

Teaching Creative Writing Genres as a Tool to Foster EFL University Learners' Writing Skills

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Abstract

Title: Teaching Creative Writing Genres as a tool to foster EFL university learners' writing skills *

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Key Words: *Creative Writing (CW), Genre Based Pedagogy (GBP), writing skills, modeling, joint construction, independent construction, podcast script*

Description:

To foster students' writing skills through the implementation of Creative writing (CW) following Genre Based Pedagogy (GBP), action research was carried out. The participants of the study were 5 advanced English young learners from the B.A language teaching program at Universidad Industrial de Santander. On the one hand, students' writing skills were measured in three different stages (pre, during, and post-test). First, participants wrote a free topic opinion essay. Then, a podcast script was written in groups. Lastly, they wrote a second opinion essay which was also up to their interests. Students' perceptions on the implementation of the project were gathered using written feedback to the teachers, and a focal group interview that focused on students' attitudes toward CW and GBP in the language classroom. The findings concluded that most participants tended to decrease writing scores due to external factors, and the criterion they struggled with the most was language mechanics. Even though the students did not have a significant improvement when measuring their writing skills, most of them perceived that the modeling and joint construction from GBP were crucial to write a new genre. In like fashion, students strongly suggested that as CW allows them to explore their creativity and free their imagination, they feel more confident and have increased their intrinsic motivation when writing the different genres studied during the project implementation. Lastly, participants express that CW should take part in the language curricula as they found this fruitful unexplored domain of writing.

* Undergraduate Thesis Project

** Human Sciences Faculty. School of languages. Supervisor: Zulma Xiomara Rueda García. M.A discourse studies: communication, society, and learning.

Resumen

Título: La enseñanza de los géneros de la escritura creativa como herramienta para fomentar las habilidades de escritura de los estudiantes universitarios de Inglés como Lengua Extranjera (ILE)*

Autor: Edwar Orlando Martínez Fuentes, Karen Daniela Moreno Albarracín**

Palabras Clave: *Escritura Creativa (EC), Pedagogía Basada en Géneros (PBG), habilidades de escritura, deconstrucción, construcción conjunta, construcción independiente, guion de podcast.*

Descripción:

Para fomentar las habilidades de escritura de los estudiantes a través de la implementación de la Escritura Creativa (EC) siguiendo la Pedagogía Basada en Géneros (PBG), se realizó una investigación acción. Los participantes fueron 5 estudiantes de inglés avanzado del programa de Licenciatura en Lenguas Extranjeras con Énfasis en Inglés de la Universidad Industrial de Santander. Por un lado, se midieron las habilidades de escritura de los estudiantes en tres etapas diferentes (antes, durante y después del proyecto). En primer lugar, los participantes escribieron un ensayo de opinión de tema libre. A continuación, escribieron el guion de un podcast en grupos. Por último, escribieron un segundo ensayo de opinión que también dependía de sus intereses. Las percepciones de los estudiantes sobre la aplicación del proyecto se recolectaron mediante comentarios escritos a los profesores y una entrevista de grupo focal que se centró en las actitudes de los estudiantes hacia la EC y la PBG en el aula de idiomas. Los resultados concluyeron que la mayoría de los participantes tendían a disminuir las calificaciones en escritura debido a factores externos, y el criterio que más se les dificultó fue el lenguaje. Aunque los estudiantes no mostraron una mejora significativa al medir sus habilidades de escritura, la mayoría percibieron que la deconstrucción y la construcción conjunta de la PBG fueron cruciales para escribir un nuevo género. Del mismo modo, sugirieron que, ya que la EC les permite explorar su creatividad y liberar su imaginación, los hace sentir más seguros y sienten haber aumentado su motivación intrínseca a la hora de escribir los diferentes géneros estudiados. Por último, los participantes expresaron que la EC debería formar parte de los planes de estudio de idiomas, puesto que consideran que se trata de un ámbito fructífero e inexplorado de la escritura.

* Trabajo de Grado

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Introduction

Statement of the problem

Context

Due to the Covid-19 pandemic, we, the researchers, had the opportunity to do our practicum with Upper-intermediate learners from the B.A Foreign Languages program at Universidad Industrial de Santander. In this sense, we carried out a series of observations and a needs analysis so that we proposed an action plan to be further implemented in semesters 2020-2 and 2021-1. During practicum I, we got to know not only students' language needs but also some of their interests. Thanks to this, we found that students' main concern is the lack of creativity in the classroom, as well as the urgency to improve writing skills. Therefore, based on this issue we came up with a script podcast writing project which might allow us to explore the writing of literature genres in foreign languages' programs.

Traditionally, the teaching of writing has been regarded either as a process or a product-oriented approach, yet few other theories have arisen based on whether the writing focuses on texts, writers, or readers (Hyland, 2015).

In the first place, according to Ghufon (2016), product-oriented writing is defined as the approach that makes students follow a given model text that should be similar to learners' final written outcome. In this vein, when the text is the object of writing, Richards (1990) explains that learners tend to focus on free error compositions that are grammatically and syntactically correct, and they also imitate a series of patterns that allows them to produce various types of texts (as cited in Abarca, 2015).

On the contrary, Zamel (1983, p.165) asserts that process-oriented writing "is a non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they

attempt to approximate meaning” (as cited in Hyland, 2015, p. 20). In this sense, when writing is considered a cognitive process, writers will follow a series of stages to achieve their communicative purposes in written form. First, people who write must plan what they want to express considering the audience, purpose, and the final layout of their writings. Later, authors will have to draft and edit their compositions to make sure that they have conveyed the meaning they intend to, and lastly, writers will have the final version of their writing (Harmer, 2006).

