opción

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Criteria-Based Assessment Of Creative Types Of Writing In A Form Of Essay

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Abstract

The aim of the study is to investigate criteria-based assessment of creative types of writing in a form of essay via comparative qualitative research methods. As a result, the progress is the most evident on the creativity dimension, as students made a significant improvement in their use of similes and detailed descriptions. Results of the post-experimental stage of the research brought us to the conclusion that students acquired the basic techniques of essay composition (logical structure, theme development, author's voice, originality in the choice of vocabulary).

Key words: Essay, Creativity, Writing, Introduction, Rubrics.

Evaluación basada en criterios de los tipos creativos de escritura en una forma de ensayo

Resumen

El objetivo del estudio es investigar la evaluación basada en criterios de tipos creativos de escritura en una forma de ensayo a través de métodos de investigación cualitativa comparativa. Como resultado, el progreso es más evidente en la dimensión de la creatividad, ya que los estudiantes lograron una mejora significativa en el uso de símiles y descripciones detalladas. Los resultados de la etapa post-experimental de la investigación nos llevaron a la conclusión de que los estudiantes adquirieron las técnicas básicas de composición de ensayos (estructura lógica, desarrollo del tema, voz del autor, originalidad en la elección del vocabulario).

Palabras clave: Ensayo, Creatividad, Escritura, Introducción, Rúbricas.

1. INTRODUCTION

In the context of modern world society, and especially when it comes to the society of Kazakhstan, a promptly developing country, standing on the threshold of the globalization process, the need in the formation of language skills is strong as ever. The President of our country Nursultan Nazarbayev (2017) always emphasizes his attention to the importance of languages as a means of communication between people, may it be the native Kazakh language and Russian and English in particular, as means of cross-cultural dialogue. In the President's program to the people of Kazakhstan Rukhanizhangyru, the Head of State points out that the main criteria of success of the educational

reform is the achievement of the language level, upon which any
citizen of our country, obtaining the appropriate education and
qualification, will be able to become a qualified specialist in any
country in the world.As we enter this new period of the development
of Kazakhstan, and witness its becoming part of global multicultural
and multilingual community, we cannot deny the fact that we no
longer can afford ourselves to neglect or treat carelessly the language
teaching as a way of formation intercultural communicative
competence.

James Humes, a famous author and former speechwriter, once
said that the art of communication is the language of leadership.
Paraphrasing this quote, we may suggest that the real language of
leadership is the art of written speech production, as one may hardly
expect to build up a lucrative career without the ability to express
oneself on paper. With communication becoming a form of business
struggle, inability to manage the written form of communication
makes a person uncompetitive, condemning him to social isolation.
Creative writing is the most extensive type of writing, covering almost
all spheres of human activity, including various forms of composition
such as letters, reflective and thematic writing, creative fiction, etc.
The essay is one of the forms of creative writing, a tool widely used in
schools, on professional seminars, during job interviews and
educational institution admissions, which was first introduced by
Michel de Montaigne in 1580, and since then firmly entrenched among
the literary genres. However, the practice of teaching indicates the lack
of students' interest and motivation in the essay writing, which brings
us the results in a form of compositions which do not meet the
requirements of a written speech production.

Creative writing and essay writing has been researched by various linguists from different countries and during different time periods. Among the scientists, both foreign and local, who contributed to the research were: Abrams (2007), Meriwether (1998), Tanner(2008) (Types of essays and creative writing); (psycholinguistic peculiarities of written text production), Getz, Konobeev (teaching composition in a form of essay), H.Binner, G.Brenner (creative writing), (creative writing techniques) Mazunova (2002) (written speech production), (linguistic discourse), (historic origins of creative writing), Langer(2000) (development of writing and reading), Mackenzie (2007), Shayakhmetova (2012) (essay writing), Belyanin (2000), etc. Nevertheless, the amount of work that needs to be conducted in the sphere of creative writing is enormous, and requires the most earnest attitude. Students need to be able to acquire the necessary lingua-stylistic and psycholinguistic knowledge in order to express their thoughts on paper, producing works which are both linguistically eloquent and original in the content. The writing process itself requires learners to work and experiment with the language, to seek for the alternative ways of expressions, and to use a variety of grammar structures, thus developing their intercultural communicative competence.

Thereby, the actuality of the research is determined on the one hand by the significance of the Kazakh language learners' acquisition of creative writing in the form of the essay, as an important mean of cross-cultural communication; and on the other hand, by the insufficiency of the development of particular matters on the given research problem, especially the difficulties of different creative types

of writing and ways to overcome them.The purpose of the article is to make up methodology of teaching creative writing in the form of essay, which will combine together the activities to develop students' intercultural communicative competence skills, as well as their creativity, lower their inhibitions in the Kazakh language class, develop their cognitive and critical thinking abilities, and introduce them to the process of Essay writing, including the construction of essay outline, planning, structuring, and designing the criteria-based assessment of written work. The objectives of the article are:

1) To define linguistic peculiarities applied in essay composition;

2) To clarify the notion of creative writing;

3) To work out methodology of teaching writing essay to Kazakh students;

4) To work out criteria-based assessment of written works of students.

