THE EFFECT OF CREATIVE WRITING ON 10TH GRADERS' WRITTEN PRODUCTION IN A PUBLIC SCHOOL

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There are many theories about pure academic writing and its mastery. However, our schools and curriculums do not share a glimpse of fantasy or creativity; therefore, writing this thesis took much work. Similar studies were rare, and the process needed more support. I want to thank my advisor, Doctor Liliana Del Pilar Gallego Castaño, for all the help when I lost focus and doubted my study.

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Fantasy and creativity have been with me since I played the first video game and wrote my first poem. Now creativity had another stone thrown into the beautiful and immense lake of knowledge.

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Abstract

This study explores the effects of creative writing workshops on the written production skills of 10th-grade students. The study identified common writing difficulties such as vocabulary limitations, isolated word usage, grammar challenges, and spelling errors through data collection instruments and analysis triangulation, including teacher journals, observations, student surveys, and interviews. Subsequently, six creative writing workshops were designed and implemented to address those issues. The workshops implemented were focused on vocabulary exploration, and the improvement of sentence structure, grammar usage, and spelling. Findings indicated that the workshops positively influenced students' vocabulary usage, sentence complexity, grammatical accuracy, and spelling proficiency. Those results highlight the pedagogical value of integrating creative writing approaches into English language teaching to enhance students' written production skills.

Keywords: Creativity, writing, vocabulary, stories, grammar, spelling.

Introduction

Education is a fundamental right for every child, and governments worldwide have made efforts to ensure access to high-quality education. The government in Colombia has established Basic Learning Rights[1] (MEN, 2016) to guarantee an equitable and inclusive education for all students. However, challenges persist in addressing the specific needs of students in areas such as improvement in vocabulary and written production skills. This study aims to explore the effect of creative writing on the written production of 10th graders in a public school in Colombia, in alignment with the Basic Learning Rights framework.

The Basic Learning Rights established by the Colombian government recognize the importance of providing students with the necessary tools to excel in their educational journey. These rights encompass a comprehensive approach that considers the development of different competencies, including language and communication skills. Enhancing vocabulary and written production abilities is vital for students to express their thoughts effectively, engage in critical thinking, and succeed academically (MEN, 2016).

An action research methodology was employed to investigate the impact of creative writing on 10th graders' written production. Action research involves active participation from the researcher and collaboration with the participants to address a specific issue and bring about practical change. In this case, the weakness in vocabulary and written production skills among the 10th graders (Burns, 2001).

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[1] The DBA, when taken as a whole, define the essential learnings for a particular grade and subject. Learning is seen as the fusion of knowledge, abilities, and mindsets that offer a cultural and historical backdrop to the learner. They are foundational because they represent the fundamental and core elements upon which an individual's future growth can be constructed (MEN, 2016).

The population of this study comprised thirty-two 10th graders attending a public school in Colombia. Those students needed help with vocabulary usage and written expression, hindering their ability to convey their ideas with clarity and coherence. Recognizing the need to address those weaknesses, I designed six creative writing workshops as interventions to support the students' language development and enhance their written production skills.

This study's significant source of inspiration was "The Grammar of Fantasy" published by Gianni Rodari in 2009. This book, renowned for its imaginative approach to storytelling, provided a foundation for designing creative writing activities that would stimulate the students' creativity, encourage critical thinking, and expand their vocabulary repertoire. By incorporating the principles of Rodari's approach, the workshops aimed to create an engaging and supportive environment for the students to explore their writing potential.

This research then, examines the effects of the designed creative writing workshops on the written production of 10th graders in the public school setting. By analyzing the students' written works before and after the intervention, the study aims to assess improvements in vocabulary usage, organization of ideas, coherence, creativity, and overall writing proficiency.

By conducting this study, I aimed to contribute to the ongoing efforts to provide inclusive and practical education for all students in Colombia. Understanding the impact of creative writing interventions on 10th graders' written production can inform educators, policymakers, and curriculum developers in designing strategies that promote language development, enhance writing skills, and ultimately empower students to become proficient communicators.

In the following sections, we will delve into the methodology employed, the interventions' specifics, and the outcomes analysis to shed light on the transformative potential of

creative writing in supporting 10th graders' written production within the context of a public

school in Colombia.

1. **Purpose of the research**

The primary purpose of this research is to address and contribute to improving students' writing sub-skills, aligning with the Basic Learning Rights established by the Colombian government. This study aims to provide valuable insights and strategies that support students' language development, focusing on enhancing their writing proficiency.

Additionally, this study seeks to foster critical thinking through developing writing skills. By engaging students in creative writing exercises and promoting thoughtful expression, the research aims to empower students to think critically, analyze information, and articulate their ideas effectively in writing. This objective aligns with the Ministry of National Education (MEN) initiatives and the Colombia Bilingue program, emphasizing the importance of developing critical thinking skills in students.

Another purpose of the research is to promote writing as a more appealing skill for students. Writing is often perceived as challenging and uninspiring by students. The study aims to make writing engaging, enjoyable, and relevant to students' lives by designing and implementing creative writing workshops. The idea is to foster a positive attitude towards writing and nurture students' intrinsic motivation to develop and improve their writing abilities.

Furthermore, the research provides students with tools and resources to enhance their writing experience. By incorporating creative writing techniques and exploring the *Grammar of Fantasy* by Gianni Rodari in 2009 and *Creative Writing* by Adèle Ramet in 2011, the study seeks to equip students with practical strategies, vocabulary expansion, and a greater understanding of language structures. These tools empower students to express themselves more confidently and proficiently in writing.

Generally, this research endeavors to contribute to students' writing skills within the framework of the Basic Learning Rights. It pursues to develop critical thinking, promote writing as an appealing skill, and provide students with the tools and resources to enhance their writing experience. By achieving these areas, the research targets to empower students to become effective communicators and equip them with valuable skills for their academic and future endeavors (MEN, 2016).

2. Description of the context and setting

The Institución Educativa Empresarial is located in the "Zona industrial" municipality of Dosquebradas in Risaralda. It is transitioning from a emphasis and pedagogical approach. Since 1991, when it was founded, the school has been working under the modality of Administration and Finances, with a pedagogical approach of "Aprendizaje significativo problémico", or Problematic meaningful Learning[2]. In 2019 due to the Ministry of Education of the municipality, it was necessary to reconsider the pedagogical methodology, adopting socio-constructivism as the official approach.

The curriculum was redesigned in every area and subject, trying to answer to the hole left by the modality, the standards established by the Colombian Ministry of Education, and the necessity to generate an attractive academic offer. In the English subject, the curriculum was designed by the four English teachers of the high school, taking into account the communicative approach. The CEFR (Common et al. of Reference, 2001) inspired the curriculum in the following aspects: BLR (Basic learning rights, known as DBA), conceptual content, procedural content, attitudinal content, competencies for the period, and performance indicators. The primary justification of the curriculum is the basis of learning in a meaningful context where avoiding hollow memorization and nonsensical translations can immerse students in a pleasant and proper environment.

The bilingual classroom is a special space given by the school for English classes and was equipped in 2020 with textbooks from the Ministry of Education: *English, please* from 6 to 11 grade. It also has a T.V. set and a video beam, but they are ancient and need maintenance.

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[2] The school curriculum has no reference or information related to this approach. The principal told us that this approach was fifteen years old and was only mentioned in their curriculum without support.

Due to covid-19 protocols, the classroom has not been used, and it is in a precarious condition. The English subject has 2 hours in ninth grade, 3 in tenth grade, and 2 in eleven. Every year the English teachers lead an institutional activity called "The English Day," which promotes English culture and interaction. English is perceived as complex, and it is challenging for most students; in my five years working there, students only interacted in a second language when is mandatory or their grades depended on it. The overall students' performance is low, especially in written production, and the Ministry of Education of the municipality created "English Week," a project which seeks to motivate students and teachers toward English language learning, but student participation is complex. It usually requires extensive encouragement.

3. Description of the problem

The 10th graders in the public school setting faced several challenges that affected their written production skills. The identified difficulties encompassed four main areas: lack of vocabulary, use of words and formulas in isolation, grammar difficulties, and spelling difficulties. These obstacles hindered their ability to express themselves effectively in writing and limited their language proficiency.

Firstly, the students needed more vocabulary, which impacted their ability to choose appropriate words to convey their ideas accurately. This limitation restricted their range of expression and made their writing appear simplistic and repetitive. As a result, their written works lacked depth and failed to engage readers effectively. Additionally, using words and formulas in isolation was evident among the 10th graders. They relied on memorized phrases and disconnected vocabulary rather than comprehensively understanding language structures and expressions. This approach limited their capacity to construct coherent sentences and produce cohesive written compositions.

Grammar difficulties further compounded the students' challenges. They needed help understanding and applying grammatical rules, leading to errors in sentence structure, verb tenses, subject-verb agreement, and punctuation. These grammatical inconsistencies affected the clarity and coherence of their writing, diminishing its overall impact and readability. Furthermore, spelling difficulties were prevalent among the 10th graders. Frequent misspellings and inconsistencies in spelling conventions added to the general weaknesses in their written production. These spelling errors further compromised the readability and professionalism of their written works.

Several data collection instruments were utilized to understand the extent of those difficulties and gain insights into the students' perspectives. The teacher's journal provided valuable observations and reflections on the student's performance, highlighting specific areas of concern and documenting notable incidents or progress. The non-participant observation form allowed for systematic and objective observations of the student's writing behaviors, identifying recurring patterns or challenges. Moreover, a survey was conducted among the students to gather their opinions and insights regarding their English language learning and writing skills, uncover their perceptions of their difficulties, preferences for learning strategies, and specific improvement needs.

The opinions and needs of the principal and coordinator were also considered to gain a comprehensive understanding of the overall context and the stakeholders' perspectives. Two transcriptions were done to analyze their views on the student's English learning development, their expectations, and the support required to address the identified challenges effectively. The combination of these data collection instruments allowed for a holistic exploration of the problem, capturing both the student's experiences and the insights of the educational professionals. This research addressed the difficulties encountered by 10th graders in their English language learning. By focusing on the lack of vocabulary, the use of words and formulas in isolation, grammar difficulties, and spelling difficulties, targeted interventions and strategies were developed to enhance their written production skills.

4. Research question and objectives

4.1 Research question

How can creative writing impact 10th graders' written production in a public institution in Dosquebradas?

4.2 General objective

✓ To evaluate the extend to which creative writing improves 10th graders' written production.

4.3 Specific Objectives

✓ To evaluate the impact of creative writing on students' sentence production and coherence.

✓ To determine the effect of creative writing on bettering the students' writing sub-skills (Vocabulary, grammar and spelling).

5. Theoretical framework

Teaching written production and creative writing in English are two areas of interest for educators seeking to improve their students' language proficiency. Creative writing requires imagination and creativity to produce texts that stand out for their originality. At the same time, teaching written production in English aims to develop the language skills necessary to communicate effectively in this language.

From a cognitive approach, creativity is considered a mental process that involves generating new ideas, selecting and organizing information, and developing a final product. On the other hand, from a pedagogical approach, designing teaching strategies that encourage creativity and written production in English, such as using creative writing techniques, effective feedback, and implementing activities that promote reading and writing in English are of prior importance.

Likewise, considering the educational and cultural context in which the teaching of written production in English occurs, and factors such as the level of linguistic competence of the students, the sociocultural environment, and the expectations of the teachers can influence the learning process of creative writing and written production in English.

The following lines ilustrate the cognitive and pedagogical aspects that influence the development of these skills in students and the appropriate teaching strategies that encourage creativity and written production in English in a specific educational and cultural context.

5.1 Written production

Teaching the English language is one of the most common goals in the world, and written production is one of the essential language skills for English learners. Students have to communicate effectively in English, both orally and in writing, achieved through proper teaching and constant practice (Tuan, 2010).

Written production is an essential language skill that students need to acquire to communicate effectively in English. Hedge, T. (2000) presents writting as a something fundamental in learning a language because it is a form of communication used in daily life and the professional field. Writing allows EFL learners to reinforce their grasp of grammar, vocabulary, and sentence structure. Acoording to this author, through writing, learners can practice using new language concepts they have encountered, solidifying their understanding and internalizing the rules. For example, students may need to write emails in English, reports, research papers, and many other types of texts in English (Hyland, 2003).

Vocabulary teaching is one of the essential aspects of language learning, especially in English language teaching. The ability to express ourselves clearly and precisely is vital in written production, and vocabulary is the basis for achieving it. (Schmitt, 2010)

Students with broad vocabulary knowledge can choose the right words to express their ideas clearly and effectively. Also, students with a general understanding of vocabulary can express more complex and sophisticated ideas. This not only improves the quality of written production, but it can also improve critical thinking skills (MEN, 2016).

There are many strategies that educators can use to teach vocabulary in English language teaching. The first strategy is repeated exposure to words; as presented by Senel (2018), students must be exposed to terms multiple times in different contexts to understand their meaning and

use in different situations; this can be achieved through the reading of authentic and varied texts, as well as through listening and the use of words in oral communication.

Another strategy is to teach the words in the context of phrases and sentences. Here, Senel (2018) presents that students can better understand the meaning of words when they see them in larger contexts; this can also help students understand how words are used in different situations. Finally, Senel (2018) shares that educators can use playful learning strategies like word games to help students learn vocabulary more effectively. Games can help students learn more enjoyably and can also help improve students' motivation and interest.

Teaching vocabulary allows students to build more complex and sophisticated sentences and paragraphs, which can improve the quality of their written output. Also, students with an extensive vocabulary can use synonyms and antonyms to express their ideas differently, making their writing more exciting and varied (Schmitt, 2010). It is also important to note, as Schimitt proposes, that a rich language helps students understand written texts better; students can understand the meaning of words and phrases used in the text.

Another element to be concerned about when teaching writing is grammar. Grammar is fundamental to language learning, providing the necessary tools to communicate clearly and effectively. Although many consider grammar tedious, according to Arshavskaya (2015), proficiency in grammar is indispensable for enhancing one's creative writing and written expression in English. Students can elevate their grammar skills through consistent writing practice and revising their work. Additionally, the utilization of online grammar-checking tools aids in identifying and rectifying grammatical errors.

According to Souisa et al., (2020), senior high school English as a Foreign Language (EFL) teachers face various challenges while teaching grammar. Among those, the students'

characteristics are the most difficult to manage. The teachers noted that students have different attitudes towards learning English grammar, as they have varying learning styles, lack background knowledge of grammar, lack of motivation, and limited vocabulary. Moreover, as the author explains, teachers need help with the limited references for English teaching methodologies, and the lack of training the government provides for teaching grammar. Despite implementing various teaching strategies, teachers need help to create an engaging atmosphere for grammar learning, as students often find it boring (Souisa et al., 2020).

Grammar empowers us to construct sentences in a coherent and comprehensible manner. When writing, it becomes crucial to adeptly utilize verbs, adjectives, adverbs, and nouns to convey our thoughts with clarity and conciseness. A lack of grammar comprehension can lead to errors that render our sentences challenging to grasp (Parida et al., 2017).

For example, Rodari (2009) gives illustrations about grammar teaching. Saying that basic errors can distract the reader and make them lose interest in what we are trying to say. By studying grammar, students learn new terms and concepts to express our ideas more precisely and effectively. Knowing the punctuation rules, we can use commas, periods, and other signs to separate and organize our ideas clearly and coherently.

Souisa et al., (2020) mention that teachers should provide varied teaching approaches and methods that consider students' learning styles, attitudes, and perceptions of English grammar to make learning enjoyable and meaningful, like using authentic materials relevant to students' lives and language usage can supplement teaching materials and help minimize students' grammar problems.

To enhance teachers' conceptual and practical knowledge of grammar teaching, designing training programs related to teaching methodology is necessary, so teachers can develop educational models that cater to the characteristics of an EFL environment. (Souisa et al., 2020).

Thus, knowledge of the grammar of English is essential for anyone who wants to improve his/her written production and creative writing skills. By understanding how grammar works, we can structure our sentences clearly and understandably, expand our vocabulary, build effective sentences and paragraphs, and use different literary techniques and devices to create more exciting and engaging texts. Therefore, English learners have to spend time and effort studying grammar.

Another area that students may need help with in writing production is spelling. Adoniou (2019) considers that spelling mistakes can lead to negative judgments from others, and many of us see correct spelling as a sign of intelligence or attention to detail. However, spelling is not just a public performance skill but essential for successful reading and writing; as this author argues, good spelling skills reflect the skills needed for compelling reading and writing. Unfortunately, Adonious present that spelling is often tested rather than taught, as many believe it can only be learned through rote memorization due to the complexity of English spelling.

One of the main advantages López and Varón (2018) presented about spelling is that it forces students to pay attention to word structure. When writing each letter of a word, students have to think of the correct way to write it, which helps them memorize spelling and word structure. In addition, spelling is a valuable tool for students with spelling difficulties, as it allows them to identify and correct common mistakes (López & Varón, 2018).

Good spelling is a result of effective teaching. Effective teaching requires a comprehensive understanding of spelling, which is not merely the memorization of letter

sequences. Instead, spelling is a sociolinguistic construct that weaves meaning and history into each word, creating a unique tapestry of language (Adoniou, 2019).

There are many ways for teachers to incorporate spelling into English language instruction. One way is to use word lists for students to practice spelling in class; word lists can include frequently-used words and words related to the topic studied in class, so students can spell the words out loud or write them on paper (Göçen, 2019).

In English as a Foreign Language (EFL), the significance of written production, grammar, and spelling cannot be overstated. Written production serves as a gateway for language learners to express themselves, enhance their communication skills, and engage in meaningful interactions. Proficiency in grammar ensures coherence and clarity in written expression, enabling learners to convey their ideas effectively. Equally crucial, good spelling lays the foundation for accurate communication, allowing learners to be understood and fostering confidence in their language abilities. As EFL learners master these aspects, they unlock the power to connect with others, explore new horizons, and participate more fully in the global community of English speakers.

5.2 Creative writing

Written production is one of the most critical skills in learning the English language, and creativity and imagination are essential to developing it successfully. Stoycheva discusses that the ability to imagine situations and events, and to express them on paper, is necessary for effective communication in English. Creativity and imagination are cognitive skills that allow students to think outside the box and create innovative solutions. She discusses that when it comes to written production in English, creativity, and imagination are essential because they

help students express their ideas clearly and effectively. Creativity and imagination can also help students enjoy the learning process more, motivating them to keep working on their writing (Stoycheva, 2021).

A person can encourage creativity and imagination in writing through activities that allow students to explore their imagination and creativity. For example, students can write stories from pictures or imagine a specific situation and write it in English. Those activities help students develop narrative skills and think creatively in English (Rodari, 2009).

Another way to foster creativity and imagination in written production is through technology. Almelhi (2021) shows that technological tools, such as video editing programs or online platforms, can give students new ways of expressing themselves. For example, students may create videos or online presentations on a particular topic, which can help them develop technology skills and express themselves creatively in English.

Adele Ramet (2011) expresses that creative writing offers a unique outlet for self-expression, nurtures imagination and empathy, enhances communication skills, and provides personal fulfillment. By writing compelling narratives and exploring diverse perspectives, writers find stress relief and intellectual stimulation. Creative writing, as this author share, entertains and inspires, preserving cultural heritage while fostering versatility and experimentation in writing styles and genres.