According to Hyland (2007) Genre Based Pedagogy (GBP) contemplates writing as a practice that recognizes that texts are socially situated, meaning that each writing piece is particular to specific shared knowledge in each community. Hence, this author also states that when writing is viewed as a social activity, its production will always have a purpose, context, and target audience. This approach also proposes a cycle that lists out the stages to follow GBP in the writing classroom. First, teachers must build the context; second, they will model and deconstruct the text to identify the key features of the genre. Third, learners will be guided to practice a joint construction of the genre; fourth, pupils will perform the independent writing of the text. Finally, students will compare the text with various genres and contexts they have previously encountered (Hyland, 2004).

Research Questions

General question. To what extent does the implementation of creative writing genres foster advanced EFL young learners’ writing skills following genre-based pedagogies?

Specific questions. (I) How are students’ needs addressed during the design and later implementation of the creative writing project? (II) Does the teaching of creative writing genres boost advanced EFL learners’ writing skills? (III) How do students perceive the implementation of creative writing following genre-based pedagogy after the pedagogical intervention?

Justification

English teaching tends to be grammar oriented, or content based. Those traditional approaches are still used since the proficiency of a foreign language is based on the development of grammatical competence (Richards, 2005). However, there exists a post-method that needs to delve into new pedagogies. Ergo, the language classroom is regarded as a social laboratory itself, where groundbreaking ways of teaching languages should be implemented, enquired, and reflected. As a result, post-method emerges from the limitations that other methods could not surpass.

Furthermore, post-method differs from the current methods because it has arisen as an alternative approach with no limitations, and it is distinguished by particularity, practicality, and possibility (Can, 2009). In this sense, for this study, we problematize the teaching of writing skills at the university level in Foreign Languages programs. As students, we have encountered many academic settings where we can read such input and write such outcomes, yet one might question wherein the foreign language curriculum does it fit the written production of literature genres.

Harper (1998) stated that literature in classrooms was taught through the book-centered approach; however, she mentioned the importance of implementing new methods to teach literature to improve engagement. Bearing this in mind, this project proposes Creative writing (CW) through the Genre Based Pedagogy (GBP) as a distinctive methodology to teach literature in the English class. Thus, literary assignments will make learning enjoyable and enriching. Genre-based pedagogy (GBP) represents a smother and understandable way to teach writing. Also, it benefits students since they bring context, content, and language together to have a clear understanding of the target genres (Hyland, 2007).

On the other hand, CW is defined as the written form of expression that embodies feelings and frees imagination (Akdağ & Şahin, 2014). Teaching creative writing benefit learners in five different ways: “(1) dispelling the awe of literature and creating active learners; (2) developing critical readers; (3) furthering student understanding of literary criticism; (4) inspiring deeper commitment to excellence; and (5) motivating class bonding and dismantling the classroom hierarchy” (Austen, 2005, p. 139). As a result, the CW along with the GBP approach is favorable when teaching since it increases motivation and develops students’ reading and writing proficiency making it innovative, uncomplicated, and positive.

1. Objectives

For the development of this study, the following objectives are proposed:

1.1 General Objective

To foster students' writing skills through the implementation of creative writing following Genre Based Pedagogy (GBP).

1.2 Specific Objectives

1. To design and implement an action plan based on student's needs analysis from practicum I
2. To measure students' writing skills improvement during the implementation of our project.
3. To analyze students' perceptions towards the implementation of creative writing genres to enhance writing skills.

2. Body of the paper

2.1 Reference Framework

2.1.1 Previous Studies

After having reviewed studies at different educational levels, it was found that little research was available about the teaching of Creative Writing (CW) by following Genre Based Pedagogies (GBP). A case in point is Rojas (2017) who aimed to develop third-graders' written production, so learners were exposed to literary genres; as a result, students recognized that they could express their emotions and develop their creativity through fiction literature.

When it comes to recent studies carried out focusing on CW and GBP separately, it was observed that both not only motivate students to write but also enhance students' written productive skills.

First, regarding motivation, some scholars (Arshavskaya, 2015; Göçen, 2019; Ikhlak & Awan, 2019) asserted that CW increased learners' intrinsic motivation towards writing as students were allowed to write about any topic, they were interested in. Moreover, students reported having a positive attitude towards writing and building up their confidence when implementing GBP, as the use of both explicit model genres and relatable topics to students' reality enhances this skill (Chala & Chapetón, 2013; Haerazi & Irawan, 2019).

Second, when measuring learners' improvement in writing skills, various CW researchers reported that it ameliorates writing performance since learners gain skills such as critical thinking, problem-solving and collaborative work, which facilitates the act of writing itself (Senel, 2018; Pawliczak, 2015; Tütüniş & Küçükali, 2014). In the same vein, previous GBP research intended to carry out a pre-test before the proposed pedagogical interventions, and a post-test to compare students' performance; these analyses showed that students who work following a GBP did boost

their performance on writing compositions (Pinto, 2015; Assadi, 2018; Gómez, 2017; Pedrosa & Pangua, 2017).

Lastly, there is a call for action for teachers and educational systems to include the GBP teaching-learning cycle in their writing curricula considering that it scaffolds students' ability to write academic and literary genres (Tuan, 2011; Suharyadi, & Basthomi, 2020; Boillos 2017). Likewise, there is CW research that suggests that it should be also part of language curricula because "it makes the learning process more person-oriented, inasmuch as it motivates students to express their own voices and thoughts in written texts" (Avramenko et. al., 2018, p. 65).

2.1.2 Theoretical Framework

This review of the existing body of literature presents definitions for creative writing as well as its subgenres, Genre Based Pedagogy (GBP), and the teaching and learning cycle implemented in it.

2.1.2.1 Creative Writing (CW). To define creative writing (CW) we rely on Rojas (2017), Kırkgöz (2014), and Babae (2015) who stated that CW is an art in which the authors not only express their feelings and give their opinions but also share a narrative which is entertaining, experimental, and esthetic. Furthermore, according to Aşılıoğlu (1993) CW is "expressing the impressions received from the outer world with a different presentation". Meaning that, it offers learners a more relatable and engaging manner to write about the perspective of their surroundings just for the sake of playing with the language and giving free rein to their imagination (as cited in Akdal & Şahin, 2014, p. 173).