2. METHODOLOGY

The importance of creativity in modern life situations is undeniable. It is commonly believed that if an individual wants to be successful, Creativity has to be a part of every aspect of his activities, may it be work, studies, or leisure. Creativity can be defined in many ways depending on the perspective and purpose. The Encyclopaedia of Educational Psychology views creativity as the interaction among aptitude, process, and the environment by which an individual or group is able to produce original (unique, novel, unusual) and adaptive

(useful, appropriate, meaningful) interpretations, ideas, behaviours, solutions, or products. This may be a universal definition of creativity, implying that anything produced by creativity is unique and comes from the individual's inner world, from one's perception of reality. The same notion of 'appropriateness' was addressed by Kolot, et al. (2004), who put it in the following way: Creativity – is an ability to do a work, which is both innovative (that is original and unexpected) and appropriate (that is useful and meeting the demands of a task or the needs of a society). … Creativeness is an ability to find new decisions to problems and finding new means of expression, bringing up to life something new for an individual.

Starko (1995) explains the desire to create in the following way: individuals create because they have … something to communicate. They wish to allow the audience to make meaning in new ways or share a vision of the world. The creative process is very complex and unpredictable, as it may bring us to the most unexpected results. Two processes are involved in the creativity: convergent and divergent thinking. The first one implies an ability to generate the best solution to some problem using logics and analysis. The second one implies ability to brainstorm and generate many original ideas about the same subject. Both convergent and divergent thinking are involved in the creative process in the ways that are going to be explained further. It is actually difficult to define creative writing, as this area is very vast and includes many styles and genres. Basically, creative writing is any form of writing outside the barriers set by professional and academic writing. It includes: poems and songs, novels and short stories (both fiction and non-fiction), screenwriting and playwriting,

autobiographies, etc., focusing primarily on students' self-expression. We examined several definitions of creative writing: Creative writing Golovan (2008) is a mean of expression of thoughts and feelings of a writer. Creative writing is a writing of non-traditional genres, a special type of composition, requiring unusual thought process of a writer. The main goal of creative writing is the author's self-expression. Creative writing requires freedom of creativity, and the ability to realize unusual ideas, thoughts, and feelings. The creative composition author's objective is to show one's own worldview, the subjectivity of the feelings, and uniqueness of one's own thinking process.

Creative writing Zhitkova (2010) gives learners opportunities to use their lexical and grammatical habits, to show their individuality, to realize cross-cultural differences, to use one's own written compositions for the training of reading and speaking skills. Based on these definitions we coined our own definition of the term creative writing: Creative writing is a written composition, a distinctive feature of which is the author's unique way of communicating his/her emotions, feeling, thoughts, and world outlook.One of the forms of creative writing is an Essay, to which the following work is dedicated.Essay, as a form of literature, has been well known for the prolonged period of time. Although, it was Michel de Montaigne, who introduced the term essais (which can be translated from French as an attempt or a trial) in 1580, making it a new literary genre, and gaining himself the title of the father of the prose essay, he was not, in fact, the inventor of the essay itself. Throughout centuries, essay changed and modified its form, and even now, it seems practically impossible to choose one and only, ultimate definition to explain the true meaning of it. According to the American Heritage Dictionary of the English

Language (1995), an essay is a short literary composition on a single subject, usually presenting the personal view of the author. Collins English Dictionary (2007) provides a similar definition by describing essay as a short literary composition dealing with a subject analytically or speculatively.

Mackenzie (2007) states, I see the planning, researching, and writing of an essay as a major project. A variety of prerequisite skills – idea gathering, topic narrowing, topic sentence and paragraph writing is required. However, is it possible at all to say whether it is correct to classify the essay as formal or informal? To answer this question, Mackenzie refers to Abrams's explanation about the difference between the two: The formal essay is relatively impersonal: the author writes as an authority, or at least as highly knowledgeable, and expounds the subject in an orderly way. In the informal essay (or familiar or personal essay), the author assumes a tone of intimacy with his audience, tends to deal with everyday things rather than with public affairs or specialized topics, and writes in a relaxed, self-revelatory, and sometimes whimsical fashion. In other words, the difference is in the author's belief about his topic and his relationships with the audience, though both in formal and informal types of essays the key features remain common. Abrams (2007) also gives a good definition of the word in terms of the purpose of writing essay, describing it as any short composition in prose that undertakes to discuss a matter, express a point of view, or persuade to accept a thesis on any subject.

However, it is impossible to classify essay as a genre which belongs strictly to the field of academic writing, and the following definitions can perfectly illustrate it. As it was mentioned earlier, the

word essay means an attempt – an attempt to communicate or deliver a certain message. Though essays may have different purposes, they all make a point about the topic you are discussing. In an essay, you present an opinion (called your thesis) and go on to provide supportive evidence for it. Essays are one of the best ways to demonstrate and share what you have learned and what you know and believe. This definition can be supported by that of Barry Spurr: "Essays are short written works, usually in prose (although there have been essays in poetry) in which a particular issue is addressed and assessed" (Spurr, 2005: 18). Classic Encyclopedia also gives a brilliant definition of essay, which emphasizes the contribution of writer's thoughts and feelings to the work itself: As a form of literature, the essay is a composition of moderate length, usually in prose, which deals in an easy, cursory way with the external conditions of a subject only as it affects the writer. It is possible to say that essay is an emotion author expresses towards experienced and witnessed events as well as time and environment situations.

