

徳島大学のイングリッシュ・サポート・ルームにおける 特別プログラム「クリエイティブ・ライティング」の実施とその 結果について

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Abstract: This poster presentation represents the results of the pilot course in Creative Writing offered by the Center for General Education, The University of Tokushima. The presentation gives a definition of creative writing, and explains how it was taught, as well as the pedagogical goals of creative writing. Students and instructor have been meeting weekly since November 10, 2011, to participate in this non-credit course. The small group size facilitates intense instruction and discussion. Students are learning about the components of good writing, and how to generate ideas. In writing creatively, they are furthering their ability to express their opinions and ideas. Also, this course enables them to focus on topics in which they are interested, which makes writing more enjoyable. In learning and practicing fiction writing techniques, they are developing a greater appreciation for literature, and enhancing their critical skills. Ultimately, students aim to produce writing that is publishable.

1. Introduction to Creative Writing for ESL Students

Although creative writing courses are standard offerings in American and other Western universities, little attention has been given to this form of writing at universities in Japan. Traditionally, regarding English education in Japan, emphasis has been placed upon grammar and translation – an analytical left-brain approach. It appears that students' creative faculties have not been sufficiently developed in Japan, although studies in the West have shown that creative pursuits, such as the study of music, art, and

creative writing, enhance skills in mathematics and other areas.

By encouraging creativity and self-expression as opposed to rules of grammar and spelling, students gain confidence and learn to enjoy writing. Creative writing courses are often implemented in the United States to build self-esteem among underprivileged populations, and among other groups such as immigrants, prisoners, and the elderly.

2. Creative Writing in Practice

In the first week, we talked about our goals for the sessions, and our interest in writing. We also discussed compelling beginnings written by other writers, used them as prompts for creative writing, and came up with our own first lines.

During week two, we will again practice writing using prompts, and discuss different types of stories such as the 6-word story, flash fiction, short short stories, short stories, novellas, and novels. We will attempt to write 6-word stories.

During week three, we will discuss setting, and how to create a vivid scene using all of our senses.

Week four, we will talk about fictional characters created by other writers, and how to create interesting, believable characters in our own stories.

Week five, we will discuss the third most important element of Western short stories – plot. We will analyze the plots of well known stories, and plot a brand new story.

Week six, we will talk about how to give each other effective, considerate feedback. We will begin working on a single piece of writing, which will be

shared, critiqued by group members, and revised in subsequent weeks.

3. Overview of Creative Writing

The Creative Writing Course is being held on the Josanjima Campus of the University of Tokushima. The initial session was held on November 10, and the course will continue until mid-February for a total of 13 sessions.

Students of varying abilities will discuss writings by established writers and engage in short writing exercises. They will produce the raw material for a piece of writing – an essay or a short story – which they will then refine through revisions after receiving peer critiques, and self-analysis using techniques taught in class. Their progress will be measured through comparisons of successive drafts.

4. Conclusions:

We hope to show that the study of creative writing in English has many benefits for second-language learners. For example, we expect to reveal that practice in creative writing has helped to improve the students' writing overall, has enhanced their enjoyment and understanding of written English, and has improved their critical skills.