Therefore, creativity and imagination are essential skills for written production in the teaching of the English language. Teachers can encourage creativity and imagination in writing through activities that allow students to explore their creativity, technological tools, and constructive feedback. Students can develop narrative and technology skills, improve their English writing, and enjoy the learning process.

Video games can be powerful instruments to improve creative writing in English because they involve the player in an imaginary world and allow them to interact with it; this can help stimulate the player's imagination and creativity, as Arshavskaya (2015) presents. Additionally, many video games have complex plots and a large amount of dialogue, which can help English learners improve their understanding of the language and ability to express themselves effectively, according to this author.

A study aimed to investigate the effects of incorporating an online digital video game, Quandary, into a university writing course on the quality of argumentative writing produced by adult EFL students in Kuwait, as carried by Boland (2021). It sought to explore potential differences between male and female students using the game while learning how to write argumentative essays. The participant sample consisted of 42 students enrolled in English Composition 2 at Gulf University for Science and Technology, Kuwait. They were divided into control and experimental groups and participated in the study for three weeks. The control group received traditional instruction on writing arguments from course books, while the experimental group played each Quandary episode during their class periods. After the study, both groups were assessed with the same test, requiring them to write an argumentative essay on a topic chosen by the class instructor. The results indicated that all students produced essays of good quality, with no statistically significant differences observed between the two groups or between male and female students.

Games with in-game texts and dialogues can expose learners to new vocabulary and grammatical structures (Peterson, 2010). This author shares that video games can be highly interactive, so students can learn while playing and experiment with different strategies and techniques. Another significant benefit of video games in teaching English is that they can help

students develop problem-solving and decision-making skills. Many video games require players to think critically and develop strategies to overcome in-game obstacles and challenges. Peterson (2010) also states that these skills can be precious for students, as they will also help them deal with problems and challenges in their daily lives.

Video games can also help improve creative writing in English by encouraging collaboration and teamwork. Many video games have online multiplayer modes, meaning students can work together to achieve a common goal; this can help foster collaboration and communication between students, which can be very beneficial for their English learning (Nasir, 2013).

Lastly, according to Boland (2021), teachers should carefully consider the language used and the difficulty level when selecting a video game for language teaching. The game should present an appropriate challenge, motivating learners to continue learning without becoming overwhelming. It should strike a balance between being challenging enough to engage the player and not too difficult for independent comprehension. Furthermore, the chosen video game should be relevant to the class content and flexible enough to accommodate students with varying levels of ability.

Another useful tool to improve creativity in students is roleplaying. As López and Varón (2018) discusses, role-playing games are a popular pedagogical tool in English language teaching. These games allow students to immerse themselves in a fictional world where they must interact with characters and situations created by themselves or their teachers. In addition to developing communication and social skills, role-playing games can significantly enhance students' creative writing. Role-playing games involve students creating and representing characters, situations, and dialogues, allowing them to practice using the English language

meaningfully and contextually. López and Varón (2018) also share that role-playing games encourage students' creativity as they could imagine interesting and compelling situations and characters to engage in the game. As a result, students learn to write more effectively and creatively. They have to produce texts to describe their feelings, situations, and dialogue to interact with other characters in the game.

Another way for role-playing games to improve creative writing is through feedback. Mathura and Zulu (2021) share that role-playing games allow students to receive immediate and constructive feedback on their writing and performance in the game, letting them improve their writing and communication skills in real-time and experiment with different writing styles and techniques. Furthermore, they share that teachers can use the game to assess students' grammar, spelling, vocabulary, and sentence structure performance, which can help students improve their writing.

In this way, role-playing games are a powerful tool in teaching English and can significantly help improve students' creative writing. These games allow students to practice social and communication skills, work as a team, and receive real-time feedback on their writing. Additionally, role-playing games encourage creativity and imagination, which can lead to more effective and persuasive compositions.

One powerful tool that teachers can use to improve their students' writing skills is the use of stories and tales. The importance of stories and legends in teaching the English language lies in several factors discussed by Cetin and Cihan (2021). First of all, the stories and tales allow students to learn and practice the English language entertainingly, which is especially important for those students who may find learning a new language tedious. Second, stories and tales can help students better understand the English language. Through reading stories and tales, students

can see how words and phrases are used in an authentic context, helping them understand the grammar and syntax of the language in a deeper and more meaningful way. They can also learn new words and improve their vocabulary. Another advantage of stories and tales is that they can help students develop their creativity and writing skills. Students can see writers use their imaginations to create compelling characters, settings, and plots by reading stories and tales. This can inspire students to develop their creativity in writing, which can be beneficial in future text production (Cetin & Cihan, 2021).

Also, by reading stories and tales in English, students can improve their reading comprehension. Reading comprehension is a crucial skill students must develop to succeed in school and life. Students can practice identifying themes and understanding essential details in a report by reading stories and tales. These skills are also necessary for creative writing, as a good writer must understand a story's elements and themes to create their work (Kirkgoz, 2011).

Video games, role-play video games, stories, and tales hold significant importance in English as a Foreign Language (EFL) learning. Students are exposed to immersive and engaging experiences that enhance language proficiency, creativity, and cultural understanding by integrating these elements into language education. Role-play video games offer a unique platform for communicative language practice, while stories and tales foster imagination and empathy. These interactive and dynamic tools provide diverse language learning opportunities, encouraging students to actively participate, express themselves, and develop linguistic and cognitive skills. Embracing these elements in EFL instruction opens doors to a world of meaningful language learning experiences, empowering students to embark on a captivating language acquisition and self-expression journey.

5.3 Writing assessment

According to Şenel (2018), English writing assessment is crucial for fostering creativity and enhancing students' writing abilities. The evaluation of English writing holds vital significance for various reasons. Firstly, it provides students with valuable feedback on their writing, enabling them to recognize their strengths and weaknesses and ultimately improve their writing skills. Through feedback, students can identify the most common mistakes they make in their writing and learn how to correct them. In addition, they can receive suggestions on improving their style and ability to express themselves creatively (Srimunta et al., 2020).

Tok and Kandemir (2015) claim that English writing assessment is pivotal in nurturing students' critical thinking skills. Students are prompted to structure and express their thoughts and opinions clearly and concisely when writing essays or compositions. As a result, this process aids in developing critical thinking abilities, which can further assist students in problem-solving and making well-informed decisions in their everyday lives.

Tok and Kandemir (2015) also explain that English writing assessment is crucial as it facilitates the development of practical communication skills among students. Writing serves as a means of communication, and by enhancing their writing abilities, students also improve their capacity to communicate effectively. Additionally, writing prompts students to consider their audience, thereby fostering the growth of empathy and interpersonal understanding skills.

Finally, in their study, Tok and Kandemir (2015) emphasize the significance of feedback as a crucial element in English writing assessment. Feedback provides students with valuable suggestions to enhance their writing and identify common mistakes they tend to make.

Furthermore, it helps students comprehend the impact of their language choices on the clarity and effectiveness of their writing. The authors reflect that regular feedback empowers students to develop self-correcting abilities, enabling them to recognize and rectify common errors independently. As a result, students can refine their writing skills and cultivate self-correcting proficiency that proves invaluable in their language learning journey.

5.4 Related Studies

Graham and Perin (2007) affirm that teaching creative writing should be based on adequate and concrete strategies. These strategies may include teaching planning, revising, and editing techniques. Likewise, constant and constructive feedback from the teacher is essential for developing students' writing skills. Those researchers employed an inductive analysis method, starting with observations and raw data collection to identify patterns and draw general conclusions. They collected and analyzed data from the students' initial creative writing tests and exercises to identify writing patterns and standard errors. The main finding indicated that most 1st Grade students benefited from using flashcards to improve their creative writing skills in English. Over time, students improved punctuation, spelling, spacing, and creativity. The research also revealed that students gained confidence in written assessments by acquiring better grammar, spelling, and vocabulary. Although spelling and sentence construction errors were observed, the flashcards effectively addressed these issues. (Mathura, 2021)

Likewise, Kiefer and Chafouleas's (2012) study suggests that teaching creative writing can be more effective if it focuses on developing linguistic awareness and grammar. These authors suggest that the teaching of grammar should be integrated into the teaching of creative writing to improve the quality of students' written production.

The study by Olinghouse and Graham (2009) points out that teaching creative writing must be based on learning specific skills. These skills include generating ideas, organizing information, choosing vocabulary, and writing coherent sentences and paragraphs. Teaching these particular skills can help students improve their creative writing ability and the quality of their written output.

Babayigit (2019) states that creative writing is valuable for improving English learning. Based on the statistical analysis using the paired samples t-test, the study found that most students achieved higher scores in the post-test compared to the pretest in the three attitude tests: reading, writing, and language lesson. However, the researchers concluded that creative writing did not significantly improve students' attitudes toward reading and writing. Surprisingly, creative writing had a significant positive impact on student's attitudes towards the language lesson. Simply put, while creative writing had a noticeable effect on students' perception of the language lesson, it did not significantly impact their attitude toward reading and writing. Students can enhance their understanding of grammar, vocabulary, and oral expression through written production. In addition, creative writing can be an enjoyable and rewarding activity that increases students' motivation and self-confidence. Teachers can encourage creative writing by providing various activities, resources, and personalized feedback to help students develop their skills. This study employed an action research design, considered an experimental design. The researchers selected 15 students between 11 and 14 from Ramachandra Nodal Upper Primary School. The participants were chosen through simple random sampling, where 15 students were selected through a lottery system out of 22 students in the course. Various data collection tools were utilized, including the pre-test and post-test designed by the researchers. The pre-test aimed to assess the students' composition level in English, while the post-test evaluated the impact of

the intervention on the student's writing skills. The study results indicated improvements in various aspects of writing, including creativity, spelling, punctuation, organization, grammar, content quality, and vocabulary. The creative writing activities increased motivation, awareness, and structure in the students' text creation. The participants also felt more confident in their writing abilities, thanks to their improved grammar and vocabulary. The study demonstrated that creative writing activities can positively impact students' composition skills in English, making them a valuable pedagogical tool for English teachers. (Parida et al., 2017)

On the other hand, role-playing and video games can be helpful tools to encourage creative writing in English. Students can practice language skills while having fun and experimenting with different characters and situations. Role-playing and video games can also effectively engage students who are more reluctant to write, as they allow them to express themselves in a more playful way (Nasir et al., 2013).

Existing related studies suggest that creative writing should be based on practical and concrete strategies, constant and constructive feedback from the teacher, exposure to different types of literary texts, the teaching of linguistic awareness and Grammar, and the teaching of specific skills. Applying these strategies in teaching creative writing can improve students' writing ability and the quality of written production.

Finally, creative writing in English is a valuable skill that can have long-term benefits for students. Students who communicate effectively in English will have more opportunities in today's globalized world. Additionally, creative writing can be a source of self-expression and personal satisfaction. Teachers should encourage creative writing in English in the classroom and use tools like role-playing and video games to help students develop their skills and find their writing voice.

6. Research Methodology

6.1 Type of Study

As employed in this study, Action Research is a participatory and iterative approach involving collaboration between the researcher and participants to address specific issues and bring about practical change (Burns, 2001). Lewin, a pioneer in action research, laid its foundation through his seminal paper "Action Research and Minority Problems" in 1946, significantly influencing its development. Kemmis and McTaggart contributed by providing a comprehensive guide to planning and conducting action research projects in their book "The Action Research Planner" (1988), emphasizing collaboration and reflection. McNiff (2002) explored action research principles and practices, highlighting ethical considerations, collaborative inquiry, and transformative potential in educational contexts. In understanding triangulation, Flick's book "The SAGE Handbook of Qualitative Data Analysis" (2018) sheds light on using diverse data sources to increase the credibility and trustworthiness of qualitative research findings. As a methodological approach, triangulation enhances the validity and reliability of research outcomes by incorporating various data, methods, and perspectives. By implementing triangulation, researchers can reduce biases, validate findings, and gain a more nuanced understanding of their research topic, ultimately improving the quality of their qualitative research.

6.2 Participants

The study involved 32 participants who were 10th-grade students. The participants ranged in age from 14 to 18 years old. Of the 32 students, 17 females and 15 males indicated a

relatively balanced gender distribution. All participants live in an urban setting, specifically in Dosquebradas, Risaralda. The participants were likely exposed to urban cultural influences and had access to resources and opportunities typically available in urban areas.

Students' English performance could be better; they are shy to engage in conversation and pronunciation and do not normally consume content in English. Writing needs to improve grammar, motivation, and basic sentence structure. Only 4 students have studied English outside the school and they portray good understanding of the language.

6.3 Instruments

6.3.1 Diagnostic Stage Instruments

Teacher's Journal: The teacher's journal served as a valuable tool for the researcher to record their observations, reflections, and insights regarding the students' performance and difficulties. The journal allowed the researcher to document specific instances, patterns, or challenges observed during classroom instruction and student interactions. It gave a reflective space to record thoughts and perceptions of students' English learning development **(Check Apenddix G)**.

Non-participant Observation Form: The researcher used the non-participant observation form to systematically and objectively observe the students' behavior and performance during English language learning activities. The form included predefined categories or criteria that the researcher could use to document specific behaviors, difficulties, or patterns observed during the observations **(Check Apenddix H)**.

Students' Survey: A survey was conducted among the students to gather their opinions, insights, and perceptions regarding their English language learning and writing skills. The survey

allowed the researcher to better understand the students' perspectives and experiences, complementing observations and reflections **(Check Apenddix I)**.

      Transcriptions of Principal and Coordinator Interviews: Two interviews were conducted with the principal and coordinator to gather their opinions, insights, and needs regarding the students' English learning development. The interviews were likely transcribed to accurately capture the principal's and coordinator's viewpoints. Those transcriptions provided valuable qualitative data regarding the expectations, challenges, and support required to address the identified difficulties effectively. Analyzing these interviews offered insights into the school administration's broader perspective, helping inform the research and potential interventions **(Check Apenddix J)**.

Table 1

Data collection instruments in the diagnostic stage

No.	Data collection instrument	Objective
1	Teacher's Journal	To detect classroom issues related to students' performance and learning process.
2	Non- participant Observation Form	To identify students' problems in their writing performance.
3	Students' survey	To collect information about students' learning processes.
4	Transcription	To analyze the principal and coordinator's opinions and needs toward students' English learning development.

6.3.2 Evaluation Stage Instruments

During the action stage of the research, four data collection instruments were employed to assess the impact of creative writing workshops and interventions on the students' written production skills. The data collection instruments used included:

Writing Rubric: A writing rubric adapted from Hamideh Mozaffari (2013) assessed and evaluated the student's written production quality. The rubric included predefined criteria and scoring scales for vocabulary, grammar proficiency, coherence, and organization. This instrument provided a standardized framework for objectively assessing and comparing the students' written work after the intervention **(Check Appendix F)**.

Non-participant Observer Checklist: The non-participant observer checklist was employed to systematically observe and document the student's performance and progress during the creative writing workshops. The checklist likely included specific items or indicators related to the student's engagement, participation, language use, creativity, and overall improvement in their writing sub-skills. The observer used this instrument to record their observations and gather qualitative data on the student's progress throughout the workshops **(Check Apenddix K)**.

Teacher's Journal: The teacher's journal, also used in the diagnostic stage, continued to serve as a valuable data collection instrument during the action stage. The journal allowed the researcher/teacher to reflect upon the student's development, document their observations, and note any changes or improvements in their written production. This qualitative data source provided valuable insights into the effectiveness of the creative writing workshops and the student's responses to the interventions **(Check Apenddix G)**.

Students' Survey: The students' survey, adapted from the diagnostic stage, was readministered to gather feedback from the students after the completion of the creative writing

workshops. The survey contained questions to assess the students' perceptions of their progress, satisfaction with the workshops, and self-assessment of their writing skills. The researcher could evaluate the students' perceptions of improvement and gather additional qualitative data on their experiences and the impact of the interventions **(Check Apenddix L and Survey results in the evaluation stage)**.

Table 2

Data collection instruments in the evaluation stage

No.	Data collection instrument	Objective
1	Writing rubric	To assess the quality of students' written production, focusing on vocabulary exploration and usage, Use of longer sentences, grammar proficiency, and Spelling.
2	Non- participant Observer Checklist	To systematically observe and document students' performance and progress during the creative writing workshops.
3	Teacher's Journal	To reflect upon and document observations of students' development, noting any changes or improvements noticed in their written production throughout the creative writing workshops.
4	Students' survey	To gather student feedback regarding their perceptions of progress, satisfaction with the creative writing workshops, and self-assessment of their writing skills.

7. Research Stages / Phases of the Study

7.1 Diagnostic Stage

As mentioned before, there were four key instruments to gather valuable insights into the English language learning difficulties faced by 10th-grade students.

By utilizing these four instruments, I obtained a comprehensive assessment of the student's English language learning difficulties, informed by my observations, the students' perspectives, and the input of the school administration. This information served as a solid foundation for identifying specific areas of weakness and effectively informed the subsequent interventions and strategies to address the identified challenges. The following table presents the data triangulation after analyzing and comparing the information gathered from the four instruments.

Table 3

Triangulation table, diagnostic stage

Category	Code	Operalization	Data collection instruments				Total frequencies	%
			Survey	Journal	Observation	Interview		
Writing difficulties	**Lack of vocabulary**	Code represents the students' limited vocabulary and difficulty finding words to use.	14	12	16	1	43	23.9
	Spelling difficulties	Code shows students' word-writing mistakes.	12	2	5	2	21	11.7
	Grammar difficulties	Code represents the students' lack of grammar knowledge.	1	3	4	1	9	5.0
	Use of words and formulas in isolation	Code describes students' difficulties in expressing ideas in written production activities.	0	13	12	0	25	13.9

	Lack of meaningful learning	Code represents students' difficulties in retaining topics and knowledge studied.	5	3	0	1	9	5.0
	Institutional need for writing	Code represents the principal and coordinator's awareness of writing.	0	0	0	6	6	3.3
Total occurrences in writing			32	33	37	11	113	
Reading difficulties	**Low reading comprehension**	Code describes students' issues regarding reading inside the classroom.	1	0	0	0	1	0.6
Listening difficulties	**Lack of understanding**	Code describes students' low listening proficiency.	14	2	1	0	17	9.4
Speaking difficulties	**Mispronunciation**	Code reflects the students' difficulties when speaking or reading out loud.	36	1	0	0	37	20.6
	Not enough L2 use	Code describes students' lack of speaking in activities and class interactions.	12	0	0	0	12	6.7
TOTAL OCCURRENCES			95	36	38	11	180	100.00

Table 1, analyzed and synthesized the data collected from the four sources. The data included

codes and frequencies related to the students' challenges in their academic life and the general

view of the subject inside the school.

The triangulation table allowed us to identify the commonalities and patterns that emerged across these data sources. We examined the codes and frequencies associated with the identified English language learning difficulties to determine the most prevalent challenges faced by the students. Among the higher frequencies, we observed consistent issues in using words and formulas in isolation, a need for more vocabulary, grammar, and spelling difficulties. The following graphics give a better view of the data found.