CW can be expressed, written, or produced through alternate literary genres such as poetry, fiction and nonfiction stories, and speech. It also includes drama such as scripts and narrative compositions like memoirs. The literary genres mentioned above are the most common ones used

in CW to release imagination and creativity. Poetry, for example, is defined as the genre that opens writers' minds to the imagination in written forms regarding senses, feelings, human issues, emotions, etc. (Kirkgoz, 2014). Besides, the author claimed that writers come upon themselves when producing poetry since it displays personal experiences.

Regarding fictional and nonfictional literature used in CW, it is mandatory to state the difference between them. Peyre (2016), defined nonfiction as any composition based on real events; however, it includes fictional elements. Biographical novels, personal essays, and scripts are examples of nonfiction literature. On the other hand, fiction lays on what is contrary to fact; in other words, that cannot be evidenced rationally. Nevertheless, fiction stories might take real life past events, such as the war to develop their fictional characters (Alexander, 1998).

Third, speech serves for written and spoken expressions of CW since it integrates a set of statements of what is performed orally. Murphy (1958) stated that speech transmits feelings through sounds or body language. Additionally, Winans (1931), claimed that speech is also any written or memorized work that can be read using the mouth (as cited in Murphy, 1958).

CW also demands narrative literary works as memoirs. According to Robinson and Martin (2015), a memoir is mainly written in the first person in which personal and relevant real-life stories are told. This kind of writing is subject centered from a reflective point of view.

2.1.2.2 Genre Based Pedagogy (GBP). Approaches to writing have changed from product-oriented to process-oriented and, in the case of this study, GBP. In this sense, Hyland (2003) defined process-oriented writing as “a decontextualized skill by foregrounding the writer as an isolated individual struggling to express personal meanings” (p.18). As an opposition to the latter, from a Systemic Functional Linguistic (SFL) perspective, Halliday (1994) stated that GBP places genres at the heart of contextualized language so that it provides learners with a purpose to

write for, a specific reader or audience, and a given layout or organization for the text (as cited in Chen & Su, 2012). Consequently, Genre refers to the creation of meanings and realities through situated language that recognizes the social connotations making the reader or writer conscious of its context and the social implications of communication. For this reason, Hyland asserts that genres “incorporate a better understanding of how language is structured to achieve social purposes in particular contexts of use” (2007, p. 148).

Therefore, Halliday (1994) proposes a genre-based approach to make writing teaching clearer and understandable for learners under a four-stage process known as the teaching-learning cycle which aims to scaffold the writing learning process through teacher assistance and peer collaboration (as cited in Chen & Su, 2012). The first stage deals with setting the context to provide background knowledge of a particular genre and its applications. Followed by the modeling stage that aims to analyze discourse characteristics using a sample of a specific genre. Next, the joint construction stage consists of the re-construction of the sample text using students’ own words with teacher guidance to reinforce the previous phase. Then, independent construction comes into place to allow learners to work autonomously with constant teacher’s monitoring. Finally, a comparison is needed to relate what was previously learned about the chosen genre with other genres to establish singular social objectives (Correa & Echeverri, 2017).

2.1.3 Legal Framework

The Colombian constitution rules the right to education as a public service with a social purpose since it grants access to knowledge, science, and cultural core values and goods (art. 67). Likewise, higher education has the function of offering students a holistic formation which trains people in the academic, professional, and social arena (ley 30, 1992, art. 1). Furthermore, regarding foreign language instruction in the country, Law 1651 (2013) regulates that education should

develop learners' communicative competence to talk, understand, listen, write and speak a foreign language. Therefore, they will have equal access to higher education as well as a fair opportunity on the labor market (art. 1:4). Lastly, the quality of foreign language teachers in training states that higher education institutions should demonstrate that their learners have a C1 language competence according to the Common European Framework of Reference (CEFR) (concepto 148327, 2017, art. 2.5.3.11.3). Thus, this research project is aligned with state standards as it aims to develop advanced EFL learners' writing skills.

2.2. Methodology

2.2.1 Research Design

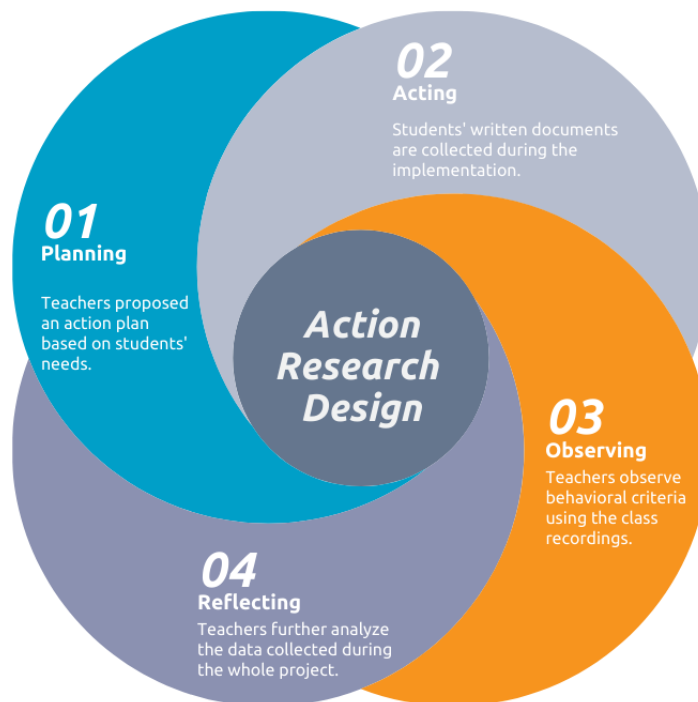
This study was carried out under the action research design. Griffe (2012) defines it as a blend of action and research. The advantage of this design is that teachers can put action and research together to execute their research when teaching. Furthermore, action research follows a cycle process that comprises the following phases: planning, acting, observing, and reflecting. The first phase requires previous planning; consequently, the second phase accomplishes the plan; after carrying out the plan, researchers observe. Finally, the last step regards the data analysis to reflect on what is the next move. Within the process, the researchers and the participants take place in the research to enhance practice (Merriam & Tisdell, 2015).