Essay steps outside the boundaries of academic writing in that sense that it deals with feelings and viewpoints of the author, as well as gives opportunities to experiment with language and style in order to achieve the best result, which is to communicate the message of the writer to the audience. The following definition arises, summing up everything that was mentioned above: The essay is a short piece of writing, which may combine a wide variety of literary forms or be written in one particular style, but has a more or less fixed structure, and written in order to communicate a message that the author personally finds important using literary means to achieve the desired effect. There exist a great variety of essay types, which differ from

each other in the most significant ways, depending on its purpose. It is difficult to name all the types of essays, but there are several of them, used more frequently than others. Heydrick (2010) distinguishes six of them: personal essay/familiar essay, descriptive essay, critical essay, editorial essay, reflective essay, and character sketch.Meriwether (1998) recognises seven types: comparison (contrast) essay, argumentative (pro/con) essay, literary analysis essay, character analysis essay, definition essay, cause and effect essay, and expository essay. Whereas Rockowitz (2007) distinguishes only three types of essays: narrative, expository, and persuasive.

Personal Essay is the type of essay represented by Michel de Montaigne, who is considered to be the father of the genre of the essay itself. It is myself I portray, he said, thus perfectly defining the personal essay. The personal essay may be thought of as a composite fabric delicately woven upon a slight framework called the theme or unifying idea. The pattern is of the essayist's own devising. The texture and the quality of the resulting fabric depend upon his personality, his attitude towards his subject, and his skills in weaving – that is his style of expression. Personal essay may be composed of minimum three paragraphs, with the first and the last paragraphs being introductory and concluding parts, and the second one being the body paragraph of the essay. This type of essay reflects the author's personal feelings, experiences, and viewpoint, thus written in the first person narrative. In order to deliver the message successfully, in is important to put in time order the words that show the sequencing of details. The writer has to make sure that the detail sentences all refer to the main idea, and are sequenced. The order words such as after a few

days, later, finally allows the reader to understand the sequence of actions in the essay, thus allowing the successful transferring of information from transmitter to the recipient.

Editorial essay is an essay, which has an aim of influencing public opinion. There is a significant difference between editorial and editorial essay. The first is a short argument, plain in style, aiming at convincing their readers. The second – entertain readers quite as much as to persuade; style and personality of the author are very important. The editorial essay is also called persuasive essay, or persuasive paper. A persuasion is a mighty tool that people use every day of their lives: in work and in personal affairs, may it be a persuasion of a business partner to sign a deal, or may it be a persuasion of a child to eat his breakfast. Logical reasoning is what really important in persuasion in general, and in persuasive essay in particular.The editorial essay takes on a debatable subject, and assuming the reader to be antagonistic, states and proves his point relying heavily on logical reasoning, and presenting supporting details, including statistics, examples, cause-and-effect relationships, etc. The author of an editorial essay begins on some common ground so that the reader and writer have a point of agreement and anticipates the reader's concerns and opposing point of view. The essay uses subtle emotional or psychological appeals and depends in large part on the writer's credibility for acceptance.

When writing an editorial essay, a writer should start of from the main points, reasons, (three or more) that support his aim to persuade somebody to do something. In editorial essay writer takes a stand, thus the whole text has to be written in the first-person narrative. The structure of an editorial essay consists of the introduction with the thesis statement, showing the author's standpoint, and the introduction

of the reasons to support the standpoint, and influence the readers' opinion, so that they would correspond to those of the author himself. Further, the reasons are given with the supporting details in three or more paragraphs. The words and phrases normally used in the editorial types of essays include: time and space order words and phrases: first, second, thirds, next, later, further, subsequently, above, beyond, etc.; words and phrases using contrasting thoughts: although, nevertheless, yet, however, on the contrary, etc.; words and phrases that help to illustrate and explain an idea: for example, for instance, as has been said, to emphasize, to repeat, etc. Conclusion consists of the main idea that can shortly summarize the whole point of the editorial essay, what the essay was about, what the author's standpoint was, and the reasons to support them.

Expository essay is a type of essay that gives instructions and directions to complete a particular task or describes certain even or thing based on facts. In Webster's New World Student Writing book (2009), expository essay is addressed as a process analysis essay or informative essay. It can be a practical essay which explains how to perform a certain operation, such as to fill-in the declaration form or to make a model of a house. Or it can be an explanation of a process that reader does not need to execute themselves, but would enjoy reading to develop a better understanding of the subject. Expository essay demonstrates the writer's familiarity with the subject, gives step-by-step directions or explanations, clarifies cause-and-effect relationships, follows a chronological order, includes illustrations, examples, and other specific details, includes ample transitions to allow the reader to

follow the logical steps, uses terminology appropriate for the audience, but avoids overly technical words.

Usually, such essay types consist of five or more paragraphs. The first paragraph is the introduction where the main idea and the thesis statement are formulated. The first paragraph may be of only two-three sentences, but introduce the main ideas of all of the rest paragraphs. The second, third, and the fourth paragraphs explore the ideas one by one, opening them up, and developing them through supporting details. Each paragraph is connected to the previous by a transition sentence that allows the smooth switch from one idea to the other. The concluding paragraph's goal is to summarize the whole text. Descriptive essay is self-explanatory. It differs from the pure description in that the reader is always conscious of the author, who constantly expresses his own point of view, explains what he thinks as well as what he sees.Descriptive essay's purpose is to accurately describe something (object, person, even, etc.), emphasizing directly or indirectly the five senses, and establishing a certain attitude towards the subject. When writing a descriptive essay writer uses colourful language, specific nouns and vigorous verbs, especially those that create images of the senses; makes a conscious effort to include figures of speech, allowing subtle comparisons to spark the reader's imagination; and includes adequate supporting details to clarify the subject being described. All of it allows the smooth flow of speech, creating easy and pleasant reading (Delkhoon & Lotfizadeh, 2014).