Figure 1
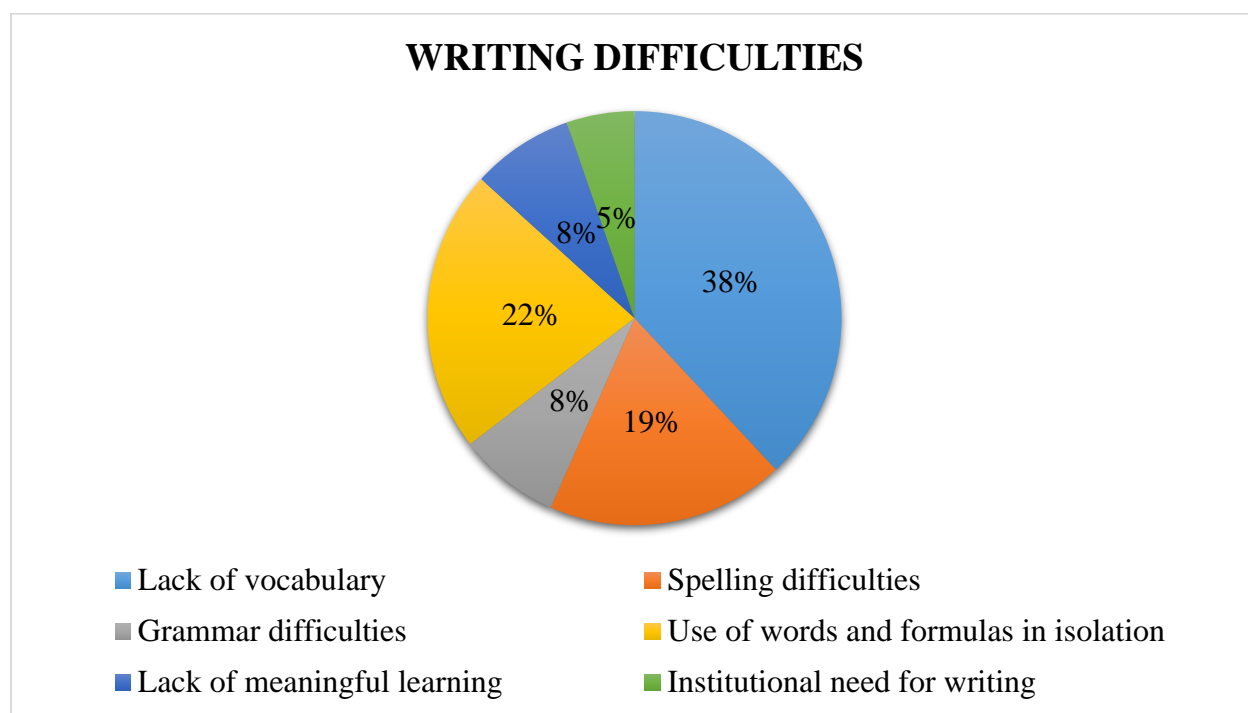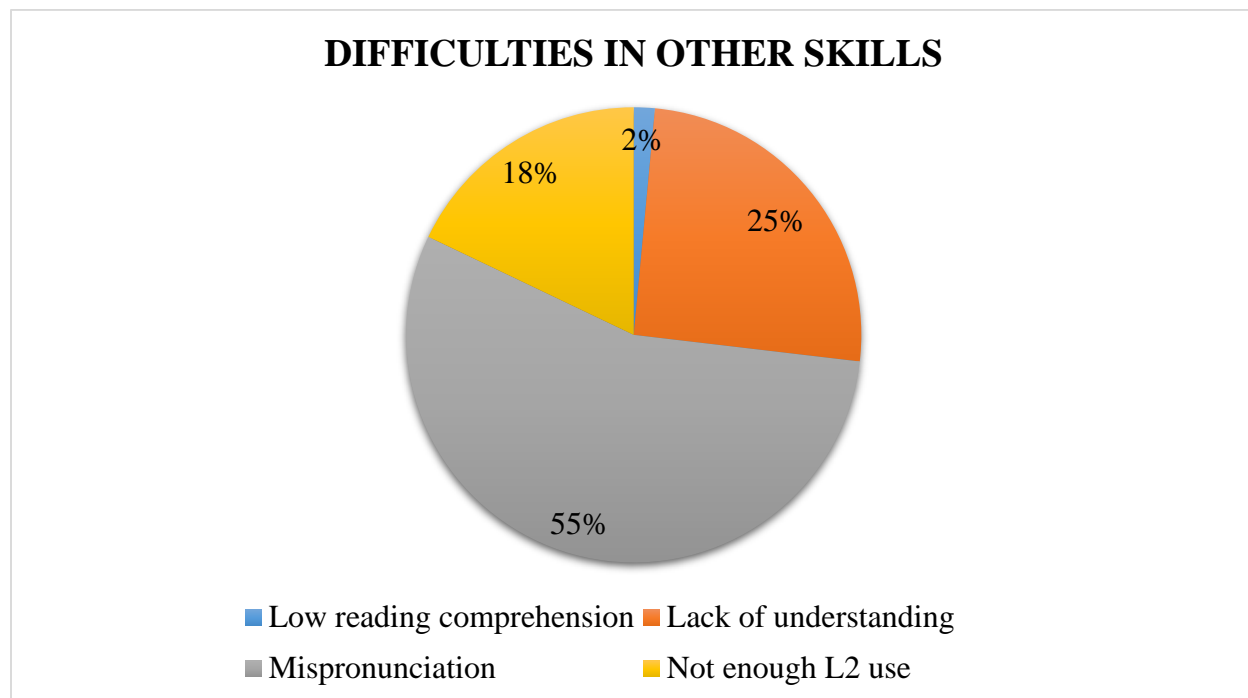
Writing difficulties, diagnostic stage

WRITING DIFFICULTIES

- Lack of vocabulary
- Spelling difficulties
- Grammar difficulties
- Use of words and formulas in isolation
- Lack of meaningful learning
- Institutional need for writing

Figure 2

Difficulties in other skills, diagnostic stage

DIFFICULTIES IN OTHER SKILLS

2%

18%

25%

55%

■ Low reading comprehension ■ Lack of understanding
■ Mispronunciation ■ Not enough L2 use

After analyzing the results of the diagnostic stage using a triangulation the highest frequencies were Use of words and formulas in isolation (22%): That code indicated that many students struggled with using words, and they wrote ideas in isolation, potentially resulting in limited fluency and difficulty constructing coherent and meaningful sentences. That finding highlights the need to address that issue and help students develop a more integrated and contextually appropriate use of language. "Some students used repetitive qualities to describe people. I told them they needed to use the dictionary; that way, they will have more words" (**Journal entry**).

Lack of vocabulary (38%): The high frequencies in this code suggested that a substantial portion of the students needed help with their vocabulary knowledge and usage. Short vocabulary could hinder their ability to express themselves effectively and comprehensively understand written and spoken English. Efforts should be then focused on expanding their vocabulary range and enhancing their word knowledge to improve general writing. "Yo profe, he

is short, he has… ¿Cómo se dicen pecas? -Se dicen: Freckles. He has pimples; he has glasses, he is very intelligent and profe flaco?" "I, a teacher, is short, has… How do you say freckles? –It is: Pimples. Does he have pimples, does he have glasses, is he very intelligent and a skinny teacher?" (**Journal entry**).

Grammar difficulties (8%): Although this code got a relatively lower frequency than others, it still indicating that some students struggled with grammar rules and structures. Grammar difficulties can impact their writing clarity, accuracy, and ability to communicate fluently. "No tanto la dificultad sino más bien que se olvida como se escriben algunas palabras y se olvidan las reglas de la gramática y la ortografía" (**Survey opinion**).

Spelling difficulties (19%): The frequency of this code suggested that many students encountered correct spelling challenges. Accurate spelling is essential for effective written communication and demonstrating language proficiency. "Uno evidencia en el estudiante que hay mucha dificultad de pronto en aspectos como la escritura" (**Transcription**).

These findings provided valuable insights into the areas of English language learning where students required additional support and instruction. We can help students overcome difficulties, enhance their language skills, and improve their written production by addressing these challenges.

7.2 Action Stage

The action stage was a crucial phase in the research study, as it allowed for the practical application of interventions and strategies to address the identified writing difficulties. In that stage, I designed and implemented six creative writing workshops to address the writing problems identified during the diagnostic stage. These workshops were specifically crafted to

target the areas of concern: the use of words and formulas in isolation, lack of vocabulary, grammar, and spelling. The primary objective of these workshops was to provide students with tools, strategies, and opportunities to improve their writing skills and enhance their overall written production. An indirect aim of incorporating creative writing activities was to make the learning experience more engaging and appealing to the students, fostering their enthusiasm and motivation toward writing.

Each workshop was carefully designed to target specific aspects of writing. I unified various writing exercises, prompts, and activities that encouraged critical thinking, creativity, and active communication. The workshops offered a supportive and collaborative environment where students could freely express their ideas, experiment with different writing techniques, and receive constructive feedback.

I integrated a variety of writing exercises and activities inspired by the concepts presented in "The Grammar of Fantasy" (Rodari, 2009) and "Creative Writing: How to Unlock Your Imagination, Develop Your Writing Skills." (Ramet, 2007). These activities were carefully selected to encourage critical thinking, stimulate creativity, and promote effective communication in the student's written work.

Table 4

Creative writing workshops

Workshops	Creative Writing Approach	Description
Workshop #1 - The Fantastic Binomial	Fantastic binomial	In this workshop, we focused on precise and essential linguistic goals. Our first objective was to refine basic

		descriptions and prepositions, laying a solid foundation for writing. Students played with a concept presented by Rodari called the Fantastic binomial, where mixing no matter what objects, students can create stories and ideas.
Workshop #2 - Superheroes and their routines	Character creation	Throughout the workshop, our linguistic objectives were focused on mastering the use of the simple present tense. Participants tested their skills in employing this fundamental tense accurately, enabling them to articulate the actions and routines of their superhero characters with precision and clarity.
Workshop #3 - Tell me... Who are you?	Story telling using RPG games	Throughout the workshop, our linguistic goals centered on using the past tense accurately. Participants used Baldur's gate 3, a famous game with a huge character creation panel to recount characters' past adventures with clarity and authenticity.

Workshop #4 - Bestiary	Beasts and monsters origins	At the core of this workshop's communicative goal laid the art of skillfully narrating events, describing characters, and exploring their origins. The participant used again the Fantastic binomial to write about beasts and played with different contexts.
Workshop #5 - The little red riding hood in a helicopter	Out of nowhere words	This workshop played with adding unexpected words or situations to a known story. Students focused on retelling something while adding words that had no relation or were hard to imagine in a place. Concept used by Rodari.
Workshop #6 - Being a creative writer	Basic creative writing structure	In "Creative Writing: How to Unlock Your Imagination, Develop Your Writing Skills," Ramet explores different ideas, recommendations, and tips to write better characters and stories. Participants were presented with different endings to the same story and how context changes characters'

	emotions and their background needs to be acknowledge.

Students' comprehension of the creative writing activity served as a foundational step, ensuring a clear understanding of the task's objectives and parameters. Following this, the students initiated a deliberate brainstorming phase, aimed at sourcing and selecting the most appropriate words and ideas for their compositions. The activities provided designated spaces for the students to construct their narratives, with a particular emphasis on the development of introductions and conclusions. Within the framework of the creative writing activity, students enjoyed the freedom to wield their creativity as a primary instrument of expression.

By implementing those creative writing workshops, the aim was not only to address the identified writing problems but also to nurture students' critical thinking skills, self-expression, and confidence in their writing abilities. The workshops sought to create a positive and supportive learning environment that fostered growth and improvement in the student's written production. The creative writing workshops empowered the students and equipped them with the tools and skills to become more effective and confident writers.

7.3 Evaluation Stage

In the evaluation stage of the study, we assessed the effect and effectiveness of the six creative writing workshops implemented to address the writing difficulties of 10th-grade students through the evaluative instruments and providing valuable insights into the student's progress, improvement in their writing sub-skills, and overall satisfaction with the intervention. To assess the effectiveness of the proposal, the researcher decided to evaluate the proposal

considering workshop 1, 2 and 3 and then the other three workshops. The analysis is presented below.

Analysis of Workshops 1, 2, and 3, "The Fantastic Binomial," "Superheroes and their Routines," and "Tell Me... Who are you?"

Writing rubric results

Thirty-two students were graded using a scale from 1 to 5 in four categories *Vocabulary exploration and usage*, assessed their knowledge, and effective use of a wide range of words and their meanings; *Use of Longer sentences*, which evaluated the student's ability to use words and construct sentences appropriately. It included factors such as clarity, coherence, and fluency of expression. *Good use of Grammar* focused on the student's understanding and application of grammatical rules. It assessed the accuracy of sentence structure, verb tenses, subject-verb agreement, and other grammatical aspects. *Adequate Spelling*, that category examined the student's ability to spell words correctly. It considered factors such as accuracy, consistency, and attention to detail in written work. The following table displays the frequencies of the grades in the first three creative writing workshops.

Figure 3

Writing rubric results, Vocabulary Exploration and Usage, workshops 1, 2, and 3

Vocabulary exploration and usage
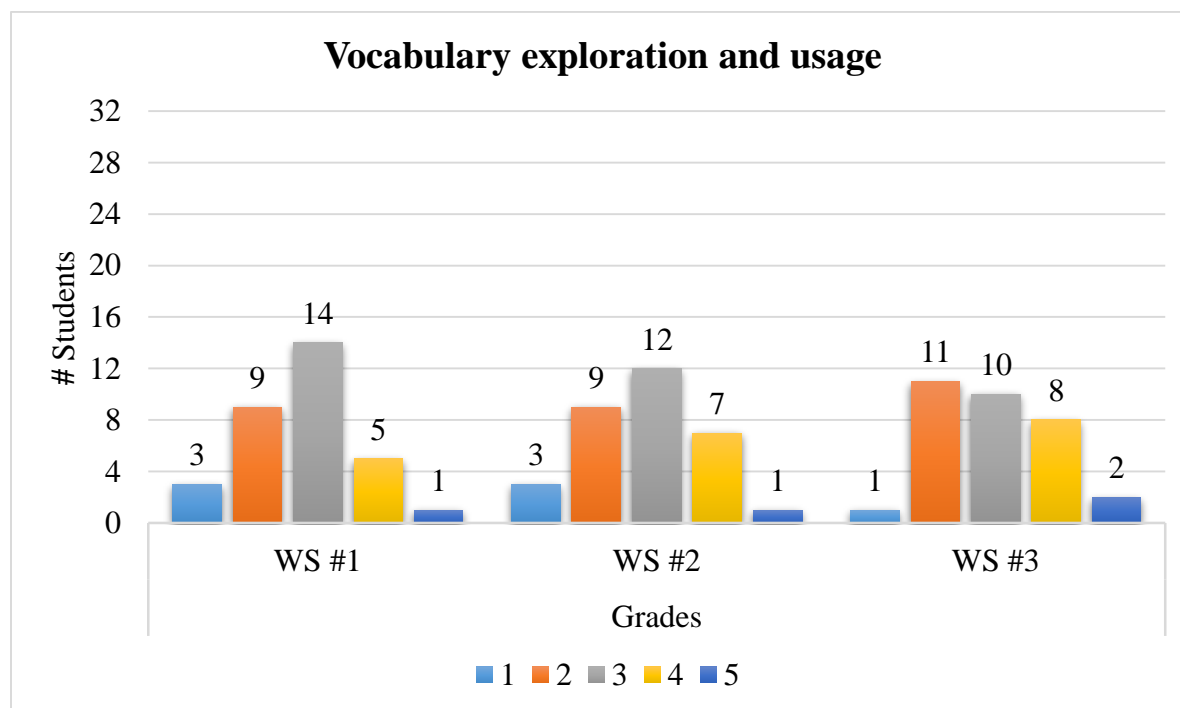
In ***Vocabulary exploration and usage,*** the graphic shows that twelve students obtained grades between 1 and 2 in the first three workshops. This deficiency in vocabulary proficiency hindered the students' ability to convey their ideas effectively and creatively. Limited word choices might have resulted in repetitive language and less engaging narratives, potentially compromising the overall quality of their writing. The students needed help incorporating diverse words and expressions into their writing, as shown **Appendix A.**

In workshop number 1, fourteen students demonstrated an average performance of 3 in exploring, knowing, and effectively using words and their meanings. Workshops number 2 and 3 displayed some improvement in Vocabulary, indicating a fundamental understanding and usage of different words. They had a decent grasp of Vocabulary and demonstrated a basic level of competency in utilizing a range of words and expressions in their writing. While their vocabulary skills could have been more exceptional, they could incorporate different words to convey their ideas.

In workshop number 1, with grades 4 and 5, six students exhibited a higher level of proficiency in exploring, knowing, and effectively using words and their meanings. Workshops 2 and 3 indicated better understanding and usage of vocabulary, showcasing a solid command of a wide range of terms, with eight and ten students, respectively. In the example of **Appendix B,** students' speech was accurate and diverse, allowing them to communicate their ideas effectively. Furthermore, these students exhibited a good level of vocabulary diversity. They could incorporate various words, which enhances the depth of their writing.

Figure 4

Writing rubric results, Use of Longer Senteces, workshops 1, 2, and 3
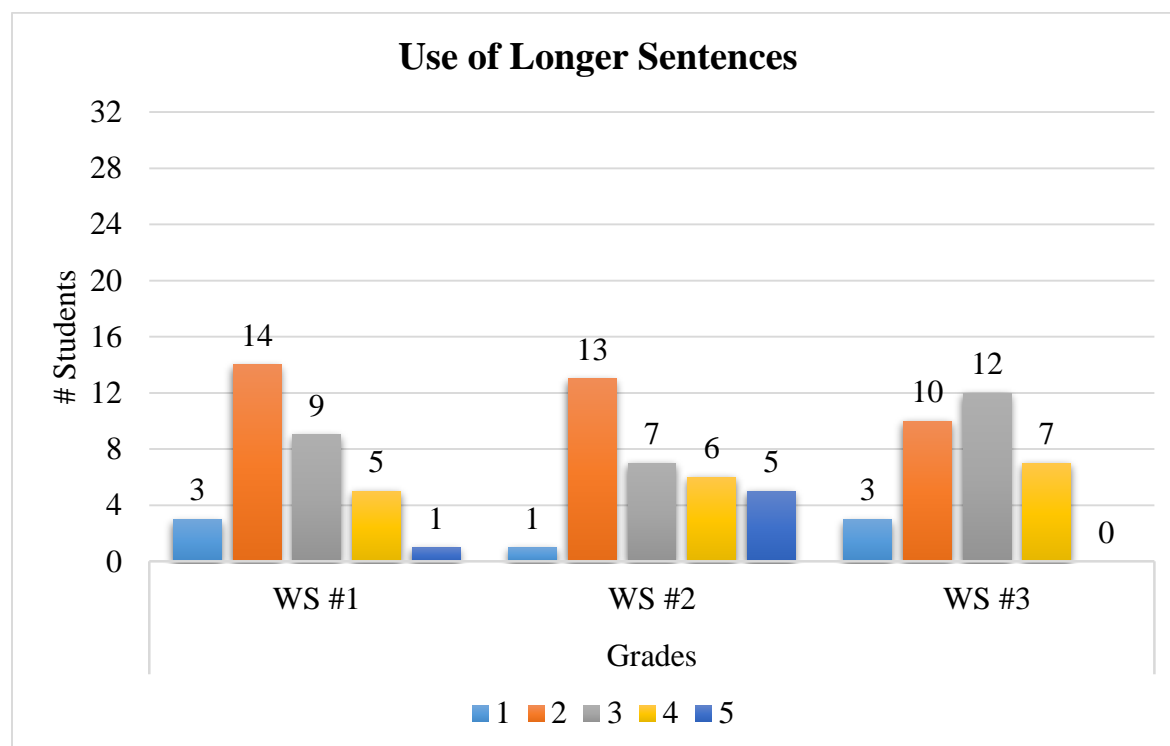
The *Use of Longer Sentences* category corresponds to the increase in the amount of text produced by students, which sought to avoid using sentences and phrases in isolation, boost students' written production while navigating the four activities, and push them to write in the whole space given. In workshop 1, seventeen students received grades 1 or 2 in longer sentences.