Accordingly, this research project arose from the pedagogical practicum during the first semester of 2020. As a result, practitioners carried out a needs analysis in an upper-intermediate English group to design a pedagogical intervention that served the objectives of the present project. In this sense, following the action research cycle, the researchers designed an action plan that aims to foster advanced EFL young learners writing skills through the teaching of creative writing genres. Previously, during the second semester of 2020, the acting phase was taught as a set of

units that focus on a specific narrative genre as well as the activities that promoted students' production of the different genres following a genre-based approach (see figure 1).

Figure 1.

Action Research Design Cycle



2.2.2 Population and sampling

The participants of the project are 5 advanced learners of the B.A in the Foreign Languages program from a public university located in Bucaramanga, Colombia. The participants range from 18 to 29 years old. Besides, the gender of the pupils was not considered as it did not affect the study. The partakers were chosen through the purposive sampling frame since they meet the requirements to be part of this research. According to Patton (2015), purposeful sampling is commonly adopted in qualitative research as it is one of the most effective ways to gather rich information. For getting that, it is vital to select participants who have the knowledge or have experience with the concerning phenomenon of the study (Creswell & Plano Clark, 2011).

However, it is not only crucial the participants' background and experiences, but also the eagerness and the ability to communicate thoughts to reflect (Bernard, 2017; Spradley, 2016).

2.2.3 Data collection instruments

For collecting data, students' written production scores, focal group interviews, and observations were used to gather all the information required. Thus, it is relevant to point out that both students' written documents and the observations were carried out through the semester 2020-2, and some interviews were held by the end of the pedagogical intervention (2021-1) to gather students' opinions about the proposed project.

2.2.3.1 Written production scores. Two opinion essays and a podcast script from 5 students were the written outcomes of the pedagogical intervention. Ergo, the resulting quantitative scores from a writing performance rubric were used as an instrument. In this regard, Gronlund (1998) states that a rubric is a “set of scoring guidelines that describes the characteristics of the different levels of performance used in scoring or judging a performance” (as cited in Clement et al. 2003, p. 3). Thus, to achieve the objectives of the present study, this research used and adapted the Cambridge English Language Assessing Writing Performance rubric (Cambridge, 2016) that corresponds to the C1 level on the Common European Framework of Reference for Languages (CEFR). The rubric is divided into 4 assessment criteria: content, communicative achievement, organization, and language. Performance indicators range from 1 to 5, where 5 is the highest score, and 1 is the lowest. (see appendix A).

Hence, to measure students' writing performance a pre, during, and post-test phases of the writing production scores were used. First, there was a pre-test stage that Griffiee (2012) defines as a test that describes the initial measure before the pedagogical intervention. Second, a during stage took place in the implementation of the project. Third, a post-test is illustrated as “a test

that is the same or very similar to the pre-test, and it is administered after the experiment or teaching takes place” (p. 91). This, to know both the early state of students’ writing performance, and whether their skill improved with the implementation of the project.

2.2.3.2 Focal group interviews. Focal group refers to a group of people who share similar features to put them together to discuss a common issue (Zhu & Flait, 2005). Regarding interviews, Griffe (2012) defined them as a face-to-face tool to collect meaningful data that requires to be analyzed and then validated. According to Hyland and Hyland (2006), “interviews generally represent a very different way of understanding human experience, regarding knowledge as generated between people rather than as objectified and external to them” (as cited in Hyland, 2015, p.146). Consequently, a focal group interview with 7 participants was held on August 26th, 2021, via zoom to allow researchers to record students' responses. Therefore, they could later interpret and report participants' perspectives. The interview protocol consisted of 13 questions divided into four sections: introduction, Creative Writing, Genre Based Pedagogy, and writing skills perceptions (see appendix B).

2.2.3.3 Observations. Observations provide substantial evidence as they document in real-time what is taking place at the moment. Besides, observations are usually structured to facilitate the observer to place the information. Those structures comprise predefined categories, fixed intervals of times, and so on (Hyland, 2015). A series of 8 observations were held from the recorded sessions due to remote education. The format was divided into the lesson stages, activity, class instruction, and assessment to know students’ perceptions of the project implementation. It also included the CW genre taught in each class as well as the GPB stage implemented. (see appendix C).

2.2.3.4 Students' written feedback. According to Hattie and Timperley (2007), feedback is someone's perception of one's performance in accomplishing a task or objective (as cited in Adarkwah, 2021). This study used students' feedback to gather their overall opinion about the implementation of the project. Hence, students provided written feedback in the form of comments. The Padlet was divided into five units. Besides, the researchers included the most relevant activities developed during each unit, and a final section to provide them with comments about the exercises they liked and things to improve (see appendix D).

2.2.4 Data Analysis

The analysis of the data collected was divided into two phases: coding and categorization (document analysis), and triangulation.

