

University of Szeged
Doctoral School of Education
Programme of Learning and Instruction

KATINKA SZABÓ-SZETTELE

**A STUDY OF CREATIVE WRITING SKILLS IN THE FOREIGN
LANGUAGE CLASSROOM**

Content-based development of creativity in the context of creative pedagogy and
creative language learning

Summary of the PhD dissertation

Supervisor:

Andrea Kárpáti



Szeged, 2024

The aim of our research was the development of creativity and creative writing skills of elementary school students in the foreign language class. We implemented and evaluated three pedagogical experiments between 2019 and 2022. Furthermore, we considered it necessary to develop a suitable tool for measuring FL creative writing skills. In the first part of the dissertation, the theoretical background of the research is presented. We cover creativity theories in education, teachers' views and measurement tools of creativity. We also introduce the concept of creative pedagogy, and the practice of creative language teaching, with a focus on creative writing as a method in foreign language education. The review of the literature is followed by the characterization of the empirical study (goals, research questions, hypotheses). Finally, results of the studies are presented, summarized, and conclusions are drawn for each. The investigations were carried out in two primary schools in Hungary, and can be considered as action research, since they took place over three research cycles, with different developmental goals. The first pedagogical experiment focused on a classroom task, facilitated by the guidance of the language teacher. The second one was a home assignment, and the third intervention was implemented by collaborative teaching. For the assessment quasi-experiment design was used with pre- and post-test. We investigated some background variables like the number of years spent learning the language and parents' language skills. The most important result of the research is that creative writing skills developed significantly when the treatment was implemented as a regular FLL activity by collaborative teaching. However, we have not achieved progress in creative thinking skills development, as measured by the Test for Creative Thinking (TCT/DP) by Jellen & Urban (1988). Based on teacher and student feedback, the methodology we developed proved to be suitable for classroom application. The main limitation of the research is the relatively small sample size based on open-ended tasks of creative writing, that require a lot of time to evaluate. This study draws attention to the content-based creativity enhancement in everyday classroom practices. The creative language learning method may serve as a basis for further teacher training programs.