These students may need help constructing sentences appropriately, displaying difficulties in clarity, coherence, and fluency of expression. There was not a significant improvement in workshops 2 and 3. For example, **Appendix A** showed that many students need further improvement in forming well-structured sentences. Their use of the words required to be more diverse, lacking variety and depth. They faced challenges in incorporating a range of vocabulary and sentence structures, which could have negatively affected the overall quality of their written work. They demonstrated weaknesses in effectively utilizing vocabulary and constructing well-formed sentences, which are fundamental components of coherent and well-written communication.

In workshop 1, Nine students received a grade of 3 in longer sentences. These students demonstrated an average performance in constructing sentences appropriately, showcasing some skills in clarity, coherence, and fluency of expression. Workshop 3 displayed twelve students with fair performances. They could incorporate a range of vocabulary and sentence structures to convey their ideas effectively. While their use of words and sentences may not have been exceptional, it was adequate for expressing themselves clearly and coherently.

Finally, in workshop 1, six students received grades 4 or 5 in the Longer Sentences category. As an example of good performance, in **Appendix B**, students exhibited a higher level of proficiency in constructing sentences appropriately, demonstrating good skills in clarity, coherence, and fluency of expression. Workshop 2 significantly improved with eleven students; their performance indicated a better ability to form well-structured and effective longer sentences. They presented a command of vocabulary, employing a diverse range of words and expressions to convey their ideas.

Figure 5

Writing rubric results, Grammar, workshops 1, 2, and 3

Grammar

#Students

| Grades | WS #1 | WS #2 | WS #3 |

1 2 3 4 5
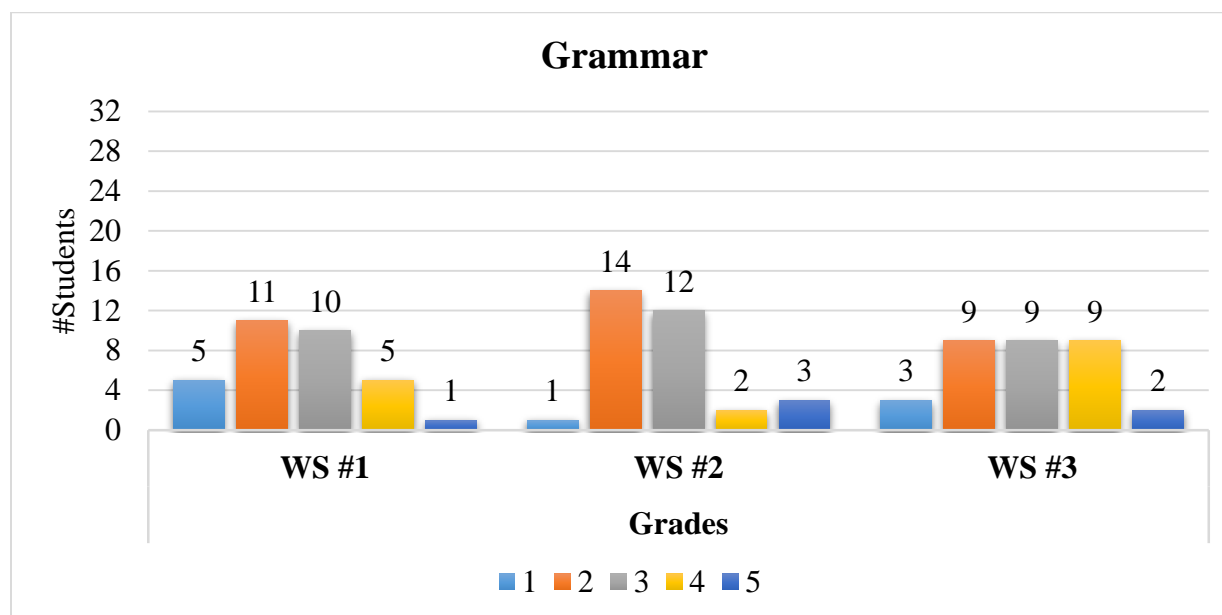
Grammar is the third category in the writing rubric. In workshop 1, sixteen students received grades 1 or 2 . These students struggled with understanding and applying grammatical rules, leading to inaccuracies in sentence structure, verb tenses, subject-verb agreement, and other grammatical aspects.These errors may have affected the clarity and coherence of their written work; as an example **Appendix A** suggested that students need further improvement in their grammar skills. Workshop 3 displayed little improvement with twelve students.

Workshop 1 showed that ten students demonstrated average performance in understanding and applying grammatical rules. They presented a certain level of competence in sentence structure and basic grammar knowledge. However, in workshops 2 and 3, students performed similarly, meaning there are still potential areas where they can further improve and enhance their skills.

To conclude this category, in workshop 1, six students received grades of 4 or 5 in grammar. The non-participant observer noticed that these students exhibited a higher level of proficiency in understanding and applying grammatical rules. **(Check the Non-participant**

observer checklist results, Workshops 1, 2, and 3). Workshop 3 showed improvement, with

eleven students aware of sentence structure, verb tenses, and subject-verb agreement, resulting in

more accurate and coherent written work.

Figure 6

Writing rubric results, Spelling, workshops 1, 2, and 3
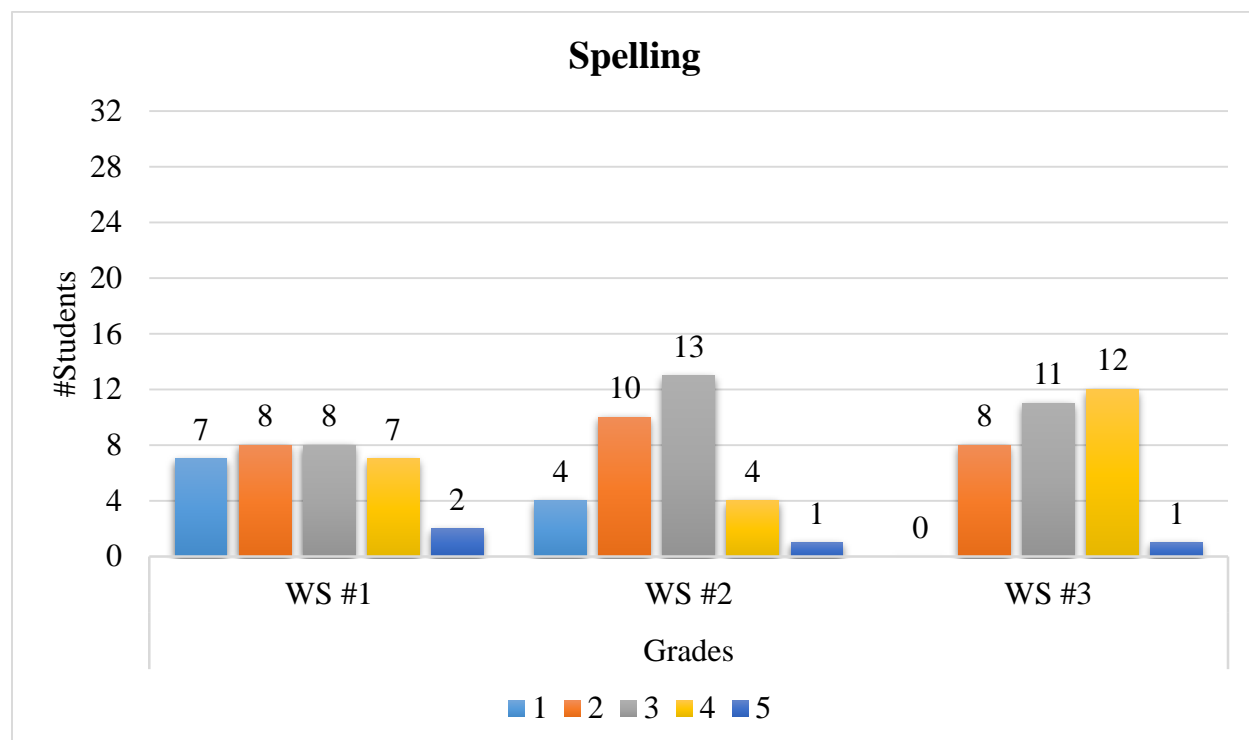
Lastly, ***Adequate Spelling*** is the fourth category. Workshop 1 shows fifteen students that

received grades of 1 or 2 in Spelling. These students may have struggled with spelling words

correctly, showing inconsistencies and inaccuracies in their written work. Wokshop 3 showed

that zero students obtained a grade of 1, but eight students displayed these errors.

In workshop 1, eight students received a grade of 3 in spelling. These students

demonstrated an average level of performance in spelling words correctly. Students improved in

workshops 2 and 3, they showed some proficiency, but there may still be room for improvement

to ensure more consistent and accurate spelling; nevertheless, they demonstrated a reasonable grasp of spelling skills and maintained satisfactory spelling correctness in their written work.

The Graphic shows a big improvement in workshop 3 with thirteen students that received grades 4 or 5 in Spelling. These students exhibited a higher level of proficiency in spelling words correctly. Their performance indicates a good understanding and attention to detail, resulting in more accurate spelling in their written work.

Based on this initial analysis, it can be inferred that the student's performance in the four categories varies. While some students demonstrated satisfactory performance and proficiency in certain areas, it is notable that improvement is needed. Further assessments and targeted interventions could help address these areas of improvement and support the student's overall growth in their writing sub-skills through creative writing.

Non-participant observer checklist results

Table 5

Non-participant observer checklist results, workshops 1, 2, and 3

Creative Writing Workshop #1, 2, and 3	Indicators
1. Creative writing encourages students to find new Vocabulary.	✓
2. Students explored Vocabulary through each activity.	✓ ✓ ✓
3. Creative writing activities are sequential and make students evolve their writing with each step.	✓ ✓
4. Activities made students write complex sentences.	✓
5. Students' written production is improved through creative writing.	✓ ✓ ✓

6. Creative writing activities encourage students to write paragraphs and complete their ideas.	✓ ✓
7. Creative writing helps students to develop better grammar knowledge.	✓
8. Creative writing activities are appealing to boost students' written production.	✓ ✓ ✓

The analysis of this instrument shows that the observer noticed the eight components of the checklist in different parts of the sessions. To continue with the characterization proposed in the writing rubric, the non-participant observer's written opinions and the indicators of the checklist were categorized in the following table:

Table 6

Non-participant observer checklist results, workshops 1, 2, and 3

Codes	Frequencies
Vocabulary exploration and usage	6
Use of longer sentences	17
Good use of Grammar	9
Adequate Spelling	6

The observer noted, *"It made the students write more and could try to create more ideas with the different elements of the superhero class."* The non-participant observer indicated that the creative writing activities made the students write more and encouraged them to explore various ideas using the different elements of the superhero class. The indicators checked specified that the actions sparked increased written output from the students, indicating a heightened engagement and motivation to express themselves through writing.

She also noted in the second workshop that *"The third activity was very attractive for the students, and their handling of CAN and CAN'T was noted, which is a good indicator of grammar."*. The third activity was particularly attractive to the students. The observer recognized that this activity had captured the students' interest and engagement, leading to their active participation and demonstration of grammar skills.

It is worth mentioning that items 2, 5, and 8 were checked three times by the observer in each workshop, an indicator that vocabulary exploration and generally written production are taking place in the classroom.

Journal results

The analysis of this instrument seeks to continue with the characterization proposed in the writing rubric. The results were categorized in the following table:

Table 7

Journal results, workshops 1, 2, and 3

Codes	Excerpts	Frequencies
Vocabulary exploration and usage	*"It happens that some of them were discussing how to use a word, or asking others for help in order to use different words"*	18
Use of longer sentences	*"After understanding the use of the prepositions, we continued with the second exercise, the sentences created were longer."*	11
Good use of grammar	*"I could acknowledge that the structure of most of the sentences was good."*	6
Adequate spelling	*"The spelling is getting better, but a lot of students write without care, so I could notice some words with mistakes."*	2

In my journal, I noted an occurrence during the creative writing workshop. Specifically, I observed that some participants engaged in discussions regarding word usage and sought assistance from others to incorporate a variety of words into their writing.

The excerpts indicated that at least some participants first focused on comprehending the usage of different grammatical topics, implying that varied concepts were introduced and explained during the workshops. These frequencies in my journal established that a structured progression of the workshops, where participants built upon their knowledge and skills sequentially, was taking place. It highlights their ability to integrate the newly acquired understanding of vocabulary and written production.

Survey results

This graphic shows the results of the first four quantitative questions asked to the students.

Figure 7

Surveys 1, 2, and 3 results

Survey #1, 2, 3
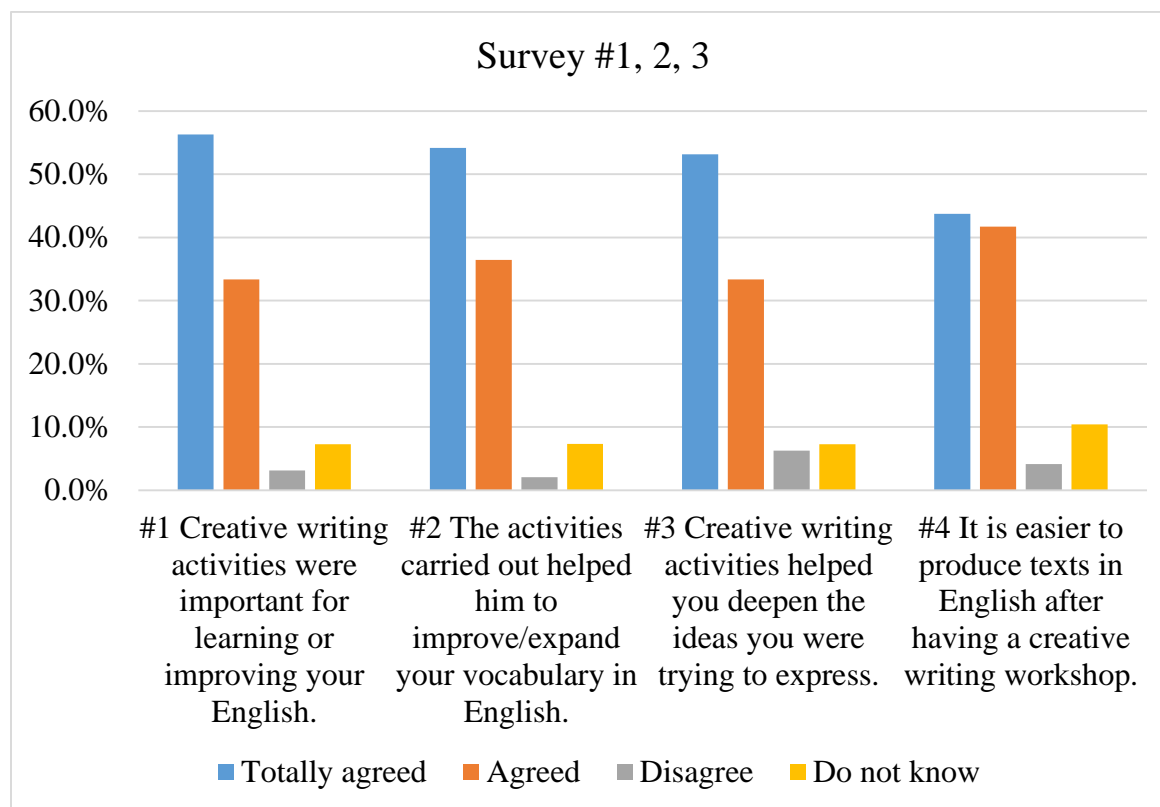
The graphic showcases students' noteworthy level of agreement regarding vocabulary and written production. The data indicated a fair consensus among the student population regarding creative writing as a tool for understanding and using vocabulary. Similarly, there was a notable concurrence in their ability to produce well-written content. Those findings suggested a good alignment between students' confidence in vocabulary comprehension and their competence in written expression with the creative writing activities, indicating steps in vocabulary exploration, and encouragement for writing more.

The two last open questions asked for the students' opinions about which activity of the workshop helped them the most and why and to give comments on the generality of it. The code frequencies were:

Table 8

Survey codes workshops 1, 2, and 3

Codes	Excerpts	Frequencies
Vocabulary exploration and usage	*"La primera, ya que al tener muchos objetos, la amplitud de mi vocabulario se ha expandido y gracias a esto, conozco más y puedo expresarme con más facilidad"*	11
Use of longer sentences	*"La cuarta, porque permite que con mi imaginación pueda practicar mi escritura en inglés desarrollando un relato corto sobre lo que veo en la imagen"*	21
Good use of Grammar	*"La actividad 2 ya que permite aprender el uso de las preposiciones y como se usan."*	8
Adequate Spelling		0

Based on the frequencies observed, it is evident that students recognized the effect of creative writing on increasing the quantity of the written texts they produced during the workshops. The data suggested that engaging in creative writing activities positively influenced the students' written output volume. The frequency of vocabulary exploration and usage indicated that some students recognized the incorporation of diverse and varied language in their writing when engaging in a creative writing activity. Grammar and Spelling had a meager impact on students' awareness, at least in this comment section. This could mean that creative writing activities had a more noticeable effect on vocabulary and written quantity in these first three workshops.
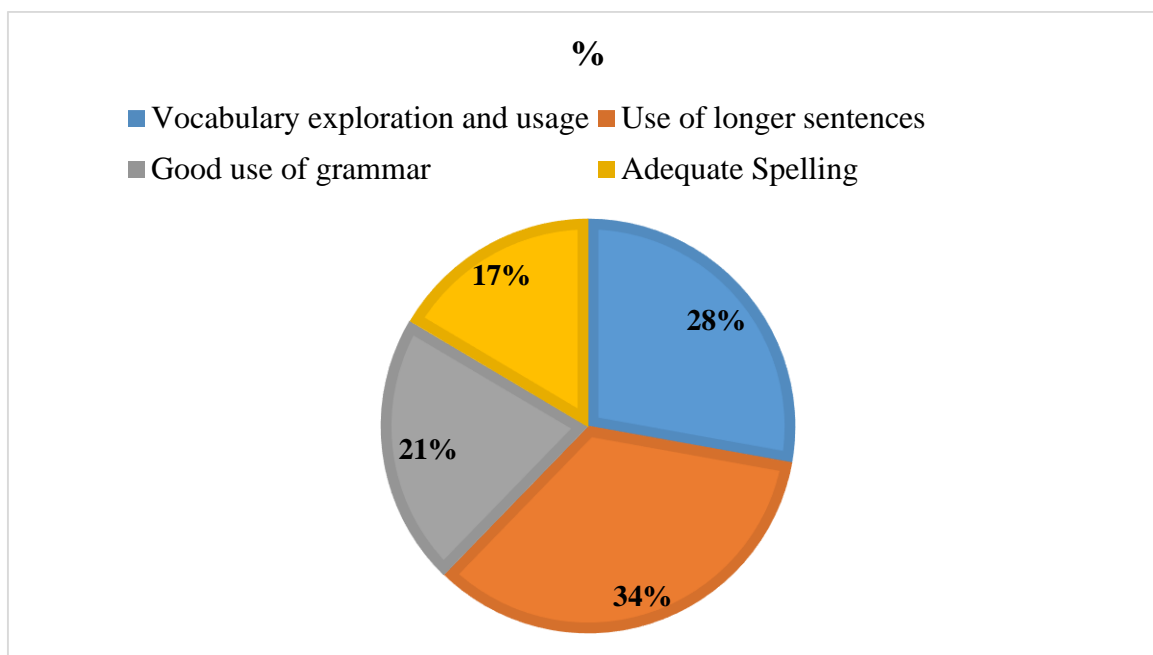
Data analysis triangulation table

Table 9

Triangulation table workshops 1, 2, and 3

N o.	Code/ category	Operationalization	Writing Rubric	Non-participant observation.	Journal	Survey	Total	%
1.	Vocabulary exploration and usage	Code describes students' investigation, knowledge, and effective use of words and their meanings.	24	6	18	11	59	27.83%
2.	Use of longer sentences	Code describes the student's ability to construct longer and more complete sentences.	24	17	11	21	73	34.43%
3.	Good use of Grammar	Code describes the students' accuracy of sentence structure, verb tenses, subject-verb agreement, and other grammatical aspects.	22	9	6	8	45	21.23%
4.	Adequate Spelling	Code describes the student's ability to spell words correctly.	27	6	2	0	35	16.51%
	TOTALS		97	38	37	40	212	100%

This table presents the results of the four instruments used to gather data about students' performance in the first three creative writing workshops. The frequencies selected from the Writing Rubric were students that obtained 4 and 5 in their grades, which can be considered good results. The following graphic displays the percentages and final results of this triangulation.