The critical essay is a type of essay which subject is usually a work or art (book, painting, opera, etc.) When a critic an account of a new book or play, he tells us about the content, and in addition gives his own opinion, in the form of praise or blame. The critical essay

might be general, example, on how to choose and read books. Character sketch (Webster's New World Student Writing book (2009) is a type of essay, which focuses on one or two dominant features of a real or imaginary person. The sketch reveals a character trait or traits that the writer believes readers will find informative or at least interesting. Character sketch is also sometimes calledcharacterization or profile. Difference between character sketch and descriptive essays is that descriptive essay focuses on the outer side of things, when a character sketch looks deeply inside. Things that are included into a character sketch might be certain details about a character, their actions, direct or indirect descriptions, etc. Character sketch is a type of essay widely popular with educational institutions, as teachers ask students to write about characters of a book or a historical figure, to develop better understanding of a subject. The reflective essay focuses on general, even abstract subjects and serious tone. Author of reflective essay thinks deeply upon an important subject, gives matured conclusion, and looks beneath the appearance of things to find the reality and truth. Presently, we are going to draw our attention to the types of essay distinguished by Meriwether, which being similar to those of Heydrick in certain ways, are nonetheless quite different in terms of purpose and style. Comparison essay – a type of essay, as it is obvious from the title of it, compares and contrasts two or more things (people, events, works of art, ideas, etc.)

Writing developed by the comparison-and-contrast method shows similarities in otherwise unlike subjects and differences in otherwise similar subjects. Comparison-and-contrast essays are organized in one of the three ways: whole-by-whole (the whole

subtopic is explained before moving to the next one), part-by-part (one part of both subtopics is explained before moving to the next part), or similarities-differences (similarities and differences are listed separately). All of the structures above can be used by the writer in an equally effective manner. Argumentative essay is a type of essay which sometimes called pros and cons essay. In this type of an essay the author states some idea, and then, using logical argument objects or supports it. Argumentative essay can be compared in some ways to the persuasive essay, in that it also tries to prove a point, but, in comparison with the persuasive essay, argumentative essay does not have a goal of making the audience accept his ideas as their own, rather, to express his own opinion. Literary analysis essay – is an observation of a literary work: novel, poem, or play, which requires a deep analysis of a piece. A literary analysis essay is the type of essay mostly familiar to the students at school, at the literature lessons, as this type of essay is the best way for the learners to understand the idea of a piece, and for the teachers to check their understanding and evaluate their work. Character analysis essay (Meriwether, 1998; Akase & Philip, 2018) – this type of essay is very similar to the character sketch mentioned by Heydrick (2010), and the difference between the two is so subtle, that may not be taken into consideration at all. However, it is only just to mention it here, along with the explanation, for the sake of this research (Ahmadi et al, 2014; KheiryMollaqasem et al., 2013).

The character analysis essay is similar to the literary analysis, and is also a type of essay popular in schools. It focuses on the observation of characters in literature evaluating them based on their words, deeds, thoughts, and opinions. In other words, character

analysis essay is a continuation of literary analysis essay, which concentrates on the characters in the story. Definition essay – is an essay that has a purpose to define something. It can use development techniques of many other types of essays, like cause and effect essay, description essay, comparison essay, etc. Usually, definition essays deal with abstract terms, such as love, hate, life, death, hope, despair, etc., although, it might concern practically every subject. The style of definition essay depends greatly on the author's purpose and audience. If what is life? An essay can be philosophical and abstract, an essay explaining the nature of black holes has to be more specific from the scientific point of view. The length also depends on those factors, as it is the matter of a situation, whether a long or a short definition might be necessary. Cause and effect essay asks two kinds of questions Why did it happen? And what was the result? In other words, it explores either the cause or causes, or the effect or effects of some event or situation actual or hypothetical. Cause and effect essays may concern theoretical matters, like something that can happen in future, or events that took place sometime in the past, or even are in progress in the present time. For example, it may seek at answer for a question: what caused the oil-spill in Louisiana, or concentrate on the effects it had on the environment.

There are many types of essays, and most of them, as it was shown above, easily combine the features of each other, leaving it for the writer's creativity, to choose the forms appropriate for one situation or the other. Through analyzing the literary sources describing the types of essay, we were able to highlight the three categories of essays, which can contain the other types of essays.

