

Summary

Creative writing methods and their application in teaching German as a foreign language at A2 level

This doctoral dissertation examines writing as a complex, multifaceted communicative activity, with a particular emphasis on the role of creative writing in the teaching of German as a foreign language. The central focus of the dissertation is to explore both theoretical foundations and practical approaches to developing writing skills of Polish secondary schools students in the process of foreign language teaching. Additionally, the study aims to investigate how creative writing contributes to the development of students' overall language competences, going beyond writing proficiency to also enhance listening, speaking, and reading skills.

The first part of the dissertation begins with a discussion of writing as a complex linguistic activity, examined in relation to both historical and educational frameworks. An analysis of the evolution of writing and its impact on communication provides insight into how writing instructions have changed over time. A key element of this analysis is the exploration of linguistic communicative competences, which provide the theoretical grounding for the study of writing. Writing is conceptualized as a process which requires the integration of a range of cognitive and practical skills, including planning, composing and editing texts, as well as emotional factors such as a positive attitude, confidence and self-regulation. The psychological aspects prove to be effective in minimising learners' writing blocks and strengthening their motivation to learn and the autonomy of their learning process.

A significant part of the dissertation is dedicated to an analysis of creative writing as a crucial element in foreign language didactics. The author traces the historical development of creative writing – from its roots in the American *creative writing* tradition, through the development leading to the current shape of the phenomenon in Europe, particularly in Germany and Poland, and its modern applications in teaching German as a foreign language.

The dissertation also provides detailed analysis of the psychological dimensions of the writing process, considering both cognitive and emotional mechanisms involved in creative writing, as well as the distinction between imaginative and conceptual thinking in this context. Various organisational aspects are discussed in relation to how they support the development

of creative writing competence in teaching structures, enabling the effective integration of creative writing tasks and strategies into the educational practice. The discussion also addresses the teachers' involvement in structuring creative writing processes with a focus on their role in inspiring, guiding and supporting the students' linguistic development.

An integral component forming the didactic basis of the empirical study is the presentation of creative writing methods proposed by Ingrid Böttcher (1999). The cited typology identifies six distinct groups of creative writing methods, reflecting each a different approach to the creative writing process. Each group is described in detail in the context of its practical application in language teaching.

Another significant aspect of the theoretical reflections is the assessment of writing skills in texts, with a particular focus on creative texts. The author discusses challenges and existing dilemmas of interpreting and measuring the progress in creative writings, which often require subjective judgement. A range of various tools to support the evaluation process, as well as possibilities for correcting errors in creative texts are presented. The dissertation highlights the essence of supportive evaluation. It constitutes a dialogue between the author of the text and its recipient, providing constructive and supportive feedback and helping students build confidence and improve their writing skills.

The second part of the thesis is devoted to the description of the empirical study carried out, to evaluate the effectiveness of creative writing in the teaching of German. The conducted research project was based on the methodology of action research, which is part of the concept of optimising and enhancing educational practices. The applied methodology combines elements of evaluative research, focusing on generating knowledge, as well as participatory research, shifting the emphasis from the teacher to the learner. The duration of the study, covering ten months, and following established research standards, allowed the longitudinal study to provide objective and relevant outcomes. The analysis of the results indicates that the use of creative methods of writing not only enables learners to develop their language competences, but also contributes to development of key skills necessary for active participation in society.

At the core of this dissertation lies an interdisciplinary approach that combines the research fields of linguistic and psychology through the lens of glottodidactics. It integrates linguistic theories and models of writing from the perspective of complex cognitive and social processes and psychological aspects that explore the conditions fostering learners' creative

potential, especially divergent thinking, emotional involvement and cognitive mechanisms related to writing processes. This approach allows for a comprehensive understanding of the writing process as a dynamic progression, that is not only seen as an end result, which the text is. It considers its various stages, emphasising their importance in the development of writing competence.

The dissertation concludes with a range of theoretical and practical recommendations for Polish teachers of German, interested in introducing elements of creativity into traditional lessons, thereby enhancing the role of writing skills in modern education. The reflections gained may at the same time serve researchers exploring the development of writing skills from different perspectives.

In conclusion, the central didactic focus of this dissertation is both providing of the theoretical foundations and practical guidance for applying the conclusions and experiences related to the benefits of integrating creative writing into lessons, treating them as both knowledge and motivation to introduce changes and improvements to the traditionally understood process of teaching German as a foreign language. The interdisciplinary approach, on the other hand, points to the possibilities of an effective use of the knowledge resources from various fields for innovate, efficient and personalized lesson planning focused on creative writing in a foreign language.

The results of the study indicate that creative writing plays a significant role in developing not only linguistic competences but also students' imaginative and analytical thinking skills. Creative writing activities engaged students in a motivating and inspiring way, which positively influenced their attitudes toward learning the language.

In conclusion, the dissertation emphasizes the broad potential of incorporating creative writing into foreign language teaching. The theoretical and practical insights from this work serve as valuable resources for educators integrating creativity into language teaching and for researchers developing writing instruction methodologies. Creative writing is presented not only as an effective pedagogical tool but also as an instrument for cultivating soft skills, which are essential in the modern world.

Key words: Glottodidactics, German as a foreign language lesson, writing processes, creative writing, creative methods of writing, foreign language teaching, development of

communicative language competences, autonomy of learning, motivation, language learning and teaching processes, assessment of creative written texts, action research.