Figure 8

Categories in workshops 1, 2, and 3

%

■ Vocabulary exploration and usage ■ Use of longer sentences
■ Good use of grammar ■ Adequate Spelling

28%

34%

21%

17%

This graphic displays the effect on students' written weaknesses in the first creative writing workshops. Being *Use of longer sentences* in the highest percentage, students produced text and used the space given to write compositions; their ability to employ complex sentence structures contributed to developing more ideas and arguments. In the survey, many students' opinions showed that creative writing activities helped deepen their ideas and produce more text. (**Check figure 7**)

The students demonstrated moderate *Vocabulary exploration and usage*, incorporating a range of words and expressions to a certain extent, the second-highest percentage. While they showed some proficiency in utilizing diverse vocabulary across the three workshops, there was room for improvement. Encouraging them to actively engage in lexical expansion exercises and explore synonyms, antonyms, and idiomatic expressions will enrich their vocabulary and enhance their ability to convey ideas precisely and with nuance. Students clearly expressed that creative writing activities helped to explore and improve their vocabulary. (**Check figure 7).**

While the students demonstrated a somewhat limited ability to employ correct *Grammar* consistently, they did showcase competence in constructing longer and more intricate sentence structures while developing the activities proposed in the creative writing workshops. However, further attention should be given to grammatical accuracy to ensure their writing maintains high clarity and precision.

Adequate Spelling is the lowest category. In the writing rubric, students displayed good Spelling in most compositions. Nevertheless, in the other instruments, Adequate Spelling is the least mentioned category, meaning there is a lack of awareness of Spelling and its importance. *"The spelling is improving, but many students write without care, so I could notice some words with mistakes."* (**Journal entry)**
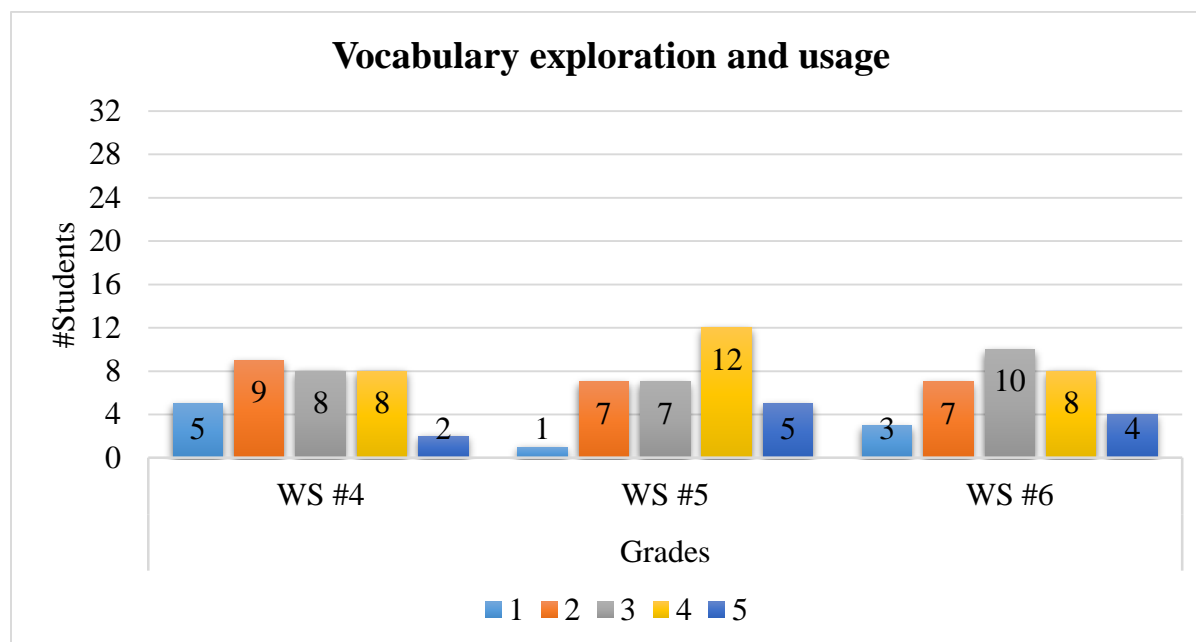
Analysis of Workshops 4, 5, and 6, "Bestiary," "The little red riding hood in a Helicopter," and "Being a creative writer."

Writing rubric results

The following table displays the frequencies of the grades in the last three creative writing workshops.

Figure 9

Writing rubric results,vocabulary exploration and usage, workshops 4, 5, and 6

Vocabulary exploration and usage

In workshop 4, fourteen students obtained a grade of 1 or 2 in *Vocabulary exploration and usage*. These students may have struggled with exploring, knowing, and effectively using various words and their meanings as presented in **Appendix C**. Workshops 5 and 6 did not show improvement. It suggests that students need further improvement in their vocabulary skills and it was difficult for them to explore words.

With eight students in workshop 4 obtaining a grade of 3, the graphic displayed decent skills in vocabulary, indicating a fair understanding and usage of different words, a decent grasp of language, and demonstrated a basic level of competency in utilizing a range of words and expressions in their writing. During my observations, I emphasized that most students started using the dictionary more and shared words with their classmates, showing signs of improvement in workshop 6.

In workshop 4, ten students received grades 4 or 5 in vocabulary. These students exhibited a higher level of proficiency in exploring and using a wide range of words and their

meanings, as shown in **Appendix D**. It was notorious that in these last workshops, students were most used to searching for words needed to complete their tasks. However, in workshops 5 and 6, students kept a similar performance.

Figure 10

Writing rubric results, Use of Longer Sentences, workshops 4, 5, and 6
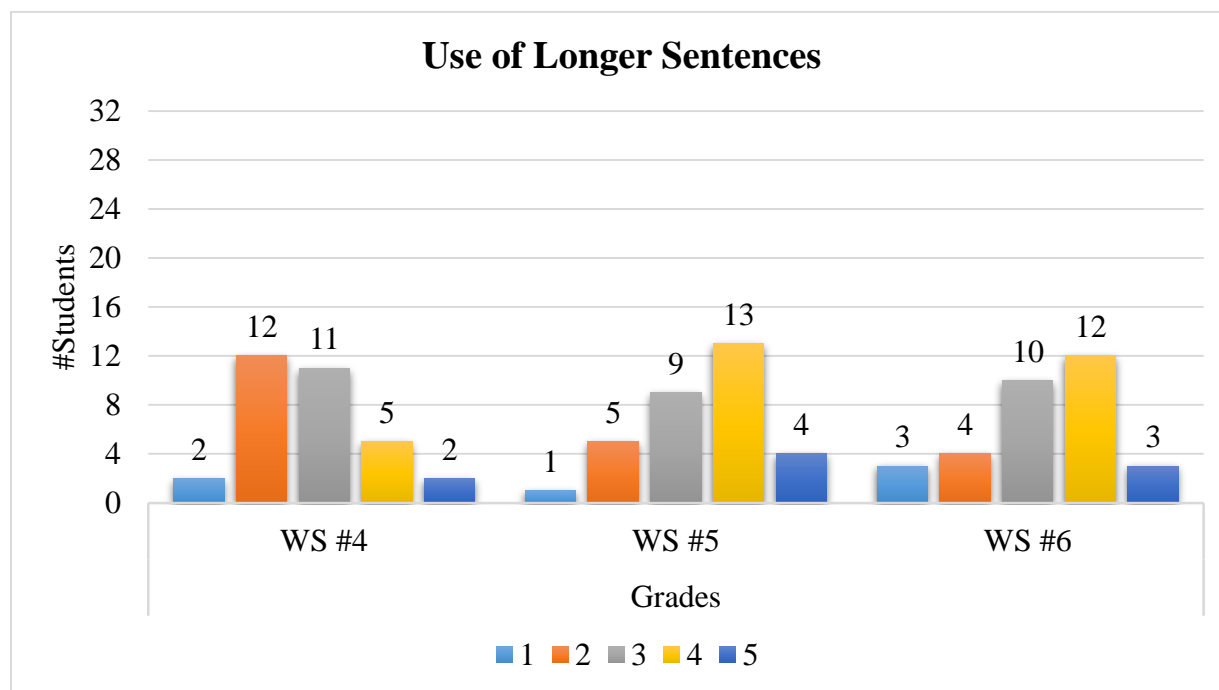
In the *Use of Longer Sentences* category, workshop 4 indicates that fourteen students received grades 1 or 2. These students may have encountered challenges in constructing sentences appropriately, resulting in difficulties regarding coherence and fluency, using words in isolation, and incomplete ideas. They may benefit from further practice and guidance to develop their skills in forming well-structured and effective longer sentences; nevertheless, the last two workshops displayed a vast improvement, with almost half of the students getting better grades.

Eleven students obtained a grade of 3 in workshop 4. These students demonstrated an average level of performance in constructing longer sentences. They exhibited some proficiency

in clarity and extension in the last workshops, but there was not much progress in workshops 5 and 6.

With grades of 4 or 5 in the use of longer sentences category, students showcased a higher ability to construct longer sentences, being notorious results and giving more engaging writing in these three last workshops. The non-participant observer commented on how students wrote more and used the space provided to develop the activities. Workshops 5 and 6 showed a considerable improvement in the quantity of students' written production.

Figure 11

Writing rubric results, Grammar, workshops 4, 5, and 6
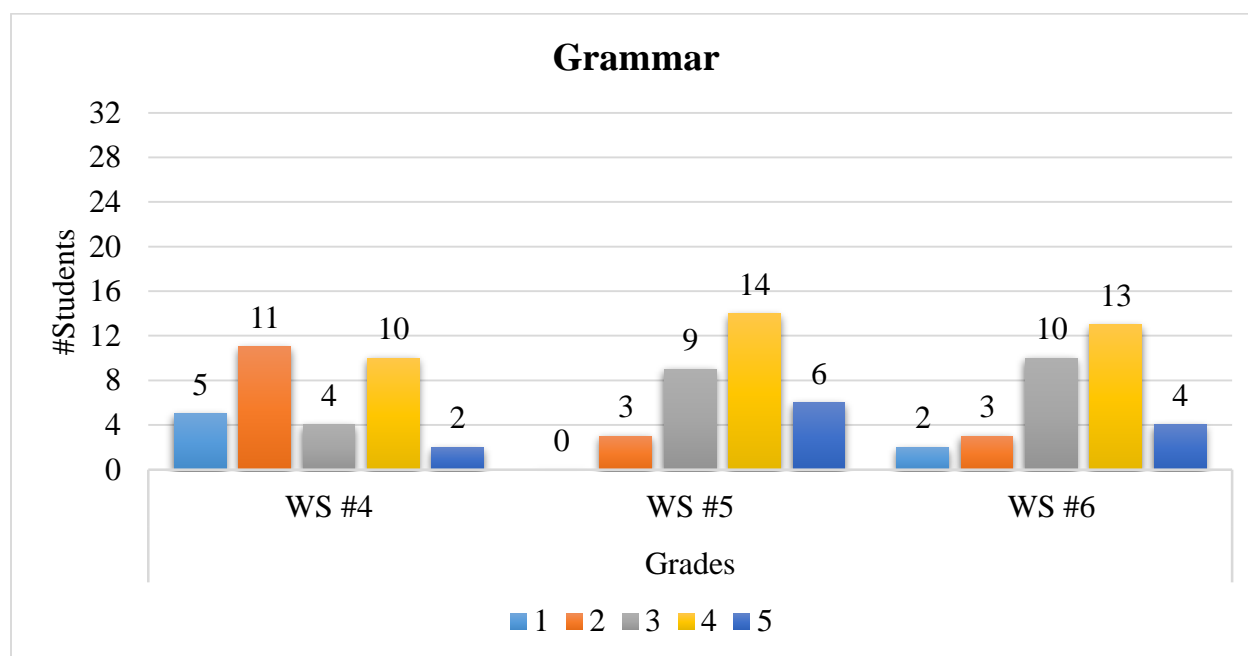
In *Grammar*, students that received grades 1 or 2 displayed better performance in the last two workshops. These students may have encountered challenges in understanding the Grammar in the workshops, leading to repetitive mistakes and a lack of clarity in workshop 4. But it is a

good indicator of grammar proficiency how just five students obtained the lowest grades in workshop 6.

Four students received a grade of 3 in grammar; they showed some proficiency in this aspect of their creative writing in Workshop 4. However, there may still be areas where they can refine and strengthen their grammatical skills, as shown in **Appendix C.** Workshops 5 and 6 showed better performance, having the double of students with this grade.

The grammar category shows twelve students that received grades of 4 or 5 in workshop 4. These students exhibited better aptitude in using grammatical rules. Their performance was noticeable in written production, allowing them to perform well in the different activities presented. Workshops 5 and 6 count with more students obtaining better results and stretching the grammar spectrum inside their compositions.

Figure 12

Writing rubric results, Spelling, workshops 4, 5, and 6
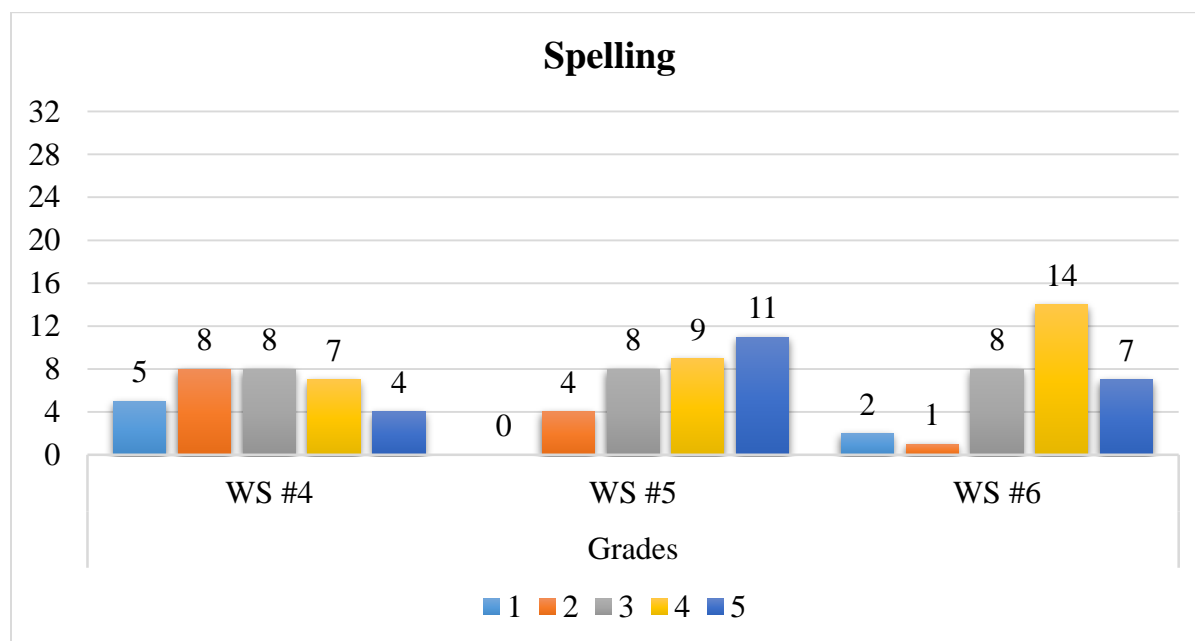
Five students obtained 1 or 2 in workshop 4 to end this rubric results analysis. Spelling words incorrectly making it hard to understand their written work. There was not a noticeable improvement in the following two workshops.

With a grade of 3, eight students had reasonable spelling skills in these three last workshops; this helped their written production to some extent, but awareness of spelling needs more focus.

Students that received grades 4 or 5 in spelling unveiled an excellent awareness of how words are written. Writing most words correctly allowed me to grade these students higher and gave a critical view of their product. Twenty-one students had perfect spelling in workshop 6 compared to the others.

Non-participant observer checklist results

Table 10

Non-participant observer checklist results, workshops 4, 5, and 6

Creative Writing Workshop #4, 5, and 6	Indicators
1. Creative writing encourages students to find new Vocabulary.	✓ ✓
2. Students explored Vocabulary through each activity.	✓ ✓
3. Creative writing activities are sequential and make students evolve their writing with each step.	✓ ✓ ✓
4. Activities made students write complex sentences.	✓ ✓
5. Students' written production is improved through creative writing.	✓ ✓ ✓
6. Creative writing activities encourage students to write paragraphs and complete their ideas.	✓ ✓ ✓

7. Creative writing helps students to develop better grammar knowledge.	✓
8. Creative writing activities are appealing to boost students' written production.	✓ ✓

The analysis of this instrument showed that the observer noticed the eight components of the checklist in different parts of the sessions. To continue with the characterization proposed in the writing rubric, the non-participant observer's written opinions and the indicators of the checklist were categorized in the following table:

Table 11

Non-participant observer checklist results, workshops 4, 5, and 6

Codes	Frequencies
Vocabulary exploration and usage	9
Use of longer sentences	18
Good use of Grammar	8
Adequate Spelling	4

Items 3, 5, and 6 were checked thrice by the non-participant observer. These items reflected on students' amount and quality of written production, *"Siento que la secuencia con la que fue presentada el taller alentó a los estudiantes a escribir en toda la plantilla, y ya es conocido para ellos escribir y crear ideas sobre un personaje"*, noted the observer. Another strong observation was Vocabulary exploration, "*en las dos observaciones noté que los estudiantes se apropiaron del diccionario y que son más autónomos al momento de trabajar este nuevo taller."* This statement is reflected on the table and in the items marked; also, I pointed in

my journal that students were in fact using more the dictionary and sharing words, ideas, or order to solve the activities.