Figure 1.illustrates these categories and how their components are interchangeable.
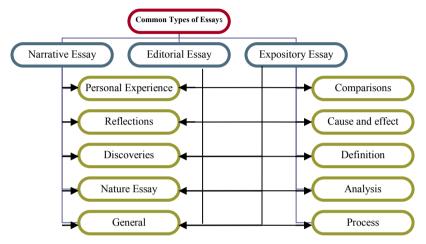

Figure 1. Types of Essay

An essay, from the point of view of psycholinguistics Belyanin (2004) is a text, a complex semantic formation, which has vital features - wholeness and connectedness. When writing an essay, it is important to have a general idea, which has to be realized in the text, providing it with this wholeness, and linking its parts (sentences and paragraphs) together. The wholeness of text is achieved when all its components are bound, and not a single meaningful part can be taken from it without a semantic loss. When writing an essay, it is important to follow a basic structure, which helps to stay focused on the topic and not to break the wholeness of the text. The primer principle of the essay is to generate an idea and to be able to support and develop it with clear and logical arguments, being creative without violating the

rules, and passionate, without drama. There are many structures of essays, but the most popular of them is a five paragraph essay, which can be encountered in schools and colleges, as well as on governmental exams to enter higher education institutions. A basic five-paragraph structure essay is usually organized in the following way:

1. Introduction (1 paragraph)

2. Main part (3 paragraphs)

3. Conclusion (1 paragraph)

Introduction part of the essay has a purpose to familiarize the audience with the topic and to draw its attention to the problem presented in it. Usually, Introduction begins with a sentence describing the main idea in general terms, and the last sentence describes a specific topic. The introduction part has to have a hook, something that makes readers want to read the essay. The hook snares your audience into reading your essay. It may be a striking comparison, a challenging quotation, a personal experience, or a controversial statement or statistic. The Introductory paragraph ends with a thesis statement, which is the most important sentence in the essay, and has a purpose to express the author's viewpoint concerning the subject. It is precise and simple, with a clearly stated main idea. The main part, or the body part, of the essay is a series of paragraphs, each with a topic sentence which develops the thesis. The main part follows the Introduction, but before proceeding to it, the writer should make a transition sentence, which acts as a bridge between the introduction and body part to make the essay flow, and thus, perceived easier by the reader.According to Sorenson, the Main part should have:

- An opening transition that connects it to the preceding paragraph;

- A topic sentence derived from the thesis sentence;

- Supporting details, such as explanations, illustrations, examples, or reasons, to clarify the topic sentence;

- Internal transitions to carry the reader's thought from one supporting detail to another;

- A final statement, or conclusion, which may also act as a transition into the following paragraph.

Each paragraph has to communicate a certain idea, with a topic sentence and arguments in its support. The order of the components of the essay should be organized in the way to be clear and understandable to the reader. It should follow the paragraph development order; otherwise, it can be too confusing both for the author and the audience, and even the best arguments and the brightest ideas might be lost inside the poorly organized essay. Paragraph development order is the method of organizing a paragraph or multi-paragraph paper. The orders include chronological, spatial, and order of importance: Order of importance is a method of organizing a paragraph or multi-paragraph paper according to the relative significance of the subtopics. One standard arrangement is from most to least important; another is from least to most. A frequently used variation begins with the second most important idea, followed by the remaining details, listed from least to most important.

Chronological order is an arrangement in the order in which things occur. Chronological order may move from past to present or, in reverse chronological order, from present to past. Spatial order is an arrangement according to space, from left to right, right to left, and so

on. Placing ideas in one of the orders listed above helps to organize the ideas during the process of first drafting, and ensure the gradual and easier perception from the audience. Conclusion- A final statement that either summarizes or ties together the main points of a composition. May include a restatement of the topic or thesis sentence; may also include a clincher (a sentence that restates the argument of the thesis in new words).The purpose of the conclusion is to summarize the ideas expressed in the essay, and draw the big picture, by restating, possibly, in plainer terms, the thesis statement and addressing the hook in the Introduction. Each stage has its own steps and goals; however, it is not necessary for the students to take a piece of writing through all five of them, a finished product not being the goal. The actual goal for students is to learn and practise each step of writing, as each represents a set of important skills necessary for any language learner. Looking at the structures, we might break the process of writing into three main steps:

1.   Prewriting, which includes planning, researching, collecting materials, deciding on the topic, etc.

2.   Writing - the process itself.

3.   Post-writing, including feedback, revising and editing sessions.

The strategies of teaching each of the steps above, we are going to study more carefully further in the paper.

3. FINDINGS AND DISCUSSION

As we said before, the process of teaching essay writing is divided into three parts according to the stages of the writing process: Prewriting, While-writing and Post-writing. Further, each stage's purpose is explained separately. Prewriting stage. During this stage students prepare to write an essay: they practice the skills required to write a piece through a set of activities designed specifically for the purpose of fostering their creativity and critical thinking, as well as learn the basic strategies of essay composition. They learn how to choose an appropriate topic, how to generate ideas, how to plan their essay, how to write an essay paragraph by paragraph, how to address a specific audience, and how to determine the purpose of their writing. Each of these is extremely important in essay composition, whether we talk about academic or creative writing. In addition to that, these presented activities and exercises allow students to develop their communicative competence through discussions, readings, listening to audio-books, etc (Satria & Noviandi, 2019).