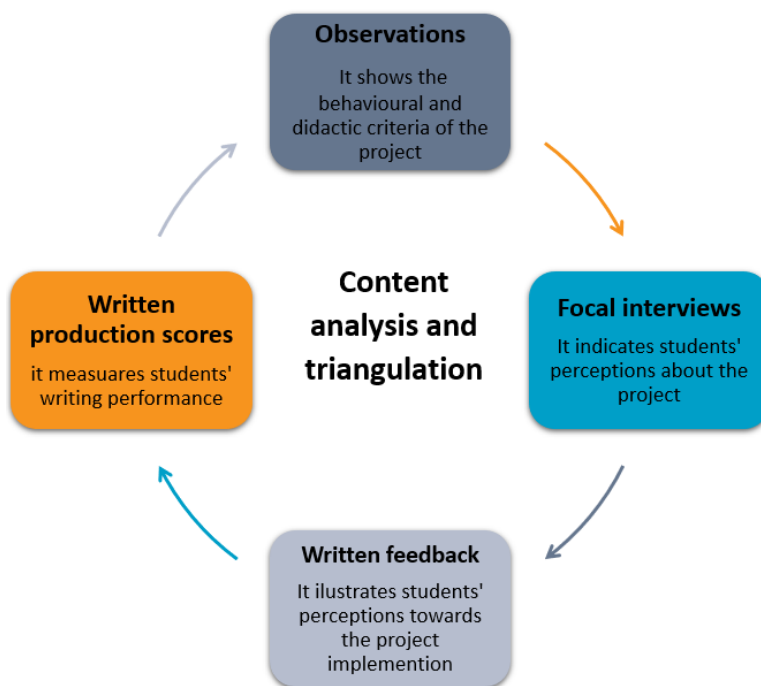
2.2.4.1 Document Analysis. First, the coding and categorization technique was used to organize and sort the information. This technique helps to summarize information, extract essential codes from it, and create codes and categories linked to a core category that emerges naturally; So that the information could be analyzed in an organized and detailed way (Pierre & Jackson, 2014; Center for evaluation and research, n.d.). However, Newby (2010) recommends triangulating all the data extracted from the coding analysis to expose hidden information.

2.2.4.2 Triangulation. In the second phase, triangulation was used to assess the validity of this study. Therefore, according to Merriam & Tisdell (2015, p. 245), triangulation is defined as “comparing and cross-checking data collected through various methods, sources of data, investigators or multiple theories to confirm emerging findings”. In this sense, it proves how accurate the findings might be correlated to the phenomena that arose as the main research problem of the study. Subsequently, thanks to triangulation, researchers were able to check that the data gathered had credibility when reporting the findings of the study (Patton, 2014). In the case of this

paper, triangulation was carried out considering the scores from the students' written productions compared to the data gathered from the observations and the focal group interviews (see figure 2). This correlation allowed the qualitative data to enrich the quantitative one to provide fruitful insights and further suggestions about the teaching of creative writing (CW) in EFL programs.

Figure 2.

Content analysis and data triangulation process.



Note. * This graphic portrays the data analysis processing as it correlates all the data collection instruments used in the study.

2.3 Findings

A series of 18 lessons were taught to advanced English young learners during the 2020-21 semester at UIS to accomplish the objectives of this action research. This chapter is organized as follows: (I) the planning that occurred before the teaching, so that students' needs were met during the implementation of the action plan, (II) the measurement of students writing skills performance

in three phases: pre, during, and post-stage, and lastly (III) students' perceptions towards the implementation of creative writing genres following Genre Based Pedagogies (GBP).

2.3.1 To design and implement an action plan based on student's needs analysis from practicum I

2.3.1.1 Needs analysis and action plan design. The present study comes from the pedagogical practicum I of 3 teachers in training who observed upper intermediate English classes from the B. A foreign language teaching program: English during the 2020-1 semester at UIS. After the observations, it could be inferred that students were first struggling to adapt to the virtual learning environments that were implemented due to the Covid-19 pandemic; second, as the class was book-centered, it seemed some of them did not have intrinsic motivation when they were in class; third, teachers realized that students have a creative potential that was not being addressed in their classes.

Therefore, the pre-service teachers carried out a needs analysis. It consisted of a google form questionnaire, which has five sections and was sent to their emails (see appendix E). First, they carried out a sociodemographic characterization of their population. Second, practicum teachers asked learners about their favorite music, movies, and reading genres as well as their favorite sports and hobbies. Third, teachers inquire students not only on their English learning background but also on their perceptions about their behavior, performance, and learning difficulties in the English Class. Fourth, they polled pupils to know students' access to both technological devices and stable Wi-Fi connection networks so that it was possible for them to attend their classes. Lastly, and what interests us the most, there was the section that dealt with the role of creativity in the classroom.

For this, students were asked about possible topics they would like to learn about during the development of a class project, and a possible outcome from it. Responses showed that the most chosen final products were the ones related in audiovisual or audio format, yet there were also presentations and a series of poems as the most voted. Furthermore, teachers in practice also asked students about what they would change in the class so that they would be more interested in it. As a result, responses varied from teacher-student relationships to low motivation issues due to book-centered classes. However, there was a common denominator in all the responses which was the lack of creativity and varied virtual activities to engage in language learning. Consequently, the co-authors of this research study consider the possibility of giving creativity a place in their practicum classroom for the first time.

After having reviewed the existing body of knowledge on creativity, some of its definitions, and frameworks, teachers in training consider it pertinent to implement Creative Writing (CW) in their language practicum course. Even though they never have experienced it during the program, they adventured themselves in a learning trip for both themselves and their students. In this matter, researchers had to self-instruct themselves to design an action plan that proposes various genres from this writing domain that allows students to develop their creativity and free their imagination. Hence, as a response to students' needs, the podcast script served as the means of the desired outcome that allowed students to develop and exploit their creative potential as this genre itself is part of the creative writing domain.