Grammar, in both the observer's opinions and my observations, was a factor focused on simple past, a tense worked in almost the six creative writing workshops, *"Sin embargo, la segunda actividad mostró problemas para ser desarrollada sin ayuda del diccionario, y aunque se notó la práctica del pasado simple, siento que hizo falta más vocabulario para ayudar a los estudiantes en el proceso de escritura".* Adequate spelling was not noted or had an impact in the observer's opinion, meaning that these creative writing workshops did not focus this aspect of written production as much as others.

Journal results

The analysis of this instrument seeks to continue with the characterization proposed in the writing rubric. The results were categorized in the following table:

Table 12

Journal results, workshops 4, 5, and 6

| Codes	Excerpts	Frequencies
Vocabulary exploration and usage	*"They made list of creatures, words, and even I had to search for them. Words like "Espanto," "Hag" and more were added to the list."*	10
Use of longer sentences	*"I could notice that students are at least writing in the whole space given; they know that stories are long."*	11
Good use of grammar	*"The general Grammar used was good. I felt that simple past is something closer to them now."*	6
Adequate Spelling	*"I think they are being very careful in how the words are written; I was very demanding of words and their spelling in previous feedback."*	3

In these three journals, I noted improvement in students' written quantity; these workshops focused on stories and text development. I emphasized the instructions a lot, pushing students to write and always think of whole ideas, not sentences without cohesion. As noted in the checklist, simple past was practiced, but students did not show a noticeable improvement in other grammatical aspects. Creative writing workshops appeared to boost students' search interactions regarding vocabulary. Indirectly, adequate Spelling is being addressed by the students' exploration of words, but I could not notice students' interest or inquiries regarding this category.

Survey results

This graphic shows the results of the first four quantitative questions asked to the students.

Figure 13

Surveys 4, 5, and 6 results
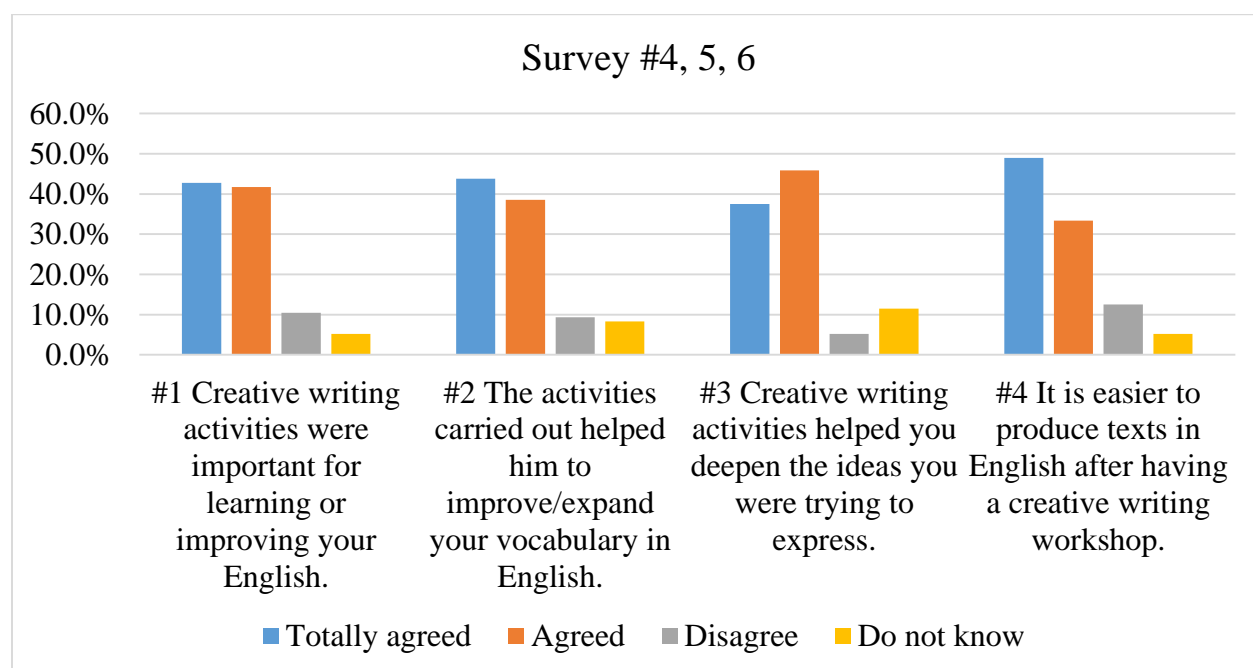
The graphic shows that students in the last three creative writing workshops Disagree a little bit more about the items assessed; we can observe a more significant percentage than in the previous three; this could be related to some comments displayed in the survey, *"Este taller fue muy dificil porque nos hace escritores en un idioma complicado, pero nos ayuda para esforzarnos. El taller en el punto dos fue muy claro y entretenido, escribir toda una historia es nuevo apra casi todos en el salón." "This workshop was very difficult because it makes us writers in a complicated language, but it helps us to make an effort. The workshop in point two was very clear and entertaining; writing a complete story is new to almost everyone in the classroom."* It also shows that students voted on the four first questions with a similar level of agreement in Totally agreed and Agreed, meaning that students were not as positive as the last three workshops toward creative writing activities and its focus on improving English proficiency, vocabulary exploration, and written production.

The two last open questions asked the students' opinions about which activity of the workshop helped them the most and why and to give comments on the generality of it. The code frequencies are:

Table 13

Survey codes, workshops 4, 5, and 6

Codes	Excerpts	Frequencies
Vocabulary exploration and usage	*"La segunda me ayudó a entendery practicar lo estudiado antes como las palabras y la escritura."*	13
Use of longer sentences	*"La parte de escribir y usar nuestro personaje nos hace mejorar en uso de palabras y en escribir textos."*	30
Good use of Grammar	*"Buen taller para repasar lo estudiando, aplicar conocimientos de pasado, y escribir por fin nuestro primer texto de cuentos."*	10

Adequate Spelling		0	

The frequencies displayed the *Use of longer sentences* as the highest; this represents that students recognized that creative writing workshops made them write more, use the space, and create longer stories and ideas. *Vocabulary exploration and usage* had less impact on students' opinions, but they did reflect on the words studied and how they wrote thoughts using them. As mentioned in previous instruments, *Grammar* impacted the simple past use; this made stories easier to understand and gave us progress toward better grammatical knowledge. Students showed no signs of *Spelling* awareness or interest, indicating that they focused more on writing, searching for the words to use. Still, they do not acknowledge that creative writing improves this aspect.

Data analysis triangulation table

Table 14

Triangulation table workshops 4, 5, and 6

No.	Code/category	Operationalization	Writing Rubric	Non-participant observation.	Journal	Survey	Total	%
1.	Vocabulary exploration and usage	Code describes students' investigation, knowledge, and effective use of words and their meanings.	39	9	10	13	71	23.59%
2.	Use of longer sentences	Code describes the student's ability to construct longer and more complete sentences.	39	18	11	30	98	32.56%
3.	Good use of Grammar	Code describes the students' accuracy of sentence structure, verb tenses, subject-verb agreement, and other grammatical aspects.	49	8	6	10	73	24.25%
4.	Adequate Spelling	Code describes the student's ability to spell words correctly.	52	4	3	0	59	19.6%
	TOTALS		179	39	30	53	301	100%

This table presents the results of the four instruments used to gather student performance data in the last three creative writing workshops. The frequencies selected from the Writing Rubric were students that obtained 4 and 5 in their grades, which can be considered good results. The following graphic displays the percentages and final results of this triangulation.

Figure 14

Categories in workshops 4, 5, and 6
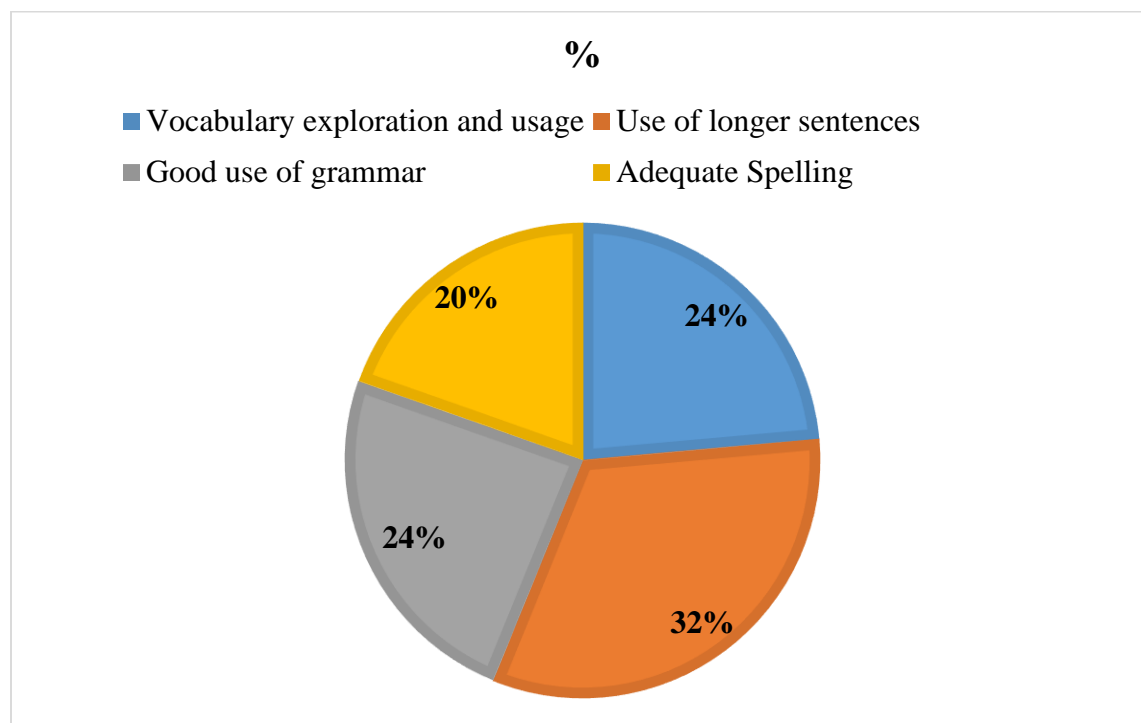
This analysis provided an overview of the performance of 32 students in the last three creative writing workshops. The results shed light on the student's proficiency in these areas and will allow us to compare their performance with the first three workshops; in this way, we could highlight their strengths and areas for improvement. By understanding these findings, I could better apprehend how creative writing helped the students enhance their vocabulary, sentence construction, grammar skills, and spelling accuracy, ultimately fostering their growth as

proficient writers. The high approval of the survey results reaffirms that creative writing is affecting students' written weaknesses. **(Check figure 13)**

The writing rubric gave ***Adequate Spelling*** as the higher category, meaning that students paid close attention to how the words were written when developing their tasks. However, there is a low frequency in other instruments; this reiterates previous comments that this aspect is being left behind and indirectly approached in students' work. In the non-participant checklist, my journal, and the survey, results presented the ***Use of longer Sentences*** as the category with the highest frequencies due to its acknowledgment throughout this research. I described in my journal that the amount of text was noticeably improved, and the survey results reaffirm that creative writing help to write longer sentences and improve their written production. **(Check figure 13)**

Before reflecting on the data collected by the four instruments and comparing the two triangulation tables' positive results of the six workshops, I will reflect on students' performance by comparing the two writing rubric because this gave us a direct view of the student's proficiency, language growth, and aspects to improve using creative writing.

Writing rubrics comparison results by category

Before reflecting on the data collected by the four instruments and comparing the two triangulation tables' results of the six workshops, I will reflect on students' performance by comparing the two writing rubrics. With this, we will have more tools to reflect on the effect of creative writing in 10th Graders' written production, and it will give us a direct view of the student's proficiency, language growth, and aspects to improve using creative writing.

Figure 15

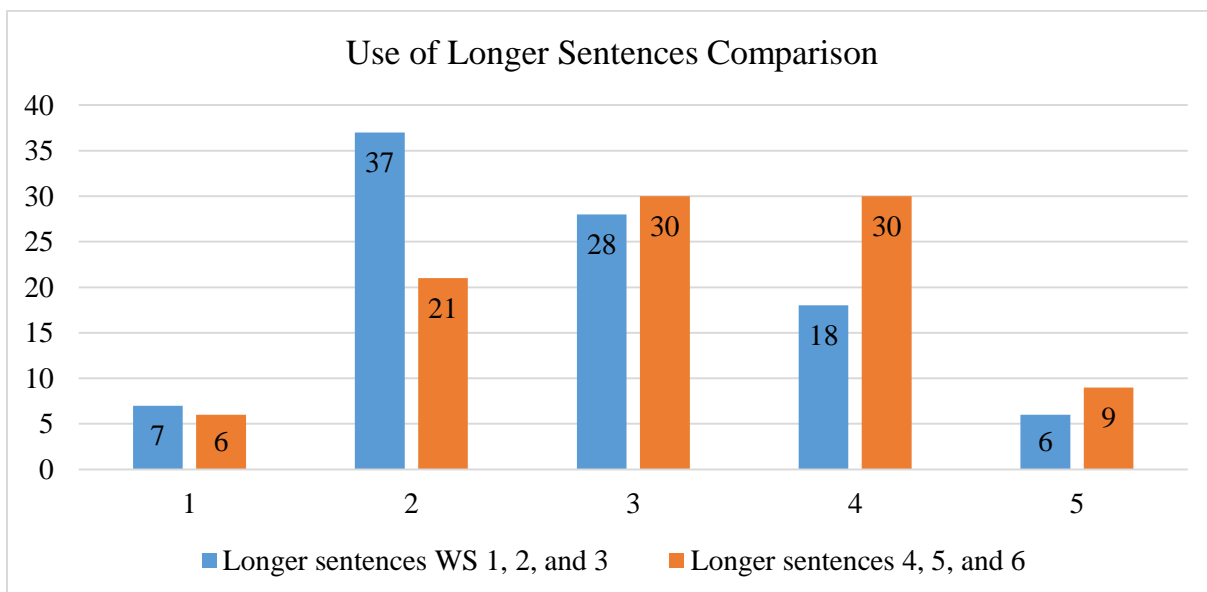*Vocabulary comparison*
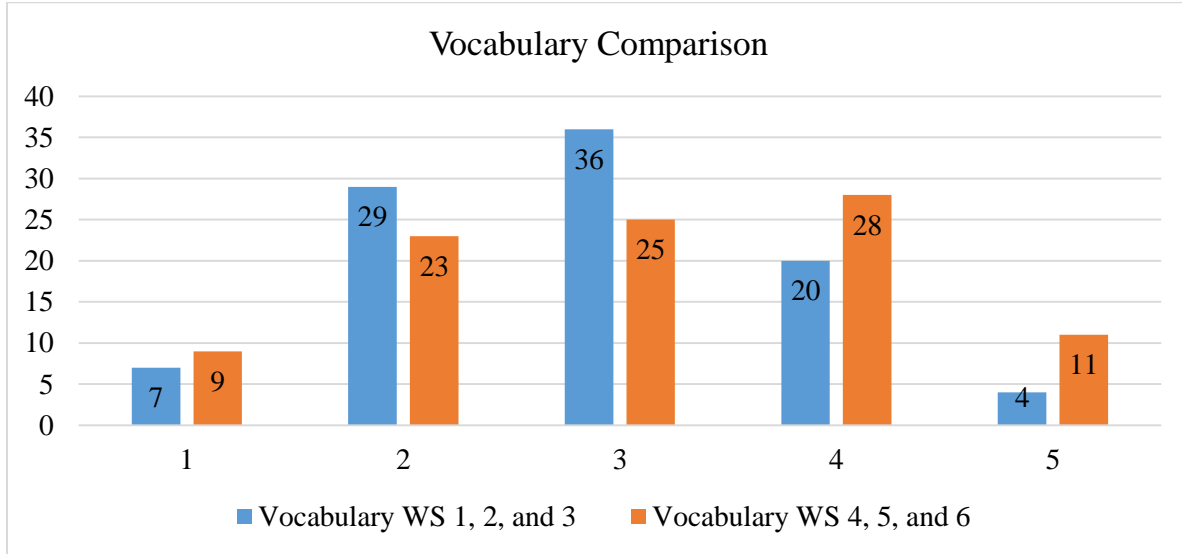
Vocabulary Comparison

With grades 4 and 5, the first set of workshops has 24 frequencies for this category. In the second set of workshops, the frequency count increased to 39, indicating that students have improved and expanded their vocabulary skills. A vocabulary improvement often correlates with new words and, in our case, with vocabulary exploration and usage.

Figure 16
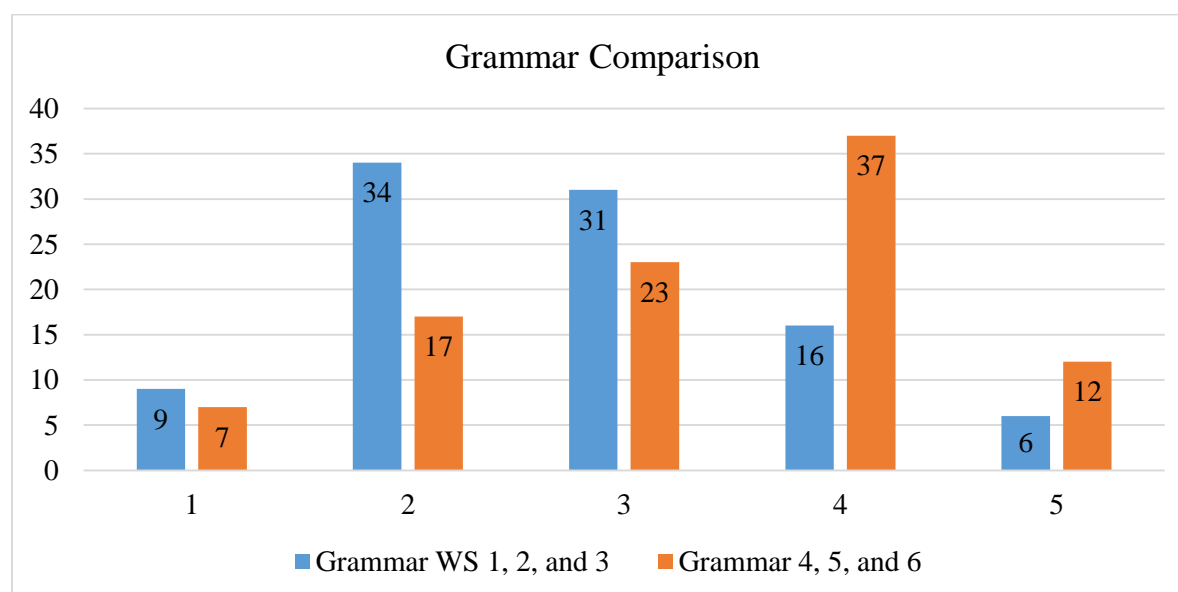
Use of Longer Sentences Comparison

Use of Longer Sentences Comparison

With grades 4 and 5, the first set of workshops has 24 frequencies for this category. In the second set of workshops, the frequency count increased to 39. By developing longer sentences, they could establish connections between their thoughts and present more arguments. This development in their writing contributed to greater clarity and coherence in their compositions.
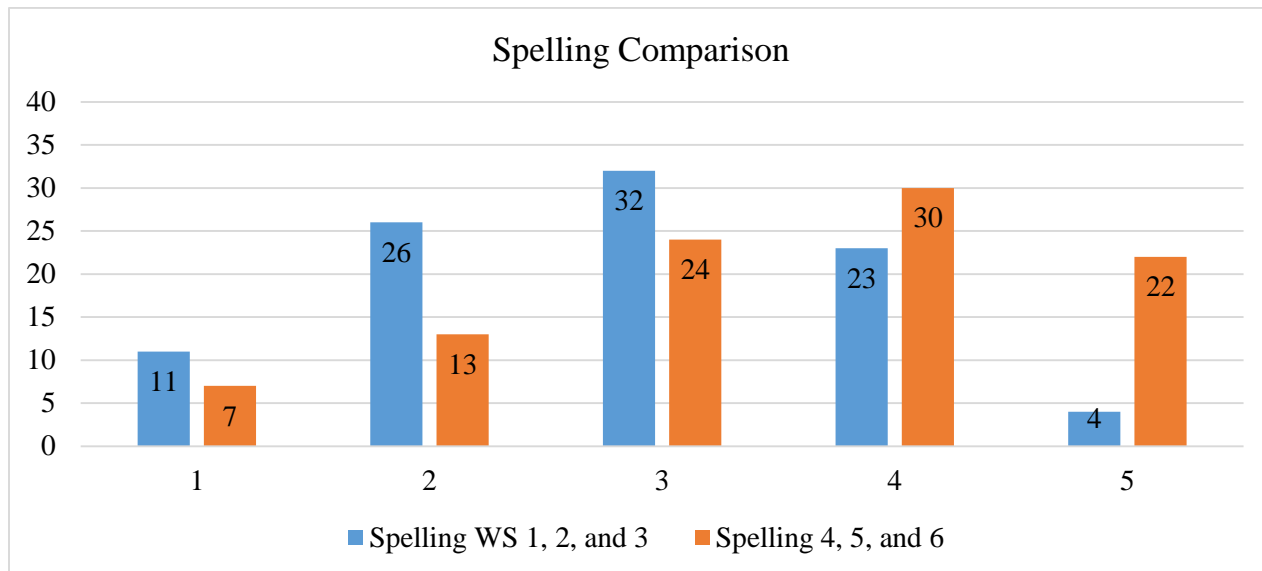
Figure 17

Grammar comparison

With grades 4 and 5, the first set of workshops has 22 frequencies for this category. In the second set of workshops, the frequency count increased to 49. It was observed that they had made progress in understanding and applying grammatical rules and structures in their writing, specifically the simple past tense, as noted by the non-participant observer and me, due to the focus of the creative writing workshops to make students tell stories.

