lectures “writing” and ”conversation” allows the use of the creative writing techniques. In platform 1, which consists of replays and examing training, you meet under the category “writing workshop” on the elf. An example, which provides an initial insight is given to the students. In addition to this example, there is a box with the instructions for writing an elf.

To starting with a topic, the students have developed their ideas in a cluster. In group work, the students have prepared a broad network of ideas on this topic using the cluster method, which gave them a wide range of topics when writing a story. The students who had already developed a writing idea and decided to write a poem, went to their place and tried to write an elf based on this example. The students without a writing idea were given time to think. Those who had written their poem till end, met with one or two other students for revision. The students were offered dictionaries and grammar books. The revision, as in form of revision aid, was made by looking up the words in a mini-dictionary. After the correction, the students put their poem on a decorative sheet. The teacher attached the poems to a wall in a seminar room. The reflection took place in a circle, so that each student was given the opportunity to present the work. It is advisable to make the seat group in small groups, as in case of larger groups. As in the case of larger groups, the students become restless after a while. It can be difficult to understand the students who read out and draw attention to them. The author presented his poem and the other students expressed their opinion.

On the one hand the students internalized the opportunity to write an elf recipe and on the other hand they concentrated on the content of a poem by using the vocabulary which they had worked out previously with the help of the grammar from the lessons 1-3. Through this poem form they learned to be able to become small poets and to write lyrical texts.

For the core concern of the lecture, the students have internalized to write the recipe and thus the structure of the elf in order to be able to use it properly.

They have shown their motivation to write their own elf. In addition, they have asked for help if necessary, so that differentiated material could be offered. Through this lecture, they were able to translate their ideas into the written language.

The aim of this lecture was to develop further students’ writing motivations, to motivate the students to deal with further texts and to be able to deal with texts productively (Akpınar-Dellal 2016).

The following table provides information on the teaching phase, the aims, the students’ activities, the teachers’ activities, the social forms and the media to this lecture.

*The schedule of the “elf”*:

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<table>
<thead>
<tr>
<th>Time</th>
<th>Teaching phase</th>
<th>Aim</th>
<th>Students’ activities</th>
<th>Teachers’ activities</th>
<th>Social form</th>
<th>Media</th>
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| approx. 25 min. | Introduction phase | • to arouse interest and curiosity for the lesson  
• introduction of new vocabulary  
• to prepare the production of own poem | • the students receive the instruction from the teacher to open the page 38 in the teaching material Netzwerk B1.1. They will be asked to read the relevant task together in a seminar room  
• the students think about what they could do with these poems. What is the text form of these poems? | • the teacher reads together with the students the instruction on page:  
• the teacher requests the students to collect ideas to the operating instructions "Elf"  
• the teacher goes from one group to other to give any help | the group work | teaching material "Netzwerk B1.1." platform 1, p.38, task 3 |
| approx. 50 min. | Development phase | • to acquire unknown words from context  
• activation of known grammar structures  
• the attempt of own poem production | • the students deal with what an elf is.  
• The students work out and understand the rules of an elf  
• The students get the instruction to collect ideas to a word field  
• The students try to write their own poem (according to corresponding pattern). They can use their own "spider diagram/mind map" | • the teacher hands out the fotocopy or the original poem  
• the teacher gives the instruction to compare their ideas with the original poem  
• the teacher requests the students to write their own poem (according to corresponding pattern). | the group work | teaching material "Netzwerk B1.1." platform 1, p.38, task 3 |
| approx. 45 min. | Presentation phase | • presentation of the students own work | • the students prepare their poem for the presentation using colored cartons and pens  
• the students present their poems in a seminar room | • the teacher supports the students in the production of the poem  
• the teacher listens attentively | the group work | colored cartons, pens, scissors, glue, etc, own poems |
| approx. 15 min. | Revision phase | • possible correction of captured performance | • the students pick up corrective suggestions from the teacher  
• inscription of the final version | • the teacher corrects the texts of the students  
• the teacher gives hints | the group work | own poems based on colored cartons |
5. Conclusions

In summary, it can be said that many people are often afraid of a blank sheet. Sometimes they sit for hours before a writing task or before a letter in order to try a beginning in vain. These thoughts can lead people writers’ blockades (Kuş & Bakır 2013). One of the ways of looking at writing as no morosely business is to use different creative writing methods, which is also the purpose of the contribution. In the creative writing, the students are free to express their creativity and enthusiasm with the new language. In the creative writing, they have more time and can therefore concentrate more intensively on the written word, expressing a broader and more comprehensive context than when speaking. At the end, the students are proud of their creations because they have something in black on white and they can show something concrete and enjoy admiration.

It belongs to the the creative writing, to invent stories, to continue narrative beginnings, to develop action sequences, to observe people and make them a source of a little story. There are many reasons to teach creative writing space in the classroom. Firstly, it is fun to compose own texts, secondly, it fascinates the students to experiment with the language.

It was also found that the students and also the students of these lecture often perceive particularly burdensome the linguistic difficulties, especially the skill ”writing” and often combine the writing difficulties with negative feelings and self-attributes (Brandl 2010). Even here can be mentioned a new term, namely a “writing advice”. The term “writing advice” will be extended to many German universities over the past ten years. To the area, there are currently some scientific studies that attempt to address non-native speakers as the form of institutional communication. In this connection, the writing advice for the students of German teachers’ departments could be introduced. Thus, the students would have the opportunity to resolve their linguistic difficulties based on a counselor and thus would clear misunderstandings and irritations.

In this lecture, the students were curious about the texts of their classmates, especially about the original work if it was not presented to them completely. The own try changed the view of strange texts. It can be said that the students look at literary texts with increasing interest when they have continued to spin literary text, to put the imagined in the words of the elf poems.

Furthermore, it was also observed that the writing in the group had made the students curious, and also eradicated writers’ blockades. The students are always enthusiastically, if they have the possibility of creative writing, so that it can be said that the creative writing enriches and changes the German teaching.

It was tried to illustrate in this contribution that with the creative writing can be awakened pleasure in writing. However, this can only thrive in an atmosphere of playful freedom. To experiment with language, to discover it’s self-reliantly, to enjoy its beauty, its wit, its sound and its rhythm should not only to be allowed, but it must be acknowledged and promoted. Only in a fear-free atmosphere have built up writing inhibitions. Basically, beginners write with pleasure and they have confidence in their own abilities and they are not afraid of breaking norms. The main objective of this creative writing teaching is not only a source of inspiration, but also a further purpose of this contribution.

Both my students and I were very satisfied with the course of this teaching unit, the lecture was very interesting and it proceeded in relaxing atmosphere and on the basis of this little success, I dare to integrate more creative writing methods in writing lesson. Of course, I am aware of the fact that it can be different in every lesson, but I would like to show the courage to use the creative writing methods in another variant depending on the situation and the students.
In summary, this contribution shows that the creative writing has taken its place in different teaching materials, as in the case of "Netzwerk B1.1." and that the "writing poems" can succeed in German as the foreign language.

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Appendix

The poetry experiments of the students / Sample elves from the students

Sample 1

Sample 2

Sample 3

Sample 4