As a result, the action plan was proposed following the Genre-based Pedagogy (GBP) approach that aims to write not only a podcast script but also record and edit it. The action plan is divided into 5 units following the structure of the book *Cutting Edge* in which English advanced courses are based on. The action plan chart presents the five units that were taught during the whole

2020-2 semester at the Advanced English I course. The upper body of the chart is organized into 4 sections: unit, goal, standards, and language focus which comprehends the functions and the driving question of the unit. The lower body of the chart is arranged around skills, lessons, activities, and assessments. It is relevant to mention that different skills were worked on in each lesson as well as different activities were proposed. Regarding the assessment part of the action plan, it was divided into formal and informal as each activity and the plan required it to do so. (See table 1).

After the review of the Needs Analysis, the students' most popular choices were a series of videos (21,4%) and podcasts (21,4%). Podcasts were adopted to be the final product of this project considering this data. This choice serves the purpose of the implementation of the action plan since the making of a podcast implies the use of productive skills for the making of and recording process. The plan has one main purpose: to enhance students' writing skills. For developing that skill, the plan proposes two branches: activities per genre and a project. First, creative writing is related to the topics of the units such as writing poetry, short stories, etc. Second, the action plan proposes the stages of the final project (a script of a podcast). In brief, the action plan comprehends topics of the book with creative activities which helped develop writing skills.

Finally, the action plan comprehends a set of activities proposed for the creative writing domain that not only enhanced students' writing skills but also allowed the teachers to implement the three phases of their project (see appendix F).

Table 1*Action plan Unit 1 chart*

Unit 1	Global Living	Duration	2 weeks	Time	8 hours
Goal	Standards	Language focus			
To present a topic of interest using audiovisual files and written compositions To write an opinion essay about a topic of their interest	<ul style="list-style-type: none"> Students can write a report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail Students can understand a wide range of recorded and broadcast audio material. 	Functions	Introducing points in an argument		
		Driving Question	How has globalization led to the spread of English around the world?		
Skills	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
	Speaking and ICTs	Listening and speaking	Reading and Writing	Writing	
Activities	Teachers and Students poster introduction. Presentation of the project and evaluation criteria Link Choosing an Umbrella topic for the podcast and making groups Link (2h)	English Around the world (podcast) Link Discussions and True and False activity (Worksheet) Link (2h)	Paragraph construction worksheet Link Modeling: Present a model of a personal essay for students to consider in their writing process. Link Joint construction Choose the topic and write the outline of the opinion essay (2h)	Transition signals presentation Link Opinion Essay Guidelines Link Independent construction: An opinion essay, presenting a point of view on a topic of interest following the guidelines taken from the book: page 11 (2h)	
Assessment	Informal Assessment		Formal Assessment		
	Ts provide ongoing feedback to students during the ss introductions, the worksheet activities, the paragraph writing task, and the opinion essay assignment.		Ts evaluate Ss personal essay using the proposed rubric for the task.		

2.3.1.2 Action plan Implementation. As the researchers proposed to implement a creative writing course following genre-based pedagogies, they choose to input students into five different genres which were the opinion essay, the short fiction story, the non-fiction story, and the podcast script which was the transversal project from their pedagogical practicum class project; likewise, this section also includes students' perceptions about their most favorite and difficult genres, and their prior experiences with creative writing.

Opinion essay

Regarding the planned instruction, teachers introduced paragraph construction to students defining each of the elements that were part of a paragraph and showing some examples. Then, they explicitly showed students the outline of an opinion essay, its elements, and how they function within the genre. Furthermore, students were asked to read a text and identify the opinion essay outline, so they assess their understanding of the topic. After that, the teacher made students brainstorm their possible outline depending on their opinion essay topic. At last, learners received a second lecture on transition signals so they could independently write their opinion essays following the guidelines provided by the teachers.

Despite this vast modeling stage, students' anonymous feedback reported that "Maybe too much theory can be boring, but I know it is necessary. I'd like you to be more didact and the classes more challenging" (personal communication, n.d.). From the observations, it is acknowledged that students might have felt overwhelmed due to the extensive information that was presented in the lessons. Consequently, researchers concluded that it is better to teach short sets of information during one lesson as learners must have the opportunity to practice what they have learned (personal communication, October 28, 2020). In this sense, this phenomenon was portrayed as

teachers noticed that it was difficult for students to identify the parts of the paragraph and the opinion essay outline from the activities, they did with them.

Observers stated that more written instances were necessary as the oral ones provided by the teacher were not useful to have a better understanding of the topic. When it comes to the joint construction, they also agreed that students struggle with providing examples on the supporting ideas and the use of transition signals.

Besides, when students were drafting their outline, there were time constraints that made it impossible for them to draft their texts as they just quickly brainstormed their thesis statement, supporting ideas, and conclusions in the last 5 minutes of one lesson. Regarding the independent construction, due to the same issue, students did not have the opportunity to ask for clarification concerning the guidelines and at the same time, they had a short deadline which might have had an impact on their performance in the written outcome that was due next week.

From this experience, it can be suggested that teachers should have given students sufficient time to perform the joint and the independent construction phases as there might have been a lack of corrective feedback from them. Hence, it might have led to a successful students' performance on the task since their final written outcomes would have been corrected various times before their final submission to be later evaluated by the teachers.

Fiction story with music

Although researchers explore this genre with the students, it was planned not to be studied in-depth due to the lack of time caused by external inconveniences. Thus, the fiction story genre was covered in just half of a lesson where the teachers played an audio recording with various songs. The activity aimed to make students write a nonfiction story that shows the author's different narrative tones depending on the song's mood. Accordingly, teachers prepare a mix of seven songs

in different languages such as English, French, Italian, Korean, Spanish, and Portuguese. They set them up in a way that the opening song makes students write about the introduction of the story, and the next following songs the rising action and the climax of the story; at last, the three remaining songs, aimed those students wrote the falling action and resolution of the short fiction story.