Figure 18

Spelling comparison

Spelling Comparison

1	2	3	4	5

- Spelling WS 1, 2, and 3: 11, 26, 32, 23, 4
- Spelling 4, 5, and 6: 7, 13, 24, 30, 22

With grades 4 and 5, the first set of workshops has 27 frequencies for this category. In the second set of workshops, the frequency count increased to 52. As presented before, this improvement could be related to students' exploration of words and using the dictionary; the data collection instruments gave little evidence of students' awareness of how the words are written.

Triangulation comparison table

Lastly, I will compare the two final triangulation graphics (**Figures 8 and 14**) of the six creative writing workshops to reflect on the effect of creative writing in the lack of vocabulary, short sentence construction and words in isolation, grammar, and spelling in the 32 10th graders; the major weaknesses pointed out by the diagnostic stage.

Figure 19

Final triangulation results

TRIANGULATION RESULTS COMPARISON
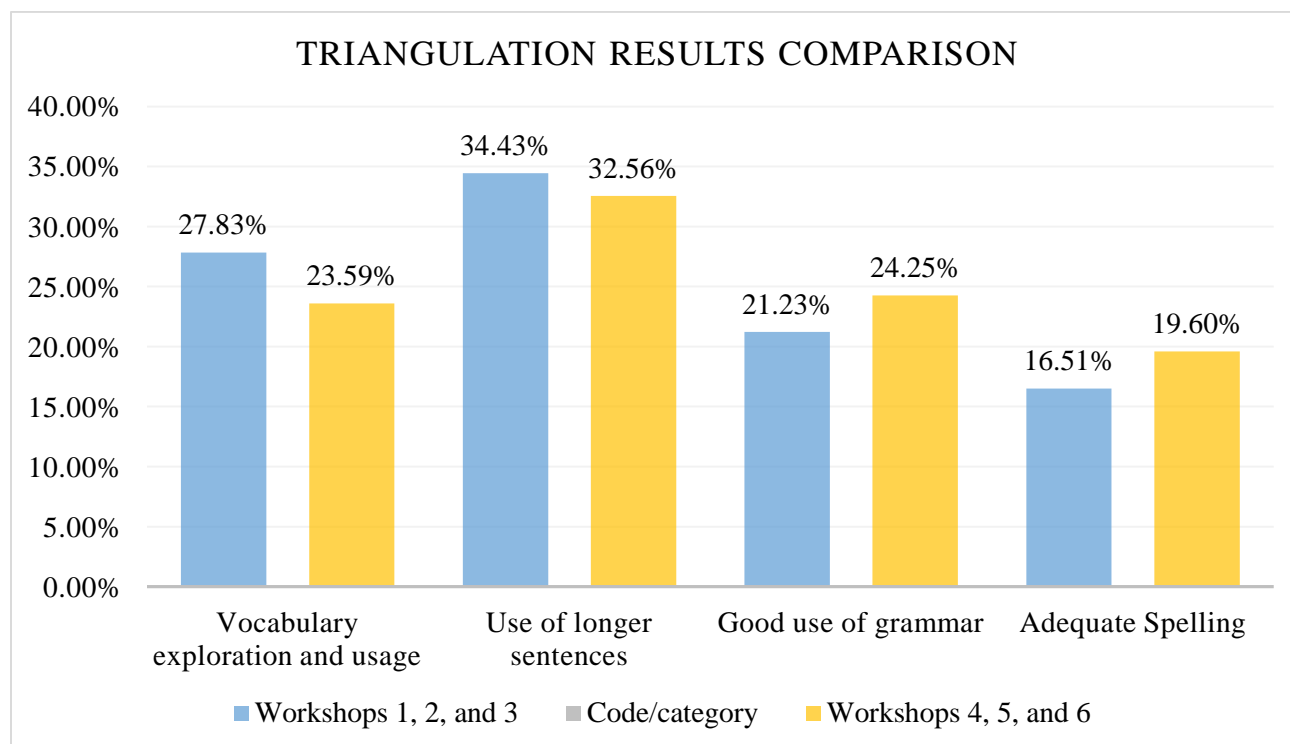
Regarding vocabulary exploration and usage, there was a slight decrease in the percentage from Workshops 1, 2, and 3 (27.83%) to Workshops 4, 5, and 6 (23.59%). However, both sets of workshops focused on improving vocabulary skills, indicating a consistent effort to enhance students' word choice and expression. Also, the first workshops did a better job of boosting students' interest in exploring words, using the dictionary, sharing words with their teammates, and getting used to searching for words. Both survey results indicated that creative writing positively affected addressing students' written difficulties.

The use of longer sentences remained relatively stable between the two sets of workshops, with a slightly higher percentage in Workshops 1, 2, and 3 (34.43%) compared to Workshops 4, 5, and 6 (32.56%). In all the instruments used, creative writing workshops made the quantity of students' written production noticeable, a good indicator of its effect, **check Appendix D**. The consistent focus on lengthening sentences suggests that students were

provided with ongoing opportunities to practice and refine their sentence structure, which improved their writing fluency and coherence.

The analysis of good use of grammar reveals a positive trend across the two sets of workshops. Workshops 1, 2, and 3 had a percentage of 21.23%, which increased to 24.25% in Workshops 4, 5, and 6. This indicates that the creative writing workshops enhanced students' understanding and application of grammatical concepts. The workshops provided chances to use grammar rules, especially the simple past tense, as suggested in various options, incorporated grammar exercises, and offered opportunities for students to practice using correct grammar in their writing. The observed increase in good use of grammar suggests that students' grammatical proficiency improved throughout the workshops.

Regarding adequate spelling, there was a slight increase from Workshops 1, 2, and 3 (16.51%) to Workshops 4, 5, and 6 (19.6%). This indicates that the workshops' focus on addressing spelling difficulties impacted the students' spelling accuracy. As often exposed in the analysis of the workshops, Spelling was not well aware by the students in their performance, and the instruments used did not perceive a significant impact on this issue. The writing rubric results showed a considerable improvement in this category. **(Check figure 18)**

8. Findings and Discussion

This section discusses the effects of creative writing workshops on the written production of 10th-grade students. The workshops specifically targeted vocabulary exploration and usage, the use of longer sentences, grammar, and spelling.

Vocabulary exploration and usage

The data showed that creative writing workshops encouraged students to explore and incorporate a broader range of words into their writing. As a result, their written expressions became more diverse, allowing for better precision and depth in written communication. The use of the dictionary was more evident, and the awareness of the students in words depending on the exercises, the characters, and the situation made a statement that creative writing addressed this weakness. As presented by Senel (2018), Creative writing can use the context to drive students toward actively pursuing words; an alternative approach involves instructing words within phrases and sentences. This author argues that when students encounter words in broader contexts, their comprehension of their meanings improves. The two writing rubrics showed that creative writing boosts students' exploration of words and pushed them to use those words in their compositions. Inside the classroom, students interacted more with the tasks given and realized that depending on the quest or the characteristic presented by the workshop, they needed to search for words and use them.

Use of longer sentences and avoidance of incomplete ideas

In the six workshops, creative writing presented a solid influence to make students write more and played a crucial role in developing students' sentence structure. By emphasizing longer

sentences, students gradually acquired the ability to construct more complex and detailed sentences. This improvement positively impacted their written work, making it more coherent, fluent, and diverse in sentence structure, leading to better quality and quantity in their compositions. Olinghouse and Graham's research conducted in 2009 represents this aspect; it is emphasized that effective instruction for creative writing necessitates the acquisition of specific abilities. These abilities encompass generating ideas, structuring information, selecting appropriate vocabulary, and constructing cohesive sentences and paragraphs.

In the first steps of this research, students' ideas were mere words, sentences without a purpose, and incomplete tasks. Creative writing made students write stories and adventures; students could feel compelled to end their quest or stories, a motivational factor that increases written output; this is reflected in the graphics results in both sets of surveys **(Check figures 7 and 13)**

Grammatical knowledge

A grasp of grammar is essential for constructing coherent and easily understandable sentences. When writing, it is crucial to properly understand how to effectively utilize verbs, adjectives, adverbs, and nouns to convey our thoughts clearly and concisely. Without grammatical knowledge, we may inadvertently make errors that render our sentences challenging to comprehend (Parida et al., 2017). Creative writing proved that grammar can be taught without falling into grammar-based instruction. Here, the nature of most stories is to be told in the past, and the last three creative writing workshops focused on students playing with different tools to create their own. The simple past tense is heavily practiced, and the creative writing itself gave tools to enjoy the process of writing stories.

Spelling accuracy

When spelling is taught well, it can improve reading and writing. Unfortunately, spelling is often tested rather than taught, as many believe it can only be learned through rote memorization due to the complexity of English spelling. (Adoniou, 2019) Here, the creative writing workshops did not focus on teaching spelling but on being indirectly taught, as shown in most of the comments, observations, and data collected generally, presenting that the students improved in spelling through their use of the dictionary, recommendations in class and my continuous commands to write adequately. Still, the general results of the rubrics displayed adequate spelling in most of the compositions.

Providing students with strategies and techniques to enhance their spelling skills is crucial in teaching spelling. Educators could implement mnemonic devices, word pattern recognition, and practice exercises to help students develop accurate spelling habits better than creative writing.

Benefits of creative writing

My observations and journal reflected a lot on this part. Students' motivation towards writing was highly improved. Creative writing allows individuals to express themselves authentically, explore their thoughts, emotions, and experiences, and communicate their unique perspectives. Engaging in creative writing helped individuals develop and refine their communication skills. It requires articulating ideas effectively, using descriptive language, and engaging readers through storytelling. These skills can be valuable in both personal and professional contexts. While creative writing had a noticeable effect on students' insight into the

language class, it did not meaningfully impact their attitude toward reading and writing

(Babayigit, 2019).

Creative writing nurtured imagination and encouraged individuals to think outside the

box. It sparked creativity by challenging individuals to generate new ideas, invent characters, and

construct compelling narratives. It stimulated the mind and fosters innovative thinking. Writing

involved problem-solving and critical thinking skills. Individuals must plan and organize their

ideas, make plot and character development decisions, and revise their work to enhance quality.

This process enhanced analytical thinking and the ability to evaluate and adjust one's work.

Regular engagement in creative writing improved general written production, vocabulary,

grammar, and sentence structure. It encouraged individuals to experiment with language, expand

their vocabulary, and refine their writing style. These language skills can benefit academic and

professional pursuits.

9.   Conclusions and Pedagogical Implications

Creative writing can be a valuable tool for improving written production in an ESL (English as a Second Language) environment. By engaging in creative writing activities, ESL learners can enhance their language skills, boost their confidence, and develop a deeper understanding of English language structures and conventions. The benefits of creative writing in an ESL context include improved vocabulary, grammar, sentence structure, and overall written fluency, answering our research question. Additionally, creative writing encourages critical thinking, self-expression, and cultural exploration, fostering a deeper connection with the English language.

Integration of Creative Writing: ESL educators should integrate creative writing activities into their curriculum, providing regular opportunities for students to engage in creative writing, such as storytelling, poetry, and descriptive essay. This integration can be done through dedicated writing sessions, class projects, or homework assignments (Rodari, 2009).

Language Practice: Creative writing activities should focus on practicing and reinforcing specific language skills, such as vocabulary expansion, grammar usage, and sentence construction. Teachers can provide targeted prompts or themes to guide students' writing and encourage using newly acquired language concepts.

Feedback and Revision: Teachers should provide constructive feedback on students' creative writing pieces, focusing on language accuracy, coherence, and creativity. This feedback should be accompanied by opportunities for revision, allowing students to improve their written work based on the teacher's guidance.

Peer Collaboration: Encourage peer collaboration and feedback by incorporating group or partner activities where students can exchange and critique each other's creative writing. This

fosters a supportive learning environment, promotes language interaction, and provides additional perspectives on language usage and creativity.

Authentic Writing Opportunities: Create opportunities for students to share their creative writing beyond the classroom. This can include publishing their work in class newsletters, organizing reading events, or participating in writing contests. Authentic writing experiences motivate students and provide a sense of purpose and audience for their writing.

Flexibility and Creativity: Students can explore different genres and writing styles, encouraging creativity and self-expression. Foster an environment where students feel comfortable taking risks and experimenting with language, fostering their confidence and writing skills.

Subjectivity: As a drawback, subjectivity is an intricate facet of research endeavors. This study comes to the forefront while decoding the impact of creative writing workshops on written production skills. The inherently nuanced nature of creative expression and writing proficiency introduces an element of interpretation that is inherently influenced by individual perspectives. This subjectivity is particularly pronounced in assessing qualitative data, such as written works, observations, and survey responses.

Workshop Design: Designing practical, creative writing workshops is challenging, particularly when confronted with the absence of a standardized formula or delineated methodology. This undertaking resembles navigating a complex labyrinth, demanding a fusion of methodical insight, adaptive experimentation, and an astute understanding of pedagogical dynamics. The inherent complexity of crafting workshops that resonate with 10th-grade students' diverse learning styles, linguistic backgrounds, and writing skill levels is further compounded by the nebulous nature of creativity itself.

An arduous challenge looms on the horizon: instilling an awareness of creativity within the fabric of Colombian curriculums and study plans. This endeavor presents a multifaceted journey that necessitates navigating institutional traditions, pedagogical paradigms, and societal perceptions of education.

Engaging educators becomes a pivotal aspect of this challenge. Empowering teachers to embrace creative teaching methodologies demands comprehensive training programs that equip them with the tools, techniques, and strategies to foster student creativity. This training imparts practical skills and instills a mindset that recognizes creativity as a fundamental element of holistic education.

Finally, the challenge of integrating creativity into curriculums extends to assessment. Designing evaluation frameworks that measure creative thinking, originality, and innovation presents a complex endeavor. Traditional assessment methods may need to catch up in capturing these intangible qualities, necessitating the development of new assessment models that align with creative learning objectives.

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11. Appendices

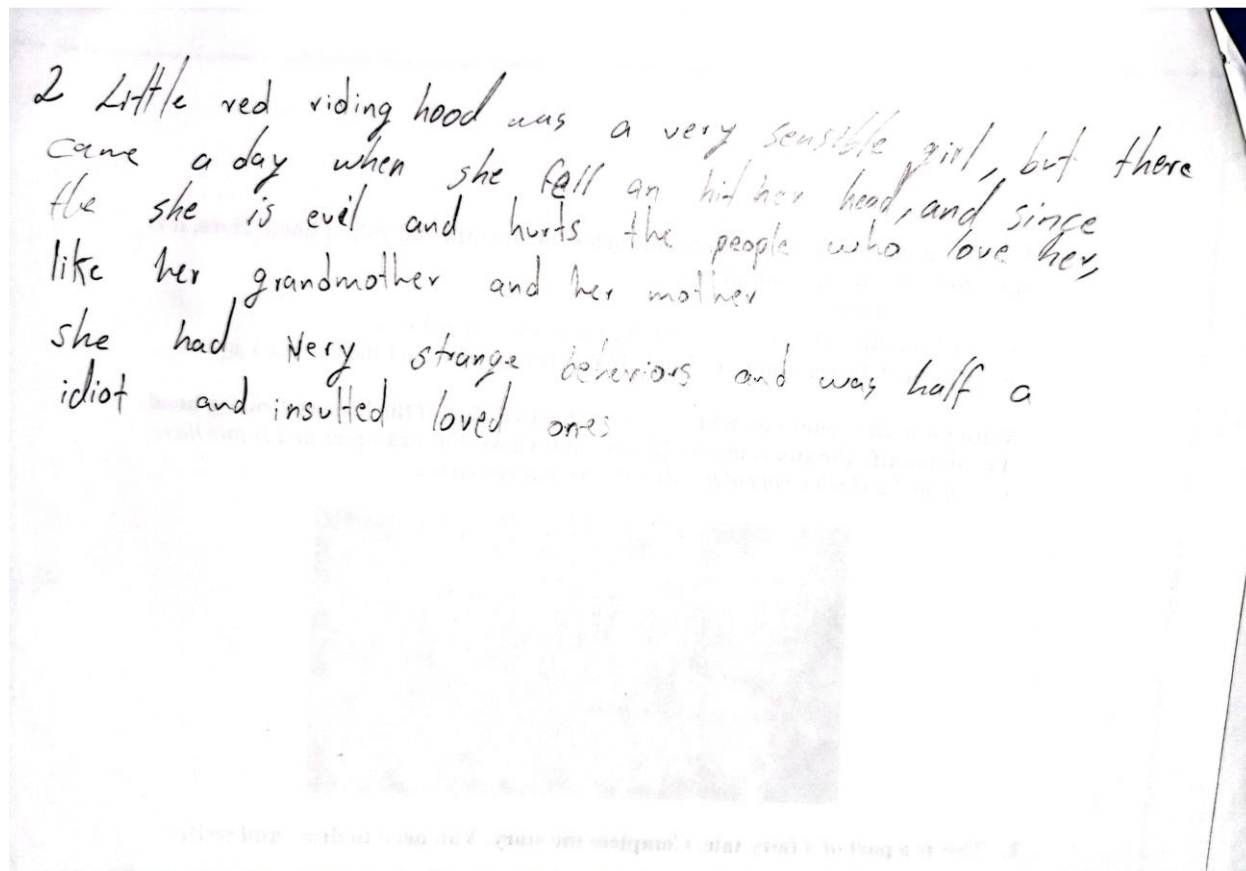## Appendix A

Creative writing activity example

4. Write a short story or an explanation about this image.

Plane two women and medellin Colombia
The Vacations is nex to one Dragon
~~above~~ Fignige above awesom seek Next upen
entro on man and ayudar the two women
and couth the plays soccer in Estados
Unidos Fignige oountre Barcelona in the
wimner 5~0 de ahí and couth copacaban
a edt fish and somer.