The activities and exercises used during the workshop involve active usage of authentic materials: movies and movie trailers, novels and stories, photos, magazine and newspaper articles, etc. Pair and group work is emphasized over individual work in order to make the process less intimidating, as well as to encourage sharing and cooperation in the class, creating an atmosphere of trust and support. It is extremely important to make students feel comfortable in a language class; and especially in a writing class (when talking about students who are new to creative writing or who do not feel comfortable expressing their thoughts through writing). Prewriting stage is the most important stage, as this is where students acquire all the skills necessary for them to write an essay, as well as develop and improve

their language skills, communicative competence, develop creative and critical thinking, etc. Prewriting stage is where all the learning takes place, and that is why teachers should take their time to prepare and organize it well, so the students can commence with the second stage feeling confident and prepared.Skills developed at the prewriting stage:

- Formulating one's own topic using the information framework;

- Making an essay outline;

- Analyzing a written text in terms of the intended audience and purpose;

- Identifying introduction, body part, and conclusion of a written text;

- Identifying thesis statements and transition sentences in written text;

- Identifying the main idea of an essay;

- Distinguishing between the types of essays according to their linguistic and genre-stylistic characteristics;

During the while-writing stage, students apply the knowledge they acquired during the Initiatory stage on practice. The ultimate goal of the production stage is a written text. The process includes a variety of tasks where students are required to write. They are not yet writing a long composition, but rather engage themselves in a series of writing activities, where they are required to use the strategies they learnt during the Initiatory stage. While-writing stage is almost entirely individual, though cooperation is also encouraged for many activities. It is important for the students to realize that their main goal is to apply

their creativity on practice, to express their own opinions and beliefs. The main purpose of the second stage is to present the writing piece(s) of the students own, something created by them, through their imagination. While-writing stage, however, does not need to be rushed or forced. Students have to be sure of their abilities, to be confident with their writing, and take their time with it. The process can help to know each other better, which always lightens up the mood in the class. The thing that they have to understand (the teacher has to make sure of that earlier, throughout the course of the first stage) that creative writing is not about the evaluation or getting the best mark, but about having fun, exploring the language, experimenting with it, and enjoying the process, not anticipating the result. Skills developed at the while-writing stage:

- Composing essay introduction and conclusion parts

- Composing a strong thesis statement;

- Putting main ideas in an order according to lingua-stylistic and psycholinguistic peculiarities of essay genre;

- Identifying the main points in a text;

- Addressing a different audience;

- Structuring a paragraph.

Post-writing stage. The purpose of the post-writing stage is to create a written text (personal essay). The students apply the skills they acquired during two previous stages on practice as they write a personal essay for one of the given topics. Post-writing stage or Creative stage includes discussion sessions by the end of each task. Discussion includes sharing opinions, giving feedbacks, etc. It is important to note, that feedback, in this case, is not about criticism, but rather about students' understanding of what is good about their

writing and what is yet to be developed. Skills developed at the post-writing stage or creative stage:

- Writing a personal essay;

- Editing an essay in accordance with the lingua-stylistic requirements;

The qualitative approach implies observation and interpretation of reality in order to develop a theory that will explain what was experienced. The quantitative approach implies beginning with a theory and then running of tests in order to confirm or deny it. This study is both quantitative and qualitative in its nature, as we use both as a means of our research work. We began our study with qualitative research, as we observed several classrooms in order to determine the attitude of students towards writing tasks. We noticed that students are seldom interested in written assignments, and are keen on communicative tasks, role plays, and vocabulary games. In order to deepen our understanding of the students' experiences with creative writing and general attitudes towards our topic, we conducted opinion questionnaires among them, asking them to answer in short for the following questions:

1.   Do you like writing activities? Why/why not?

2.   What would you like to change about the way writing in Kazakh is taught in your class?

The total number of people who took part in the questionnaire was 20. The answers of respondents were classified into three categories: positive (P), negative (N), and indecisive (I) for the respondents who did not give a definite answer.

1. Yes. They are useful. (P)

2. No. Because it is boring. (N)

3. No. Less writing activities. (N)

4. I do not know. It is boring. (I)

5. I think, my writing is bad. I do not know. (I)

6. Writing compositions, for example, takes a lot of time. (I)

7. It depends on the task. If the task is interesting. (I)

8. I do not like writing, because it is difficult or boring. (N)

9. I would change the tasks. Grammar exercises are very boring. (I)

10. Grammar tasks, answering questions, writing compositions is too long. (I)

11. Yes, it is good. I would not change anything about the way writing in Kazakh is taught in my class. (P)

12. I do not like writing tasks. I cannot write. (N)

13. I like writing, but not always. (I)

14. No, it is boring. (N)

We did not include the answers such as yes, no, and I do not know, which do not provide any kind of explanation. Several of the participants (5) used the word boring to describe the writing process, and proposed (2) that if the tasks were more interesting, it would improve the lesson. Only two of the participants expressed a positive attitude towards writing tasks, and demonstrated the understanding of the importance of writing. Overall, the students are quite indecisive about the writing. Two of the respondents described their writing with the bad words and I cannot write, which clearly shows the lack of confidence they have about their own writing. In order to evaluate the written works of the students who took part in the experiment, we carried out a carefully organized assessment process, which was based

on rubrics as a mean of evaluation. In order for the assessment to be objective, planning of the whole process (including specification of learning outcomes and careful execution of the data collection) was necessary.

A rubric is a matrix that identifies the expected outcomes of the task with a respective level of performance. We chose to use the analytic scoring rubric, which breaks the scoring into components, rather than provides a single score for the whole assignment, in order to be able to identify the spheres where our students have the most difficulties. Implementing the rubrics we followed a standard procedure of using rubrics for written task evaluation, consisting of the following steps: determining the criteria of evaluation, choosing the rubrics that suits our criteria, testing the rubrics, revising, and, finally, applying the rubrics. Firstly, we determined the criteria of assessment of essay, based on the main characteristics of essay genre that we have highlighted above. The criteria that we came up with are the following:

1.   Theme development: this criterion examines the content of the work in general, powerful thesis statement, clear and relevant supporting details, detailed information, effective conclusion.