When contrasting the planned activity for this lesson with the observations and students' feedback, it was noticed that students had difficulties while performing this activity. This preliminary consideration is taken onboard since neither did they go through the modeling or the joint construction stage nor did they have the time to proofread and embellish their written productions. Furthermore, the observers reported that some students might have struggled at the beginning of the activity as teachers made them start it when most of them did not have clear instructions that they had to follow to achieve the task. Consequently, students' written outcomes were not as expected; nevertheless, they successfully performed the writing of a short fiction story task through music.

Furthermore, despite the lack of clear instructions and guidelines to do the activity, students' feedback denotes that most of them did like the activity since they say "It was cool! I have never had a writing experience through music and was interesting for me", and "This is so far the best activity I've done with you guys" (personal communication, n.d.). When relating students' opinions to the observer's perceptions, it can be inferred that students engaged in this learning activity thanks to the creativity focus it had. Hence, students seemed intrinsically motivated as they were proud of their writing compositions, which were based on their interests or on how they were feeling at that moment.

Acrostic poem

For the acrostic poem activity, teachers took two classes to implement the modeling and joint construction phases of the Genre Based Pedagogy. In the first class, teachers opened the lesson with a mimic game in which students had to express emotions for their classmates to guess. The main purpose of this activity was to promote creativity and work on body language to perform the previously mentioned activity (Fiction story through music).

From the observations, students seemed to enjoy this part of the class as they were laughing, paying attention, and were willing to participate voluntarily. However, this activity paved the way to model poetry since it dealt with emotions and feelings.

Next, teachers presented some slides that contained a general definition for poetry and a brief overview of the elements and types. For this presentation, researchers displayed several examples for the students to grasp the topic.

Moving on to the second class, researchers opened the lesson with an amazing warm-up activity to continue with the modeling process: A chained Story. Thus, the joint construction phase was introduced with a brainstorming activity where students had to come up with as many words as they could when they were asked about how they would define their experience at the university. At this point, it is vital to remark that students were more likely to talk when personal and common topics take place in class; hence, telling a mishap on campus to have students gather information for the task. After that, teachers proposed a model of an acrostic poem using the aforementioned word “university”. Following by asking the students to create theirs using their words brainstormed.

For the Independent construction, students were instructed to start writing the poem in class while music was played in the background to avoid dead air and make a friendlier environment.

During this phase, the teacher provided written feedback to each student to help them with the creation process. In reference to the results, students' creations proved to be well-prepared and thought-provoking poems. Additionally, students expressed having enjoyed the activity as stated in the Padlet as feedback: "I loved this activity because it was different and involving a lot of creativity from us" Unlike the majority of students, one mentioned not having enjoyed the class neither the activity due to the lack of interest in poetry: " I didn't enjoy this class so much, but it was mainly because I'm not interested in acrostic poems"(personal communication, n.d.).

In conclusion, during the modeling phase, it is relevant to highlight the step-by-step process to get to the final product, making a friendly environment with music, having students talking about personal and relevant topics, and breaking the ice with mimicking activities. On top of that, the poems reflected their purest selves that represented each of them as a person (see figure 3).

Figure 3.

Student's artifact: acrostic poem



Non-fiction story (dear me letter)

The following Creative Writing activity has to do with the nonfiction genre in which a personal letter was chosen for the task. According to the results, observations, and feedback, it can be said this written composition was successful, and it was incredibly welcomed by students. The

named activity took two classes to be developed and fulfilled. In the first class, teachers started the modeling stage by opening the lesson with a topic-related activity called Yoga and self-care where a student led the session. This activity served as an introduction to the topic of self-help which was closely related to the Dear me Letter as it was a deep and personal activity about the self. It was observed the students enjoyed this activity and focused on themselves for 5 minutes.

Then, teachers continued with a brief discussion about eating and healthy habits. Most of the students reflected on topics that paved the way to introduce the task for students to meditate about themselves. Furthermore, teachers continued with the modeling phase playing a Ted Talk video about self-care where pupils had to fill up a worksheet. It can be concluded that students looked entertained with the video and the discussions since they felt the topics were intimate and easy to talk about.

During the second phase of joint construction, students were fully informed and involved in the self-aware matter. In this part of the class, students were asked to advise on an issue proposed. Consequently, students watched a video about Snoop Dog giving a speech about himself that aimed to make students reflect and start looking into themselves to free their feelings. During this phase, participants were receptive and fascinated with the audiovisual material since the speech was given by a widely popular singer, Snoop Dog. Surprisingly, students provided profound answers to the question *What would you thank yourselves?* Besides, it was observed that pupils' feelings were deeply touched by these questions as they seemed to enjoy the task in the class.

Finally, the independent construction participants were asked to write a Dear Me Letter following the guidelines to guide students to start writing. Pupils could not finish it in class, so they had to complete it as homework for the next class.

Results showed that students worked at their purest and deepest point writing the letters as they opened their neatest, darkest, and smartest thoughts on them. Additionally, students provided positive feedback in the Padlet commenting that the activity was enjoyable, fascinating, catchy, and refreshing. Besides, students exceeded the word limit since they found intimate writing to themselves.

Podcast script

Since the podcast project was the transversal learning outcome of the pedagogical practicum project, its planning was carefully well-thought as students must go through all the GPB stages to complete the podcast script task successfully. Therefore, 7 out of 18 lessons were dedicated to this genre, which stands for eight total hours of direct instruction (see table 2).

Table 2

GPB stages followed in the podcast script instruction

GPB stage	Lesson	Description
Contextualization	1	Students chose their working groups. Students brainstormed the umbrella podcast topic as well as their episode topic.
	2	Students listened to a podcast example. Students were shown various podcast covers so they had to guess what these shows were about.
Modeling	7	Teachers presented the podcast outline parts and its vocabulary.
	15	Teachers introduced the podcast script and its sections.
Joint Construction	11	Teachers showed students a podcast outline and asked them to start drafting their own outline.
	15	Students started working on the script of their podcast while teachers provided feedback to them.
Independent Construction	17	Students wrote independently in their podcast groups.
	18	Students peer-revised their podcast scripts in their groups and submitted them.