Appendix B

Creative writing production example 1

The Dragon Attacked LUSO, he launched on him, LUSO could dodge it, the dragon chased him and LUSO with his sword he cut it but the dragon deepend its claws, LUSO was hurt but he did not surrender, he hit him hard and he jumped to deepened his sword but the dragon did not dead, he shot poison and LUSO dodge it, his sword took the energy of lightning and with this, LUSO cut its head.

Appendix C

Creative writing production example 2

2 Little red riding hood was a very sensible girl, but there came a day when she fell an hit her head, and since the she is evil and hurts the people who love her, like her grandmother and her mother
she had Very strange behaviors and was half a idiot and insulted loved ones

Appendix D

Creative writing production example 3

Once upon a time a little red Riding Hood that was TIK Toker, She recorded videos for this platform, one day she left from home for visit to grandma, on the road, found a helicopter abandoned She tried to blow it up, fortunately she succeeded, when the helicopter took off, it started to rain, and lightning struck the eli when the helicopter crashed, little red Riding Hood started a li in Tik Tok, for ask for help and that the followers look for it, fortunately she was found, and They helped she, for Reach to th house The grandma, when They arrived, They saw, The grandma king for a wolf, everyone got together for killing the wolf, all ended well and They record the Tik Tok with the grandma.

Once upon a time a little red Riding Hood, she have attack of anger. She felt lonely and had ezguisophrenia, she was angry with the grandma, because the grandma beat her, when little red Riding Hood it was smaller, She go for the house the grandma, for Revenge, in the road she found a wolf and They became friends, the wolf helped for revenge the grandma, when they arrived seized the grandma, They put her to sleep, They took a money that was in the house, they destroyed everything in the house, lastly they woke up the grandma. little red Riding Hood was angry, she started to hit the grandma and before Betrayal the wolf, she killing to both, she go alone with the money and buy many things. Never Nobody found out what happened.

Appendix E

Workshop evidence
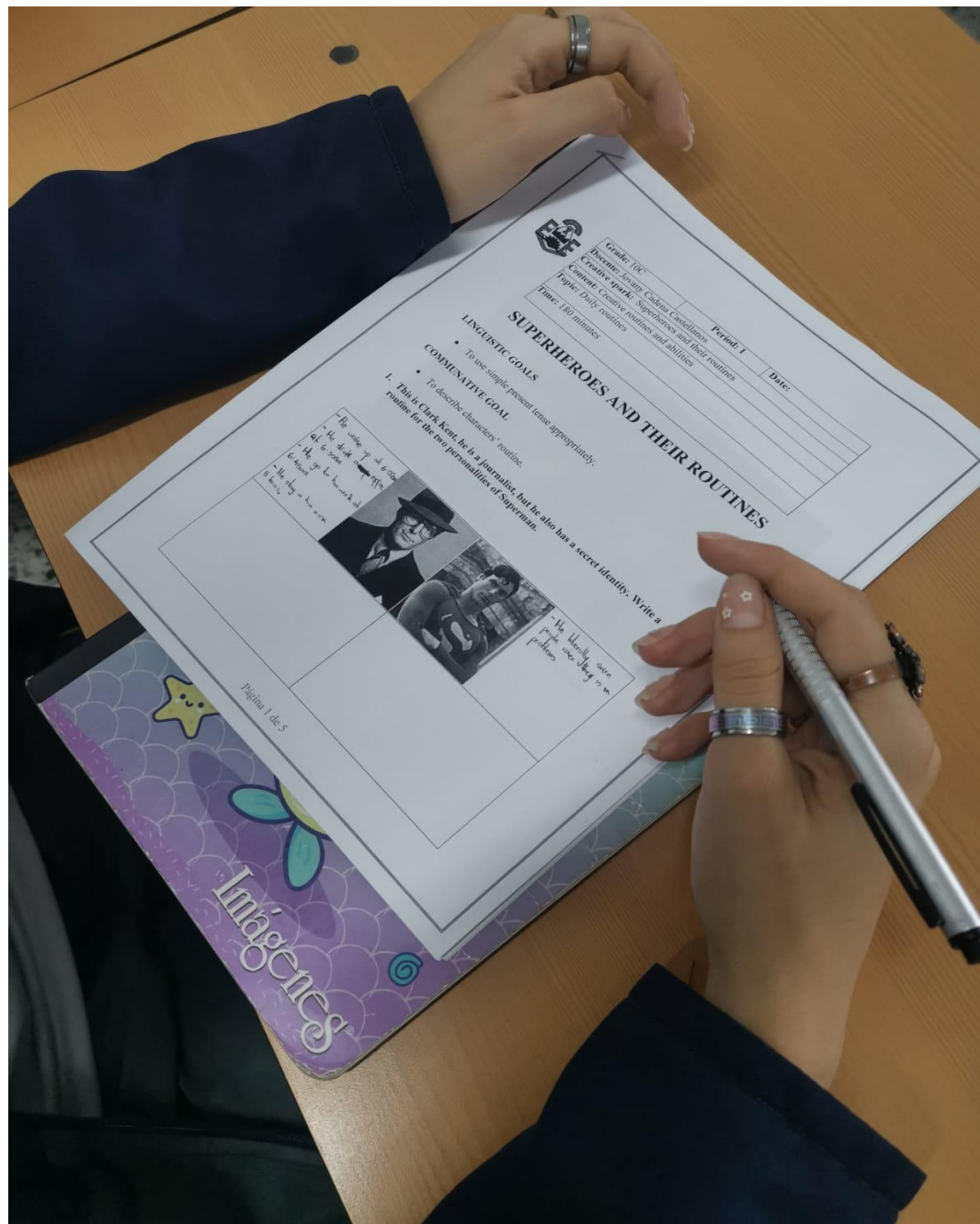
Appendix F

Writing rubric

I.E EMPRESARIAL

ACTION STAGE

The Effect of Creative Writing in 10th Graders' Written Production in a Public School

Rationale: The main purpose of this instrument is to gather information about students' written abilities in the English class. Tenth graders will be part of the process at the I.E Empresarial.

Criteria	😈😈😈😈😈	😈😈😈😈	😈😈😈	😈😈	😈
Vocabulary	Strong, vivid words. All the words are above average, different, and used appropriately throughout the work.	Strong, vivid and different words. Many words are above average and used appropriately throughout the work.	Some strong, vivid and different words. Some above average word choices however, many words are inappropriate and repetitive.	Poor word choice and descriptions throughout. Elementary word choices and many words misused.	Strong, vivid, and different words should be used in a proper way throughout the work.
Use Longer sentences	Well-varied sentences and words structure and complexity throughout the compositions.	Good sentence and variety and complexity throughout the compositions.	Occasional use of sentence variety and complexity throughout the compositions.	Words and sentences in isolation. Little sentence variety throughout the compositions.	Words and sentences should be used in a varied and complex way in the compositions.
Grammar	Fluid error-free grammar throughout the compositions.	Mostly correct grammar; errors do not interfere with communication.	Errors occasionally interfere with communication; verb tense errors.	Grammatical errors are awkward and interfere with communication.	Error-free grammar should be used in the compositions.
Spelling	Correct spelling throughout the compositions.	Mostly correct spelling throughout the compositions.	Some parts have a correct spelling throughout the compositions.	A few words have correct spelling throughout the compositions.	Words should be written correctly.

Appendix G

Journal evidence

JOURNAL ENTRY #12

Institution	Empresarial	Level	A1 – A2
City	Dosquebradas - Risaralda	Number of students and age	32 students – 14 to 16 years
Date	25 October Tuesday	Topic of the lesson	Workshop #6 - Being a creative writer
Time	120 minutes	Name of the teacher	Jovany Cadena
Course name	10-C		

As the students reached the climax of their stories and considered the endings, they were given the choice between good, neutral, or bad outcomes. This exercise encouraged them to think critically about the impact of different endings on the readers' emotional responses and the overall narrative of their stories. The students showcased creativity and thoughtfulness in crafting endings.

This made me happy, most of the students were writing a lot in the template given. I noticed that most of them were using the characters created and words already known. The grammar was tricky because some students wanted to write very complicated sentences and there are easier ways to say what it comes to their minds. I tried to focused their attention to the things studied and to use simple past.

Some students were sharing words that they were using to help other students in their tale. The overall performance was good in quantity, the template did its duty and provided to the students a range of writing better than other workshops did. Across the workshops I feel that students understand the importance of the words and situation, and the first session of this workshop provided them with tools to write more and search for words. The general grammar used was good. I felt that simple past is something closer to them now. Spelling continues to be something unaware for them, but indirectly they paid attention to how words are written, in this the dictionary help them a lot.

Finally, I thanked my students for their effort and support throughout the workshops and their discipline.

Appendix H

Observation form

OBSERVATION FORM #5

Institution	Empresarial	**Level**	A1 – A2
City	Dosquebradas - Risaralda	**Number of students and age**	32 students – 14 to 16 years
Date	8 September Wednesday 2021	**Topic of the lesson**	Routine
Time	50 minutes	**Name of the teacher**	Luis Carlos Correa
Course name	9-C	**Name of the Observer**	Jovany Cadena

The class started on time. The teacher gave the students a rubric. The rubric was divided in hours and parts of the day. Then he asked the students to make pairs and start solving the rubric. The students had to write activities they do along the day. Then, he wrote an example in the board.

Listo muchachos, entonces. At 5 am, I wake up. Yo me levanto a las 5. Ustedes deberían hacer lo mismo.

Some students protested and laughed.

¿Recuerda que vimos actions, verbs? Vamos a completar la rutina de cada uno, y se ayudan en parejas. Hay acciones que realizamos en las mañanas, tarde y noche. Entonces que la rutina tenga sentido. No escribir por escribir. Usemos el diccionario también, eso tiene nota.

The students started to develop the activity. Some students asked the teacher questions about the vocabulary they should use and how to create sentences.

Profe, y si quiero decir que voy al gimnasio.

-Se lo escribo (the teacher wrote in the board). I go to the gym. Pero métale más cosas. I go to the gym and I go with a friend.

A mirar las chicas profe. (Students laughed).

-O eso. To watch girls (the teacher wrote in the board).

The teacher started to go pair by pair to solve questions. The questions were all about vocabulary and how to write things down. The teacher solve question by questions. The activity took 25 minutes.

-Bueno, silencio muchachos y niñas. Es muy fácil, vea, sigamos el ejemplo de Estefanía. Estefanía empiece. At 5 am…

*Espere profe. At 5 am I sleep. Sigo?*

-Sí, siga.

Bueno profe. At 6 am I sleep. At 7 I sleep, at 8 am I wake up, and I take the breakfast with family.

-Espera, ven, eso es, escribir oraciones más complejas, al menos intenten. ¿Ya terminaron? (Students protested and asked for more time). Bueno, vea, terminen esta clase eso y ya miramos la próxima para seguir con lo otro.

Some students raised their hand and call the teacher. The teacher started again to solve questions group by group. The issues were similar, students asking for vocabulary. Some students for verbs and ways to express their ideas.

At the end, the teacher ended the class and ask them to have 10 verbs for the next class.
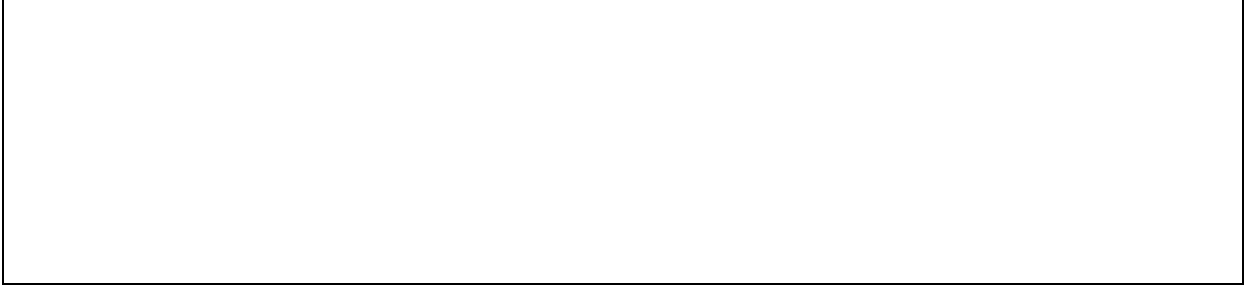
Appendix I

Students' survey

I.E Empresarial

Dosquebradas

10th grade

Jovany Eduardo Cadena Castellanos – Diagnostic stage

Master Program in English Didactics

Rationale: The main purpose of this survey is to gather information about the English class, thus we can identify key aspects for improvement. The data recollected will be totally anonymous.

Objetivo: El principal objetivo de esta encuesta es reunir información sobre la clase de inglés, así identificar aspectos claves para mejorar. La información recolectada será totalmente anónima.

SECCIÓN 1: Información general

1. ¿Qué importancia cree que tiene el aprendizaje del inglés? Marque de 1 a 3 opciones.

_____ Formación profesional

_____ Viajar fuera del país

_____ Leer para propósitos académicos

_____ Navegar por internet

_____ Utilizar video-juegos

_____ Hablar con extranjeros

_____ Conocer la cultura anglo-parlante

_____ No es importante para mí.

¿Otra? ¿Cuál? _____

2. ¿Cuál cree que es su nivel de inglés? Marque con una X una de las opciones.

3. ¿Cuál cree que es la habilidad que más se le dificulta? Marca con una X en el cuadro.

Speaking (Habla)	Listening (Escucha)
Reading (Lectura)	Writing (Escritura)

4. ¿Fuera de las clases vistas en el colegio, ha tomado algún curso, programa o clase de

inglés? Marque con una X: ☐SÍ ☐NO. Háblanos de él.

_____

_____

_____

SECCIÓN 2: Clase de inglés.

5. Marque con una X las actividades que más le gusten dentro del área de inglés.

_____   Presentaciones orales

_____   Actividades de interacción oral

_____   Traducción de textos

_____   Desarrollo de talleres de gramática

_____   Discusión de videos

_____   Canciones

_____   Role-plays (juego de roles)

_____   Ejercicios en computador

_____   Juegos comunicativos

_____   Diseño de carteleras o materiales visuales

_____   Otro. ¿Cuál? _____

6. ¿Cree que usted utiliza lo suficiente el inglés dentro de clase? Escriba su opinión:

_____

_____

_____

7. ¿Qué opina de la enseñanza de la gramática por parte del docente?

_____

_____

_____

8. ¿Al escribir en inglés encuentra dificultades? ¿Cuáles?

_____

_____

_____

9. ¿Al leer en inglés encuentra dificultades? ¿Cuáles?

_____

_____

_____

10. ¿Al hablar en inglés encuentra dificultades? ¿Cuáles?

_____

_____

_____

11. ¿Al escuchar inglés encuentra dificultades? ¿Cuáles?

_____

_____

_____

12. ¿Al estar en clase de inglés cree que el docente usa suficiente material?

_____

_____

_____

13. ¿Qué sugerencias puede dar para la clase de inglés?

_____

_____

_____

Thank you!

Appendix J

Transcriptions of Principal and Coordinator Interviews

I.E Empresarial

Dosquebradas

Jovany Eduardo Cadena Castellanos – Diagnostic stage

Master Program in English Didactics

Objetivo: El principal objetivo de esta entrevista es reunir información sobre el área de inglés, así identificar aspectos claves para mejorar. La información recolectada será totalmente anónima y de antemano se agradece su participación, honestidad y sinceridad.

- **Información general:**

  1- ¿Con un énfasis académico en la institución, qué considera usted que se debe fortalecer en los estudiantes?

  2- ¿Cuál fue la estrategia para la construcción del currículo del área de inglés?

  3- ¿Cuál es su visión como directivo frente al inglés dentro de la institución?

  4- ¿Considera que hay suficientes recursos que ayuden a la enseñanza del idioma en el colegio?

  5- ¿El colegio ha gestionado capacitaciones, cursos o ayudas educativas para los docentes de inglés?

6- Comparta su opinión sobre las actividades realizadas por el área de inglés.

7- ¿Qué le gustaría que los estudiantes mejoraran con respecto a su aprendizaje en inglés?

8- ¿Cuáles habilidades considera que necesitan de más trabajo en la institución? (Habla, Escucha, Escritura, Lectura).

9- ¿Cuál cree usted que es la habilidad que mejor manejan los estudiantes?

Appendix K

Non-participant observer checklist

NON PARTICIPANT OBSERVER CHECKLIST – EVALUATION STAGE

Teacher: Jovany Eduardo Cadena Castellanos

Non participant observer:

Grade: 10th

Date:

Subject: English

Rationale: The main purpose of this instrument is to gather qualitative information about students' written production. Tenth graders will be part of the process. Put a check mark (✓) on the indicator box each time one of the statements is observable in class.

Creative writing workshop #1	Indicators
1. Creative writing encourages students to find new vocabulary.	
2. Students explored vocabulary through each activity.	
3. Creative writing activities are sequential and make students evolve their writing with each step.	

4. Activities made students write complex sentences.	
5. Students' written production is improved through creative writing.	
6. Creative writing activities encourage students to write paragraphs and complete their ideas.	
7. Creative writing helps students to develop better grammar knowledge.	
8. Creative writing activities are appealing in order to boost students' written production.	
Observations:	

Appendix L

Students' survey, evaluation stage

#1 I.E EMPRESARIAL - EVALUATION STAGE

The Effect of Creative Writing in 10th Graders' Written Production in a Public School

Rationale: The main purpose of this survey is to gather information about the workshops applied in the English class, thus we can identify key aspects for improvement. Tenth graders will be part of the process. The data collected will be totally anonymous.

1. Las actividades de escritura creativa fueron importantes para aprender o mejorar su inglés. *

○ Totalmente de acuerdo

○ De acuerdo

○ En desacuerdo

○ No sé

:::

2. Las actividades realizadas le ayudaron a mejorar/ampliar su vocabulario en inglés. *

○ Totalmente de acuerdo

○ De acuerdo

○ En desacuerdo

○ No sé

3. Las actividades de escritura creativa le ayudaron a profundizar en las ideas que trataba de expresar. *

○ Totalmente de acuerdo

○ De acuerdo

○ En desacuerdo

○ No sé

4. Es más fácil producir textos en inglés después de tener un taller de escritura creativa. *

○ Totalmente de acuerdo

○ De acuerdo

○ En desacuerdo

○ No sé

5. ¿En su opinión, de las actividades desarrolladas en el taller cuál fue la más útil para mejorar *
su escritura en inglés y por qué?

Texto de respuesta larga

6. COMENTARIOS ADICIONALES –Gracias por tus aportes. Son muy importantes para mejorar *
el proceso que estamos teniendo-.

Texto de respuesta larga