2.   Author's voice: this criterion deals with the author's own opinion on the topic, which is the main characteristics of an essay, with the way the author addresses the intended audience, and how the purpose of the written work in carried out.

3.   Logical structure: this criterion examined the structure of the paragraphs, whether the introduction is engaging and strong, whether the main ideas are listed in the logical order, whether the conclusion reinforces the thesis statement, etc.

4.   Grammar and vocabulary: this criterion examines the written text in terms of grammar and spelling errors, and the appropriate usage of vocabulary.

5.   Creativity: this criterion determines the originality in terms of vivid images created by the author, how well can he\she express the original and unusual ideas, how he\she avoids using common phrases and clichés, predictable sentences, borrowed ideas, etc.

Each criterion was evaluated by 20 points. The total highest possible mark was 100 points for the whole essay. Before the implementation of the rubrics we tested it, and for that purpose, we distributed the rubrics among teachers of the Kazakh language, and asked them to use these rubrics on several sample essays from their classes, and then give us their feedback. After receiving the feedback we revised the rubrics once more, eliminating the possible problematic areas, and shared the results with the teachers. Having designed the rubrics, we implemented it on practice, to score the works of the students from both experimental and control groups. Throughout the process of evaluation, we kept in mind that the rating a written task can often be a subject to error. In order to stay objective throughout the whole process, we rated the performance of all the students on each criterion separately before going to the next one, which helped to focus on specific outcomes and constantly keep them in mind during the evaluation; we also chose multiple graders (three Kazakh teachers from the lyceum and the researcher), who worked together in order to give the most objective evaluation of the participants' works.

Crit	Levels			
	Mastery 16-20 points	**Partial Mastery** 11-15 points	**Progressing** 6-10 points	**po**
1	2	3	4	
he me of y: t ng ota	States a compelling and original thesis or purpose; Skillfully supports; thesis with clear and relevant information; Skillfully presents detailed information with clear conclusions throughout paper.	States a clear meaning full thesis or Purpose; Adequately supports thesis with clear and relevant information; Adequately explains and interprets information; Draws conclusions.	Weak thesis and/or too broad a purpose or focus; Insufficient, unclear and/or irrelevant information; Some explanation and interpretation.	clear t Purpo no sup tion to thesis; no interpr
ut s	Writer's voice is authentic, confident and convincing;	Writer's voice is confident and authentic	Retells story with writer's voice detached from the response;	or no voice,

	Writer's reaction and feelings are skilfully, articulated; Clear sense of purpose and audience; Consistent point of view.	Writer's reaction and feelings about the reading are evident; Clear sense of audience and purpose Consistent point of view.	Sense of purpose and/or audience not clear; Lacks consistent point of view.	purpos audien and/or view.
...lity of ...e, ... of ...k, ...d ...nt ...d ...g ...ota				
...ogi ...e is ...ati ...e ...ctio ...ion	**Skillful Structure:** Strong, engaging Introduction; Effective sequencing of ideas relating back to thesis; Conclusion skilfully reinforces thesis and gives closure to essay; Skillful use of	**Appropriate structure:** Engaging introduction; Adequate sequencing of ideas based on purpose and linked to thesis; Conclusion reinforces thesis and gives closure; Transitions	**Weak structure:** Introduction, body and/or conclusion may need some revision; Evidence may be isolated facts with weak; Sequencing limited use of appropriate transitions.	**to no structt** ction, and/or conclu may n or may major revisio

	transitions within and across paragraphs.	effectively; Connect ideas within and across paragraphs.		ansitic
ota				
gra nd lar	Contains few, if any, grammar errors. These errors do not interfere with the reader's understanding of the writing. Appropriate use of vocabulary.	Contains some grammar errors/mistakes, which do not interfere with reader's understanding of the text. Appropriate use of vocabulary. Some minor spelling problems.	Contains several errors/mistakes which may interfere with the reader's understanding of the writing. Problems with the use of vocabulary, several spelling mistakes.	s serio errors/ s whic interfe the rea unders of the proble the vocab inappr usage. spellir mistak
ota				
rea	Excellent use of	Some	Sentimental,	

ity	imagery; similes; vivid, detailed descriptions; metaphor. Surprises the reader with unusual associations, breaks conventions, and thwarts expectations.	startling images, a few stunning associative leaps with a weak conclusion or lesser, more ordinary images and comparisons. Inconsistent.	predictable, orcliché.	s ideas image popula culture unrefl way. respor Obvio of mot and/or unders of the assign
	16-20 points	11-15 points	6-10 points	points

Table 1.Rubrics

Overall, the writing of students improved significantly: the way they express their thoughts became clearer, and they feel much more comfortable with their own writing than they used to. The sentences became more connected and complex, and although the vocabulary of students remains quite limited, they try to use everything they can in order to express their thoughts and feelings. The other thing is the use of words like in my opinion and I think, which signifies the main thing about essay writing which is an expression of author's own view on

the subject. Students are able to give their reasons, and analyze the meaning of what they see.

	Levels			
Criteria	Mastery 16-20 points	Partial Mastery 11-15 points	Progressing 6-10 points	Emerging 0-5 points
1	2	3	4	5
Theme development 20 points	37.5%	62.5%	0	0
Author's Voice 20 points	31.25%	62.5%	6.25%	0
Logical structure 20 points	37.5%	43.75%	18.75%	0
Grammar and Vocabulary 20 points	50%	50%	0	0

Creati vity 20 points	31. 25%	62.5 %	6.25%	0

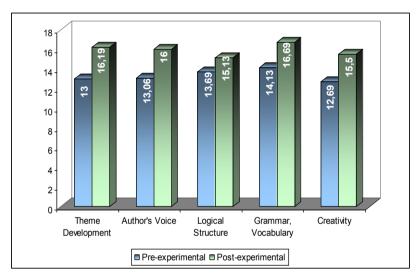Table 2. Experimental Group A results

Figure 2. Experimental group progress (pre- and post-experimental tasks)

As we can see from the table 2.the results of group an improved significantly. Theme development: all the participants (100%) from the experimental group scored higher than 11 points (Partial mastery level), and 37.5% scored higher than 16 points (out of total 20 points) compared to pre-experimental results of 56.25% (total higher than 11 points) and 18.75% (above 16 points).Author's voice: 93.75% of the

participants from the experimental group scored higher than 11 points, and 31.25% scored higher than 16 points compared to 62.5% and 18.75% respectively. Logical structure: 81.25% of the participants from the experimental group scored higher than 11 points, and 37.5% scored higher than 16 points compared to 81.25% and 18.75% respectively. Grammar and vocabulary: 100% of the participants from the experimental group scored higher than 11 points, and 50% scored higher than 16 points compared to 81.25% and 25% respectively.

Creativity: 93.75% of the participants from the experimental group scored higher than 11 points, and 31.25% scored higher than 16 points compared to 68.75% and 0% respectively. Overall, the participants' writing skills became significantly better in terms of making a thesis statement and supporting them with clear details, clear author's voice, awareness of the audience and purpose of the writing, structure, and in terms of originality of ideas and the use of vocabulary. The grammar skills also developed, and few, if any, mistakes in the text do not influence reader's understanding. The progress is the most evident on the creativity dimension, as students made a significant improvement in their use of similes and detailed descriptions.

4. Conclusion

In this article, we described the linguistic peculiarities applied in essay composition, clarified the notion of creative writing, work out methodology of teaching writing essay to Kazakh students, worked out

the criteria-based assessment of written works of students and made an experimental part of the research, which we conducted throughout 2017-2018 years. The purpose of the experimental part of the research was to test in practice, the created methodology of teaching creative writing in a form of essay to Kazakh students. The practical part of the research consisted of three stages: Pre-experimental part, Experimental teaching part, and Post-experimental part. During the Pre-experimental part, we conducted several students' opinion surveys and open-ended questionnaires, which helped us to understand better the general attitude of students towards creative writing in general. The survey showed that students find most of the writing tasks boring, though without a doubt they understand that the writing is an important skill for the communication and their future careers. Before starting with the experimental part, we conducted a test among the students of 11th grade of a linguistic lyceum in order to check the level of their Kazakh proficiency. The test showed that the level of the participants from two groups (group A (experimental) and group B (control)) is Intermediate.

The participants from both groups were given a task to write a short essay, which was then graded using rubrics and the criteria of evaluation that we established based on the peculiarities of essay determined earlier: theme development, an author's voice, logical structure, grammar and vocabulary, and creativity. We used multiple graders chosen from the lyceum faculty members to insure the objectivity of the results. The results of both groups were roughly at the same level (61.06 points for group A, and 62.5 points for group B). During the experimental teaching part of the research we applied the methodology of teaching creative writing in a form of essay on the lessons with the experimental group, whereas the control group studied

the essay writing by the traditional methodology. The experimental teaching part included three stages: initiatory stage, developmental stage, and creative stage, each with a set of activities to develop students writing skills. The experimental teaching stage lasted for one quarter of the school year. After the experimental part, the participants were required again to perform a writing task similar to the one they performed at the Pre-experimental stage. Again, the works were graded according to the same criteria, using rubrics, and with the assistants of multiple graders (Tambunan, 2019; Escalerachávez et al., 2019).

The results of the two groups were significantly different this time with group A scoring the average of 72, and group B scoring the average of 63.4 points. In this way, the results of the experimental group increased by 17.92%, whereas the results of the control group increased by 2.25%. We can observe the steady growth of the results of the experimental group over the control group, thus concluding that the presented methodological model of teaching creative writing in a form of essay is more effective than the traditional methodology of teaching essay writing. The experimental part of the research proves the effectiveness of the proposed methodology of teaching creative writing in a form of essay, and provides evidence of the positive dynamics of the process of teaching creative writing in a form of essay to students of intermediate level. The results of the post-experimental stage of the research brought us to the conclusion that students acquired the basic techniques of essay composition (logical structure, theme development, author's voice, originality in the choice of vocabulary). Their writing became more connected, detailed, and

expressive, as well as more varied in terms of the use of similes and metaphors. They can freely express their opinions on the particular topic, and maintain the awareness of the audience and purpose throughout the whole writing piece.

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