In the first place, regarding the context stage, teachers present the project, its evaluation criteria, and the phases to be followed to write the podcast script, record it, and edit it. For this research study, we focused only on the podcast script as a genre itself. Considering the aforementioned, students set up two groups of three people and one group of four for their podcasts. After that, each student proposed a possible topic for their episodes, and from it, teachers and students decided that movies were the umbrella topic for their podcast.

Next class, teachers inputted students to the podcast English around the world (Sengsoulivong, 2020) so they get familiar with its format, and thanks to it, they also did a discussion on the podcast topic. To close this stage, teachers proposed an activity where students guessed which was the possible topic of some podcast covers. For this, researchers showed students a series of 10 podcast covers about varied topics such as politics, gaming, history, news, bilingualism, and mass media.

Regarding observations, it is important to highlight that not all recordings were documented as technical issues impeded gathering all lessons. Therefore, the first lesson does not have a recording, and neither observers' assessment nor any reflection can be reported from it. What is more, researchers found that even though students listen to the podcast independently, it would have been better than the whole class would have listened to it synchronically as this allows teachers to have control over the audio and to ask follow-up or information questions while they play the recording. Besides, it was displayed in some cameras that students were not focused on because some of them were using their cellphones while listening to the podcast episode (Personal communication, October 27, 2020).

Finally, when it comes to students' written feedback, their opinions were most generally oriented to the activities done during the first unit rather than this genre; however, one student

stated that “What I like: attitude, help, and knowledge that you bring us. Also, you have concepts clear and thanks for the classes. I wanna read my podcast” (Personal communication, n.d.).

In the second place, the modeling phase started by presenting to students the elements of a podcast. To do this activity, teachers defined them and showed students the corresponding audio examples for the podcast elements such as host, guest, jingle, interlude music, intro, and outro. Then, teachers explicitly explain to students what the structure of a podcast outline and its sections are; After this, students did an activity about identifying podcast elements from varied audios, and by the end of the class, they listened to a podcast episode to identify its sections as well. Additionally, in lesson 15, teachers also modeled the podcast script as a whole and not only its outline. Indeed, researchers and teachers read a podcast script stating the importance of each section and its audio transition markers, which are the interlude and the jingle.

During this phase, it was clear that examples served their purpose as observers assert that the audios help students easily identify the very illustrative podcast elements. Besides, it is perceived that students enjoy the listening activity as both the podcast and the audio extracts they listened to were of their interest; however, when talking about the podcast script model, researchers recommend taking more time to give enough room for students’ possible doubts and clarifications. In addition, students expressed they felt more interested in the classes due to the change in the class dynamics. Their feedback suggests that they enjoyed the podcast material brought to the class because “It is great to learn new things in different ways, sometimes we get tired of the same dynamic or routine” (personal communication, n.d.).

In third place, students’ input was the outline of the marvelous class podcast script (Medina & Moreno, 2020), which serve as an example for students to start drafting their podcast outlines. Then, researchers shared with students the template of a podcast outline that allowed students to

complete it with the hosts and guest names, its topic sections, and their references. Moreover, some weeks later students also performed the joint construction of this stage as they discussed with the teacher the possible topics and references used to support each of the sections. While students keep working on their drafts, pre services teachers provided them feedback on the topics that had to be subsequent or in accordance with both the general umbrella topic and their podcast episode topic.

Due to technical inconveniences, the observation of this stage could not be gathered, but it is important to point out that students' feedback showed an overall positive perception of this stage. Indeed, participants said: "This is a tough activity but a useful one, I think writing the outline was very difficult and some guidelines are required in each updating", and "I really liked it as it helped me to improve my writing and redacting skills" (personal communication, n.d.). From these extracts, it can be inferred that even though some of them found that it was a complex task, they needed to do it to have a better understanding of how a podcast script is written. Besides, regarding the joint construction that took place during lesson 15, students reported that they would have liked to have more time due to the short deadline they had to submit their first group podcast draft. Thus, researchers acknowledged that time was one of the main variables they could not control as there were unexpected situations that shorten the planned weeks of instruction during the implementation of the project.

For the last stage, which was the independent construction, two lessons were taught. First, students used their corrected outlines to start drafting the podcast script. During this writing process, practicum teachers send them to their breakout rooms in groups so they could collaboratively write each of the episodes. Second, while students were writing, teachers provided them corrective feedback by means of written comments in each of their documents. Third, in the

last lesson students had to peer-revise their written productions; hence, each student oversaw a section, and they had to write comments or correct their mistakes. In the meantime, teachers scaffolded students' peer revision by entering the breakout rooms and giving them specific feedback to their podcast script.

Concerning students' feedback on the implementation of this GBP stage, it is found that even though they considered it challenging, they did enjoy the whole process that comprises making a podcast script. Nevertheless, one student's perception declares that the podcast episode should not be limited by the script so that the conversation will be more fluid. About this, students not only recognize the importance of the genre but also are conscious of its communicative purpose as they acknowledge that the script is just a guide to record their podcast episode.

In general, from the podcast implementation, it is worth mentioning that students were intrinsically motivated in the overall instruction thanks to the free-choice podcast topic that suits their interests. Moreover, one of the aspects to improve in these lessons is the planned time to develop the activities as well as the increase of short deadlines to submit drafts and final versions of the different written outcomes. Lastly, both teachers' and students' feedback were immensely fruitful to have an outstanding final product by the end of the podcast project; thus, the joint construction is the key stage to be highlighted.

Favorite and most difficult genres

During the implementation of the project, students expressed they found some genres difficult and harder to write and develop. However, they also stated there were other genres they enjoyed the most, which gave free rein to their imagination, ending up in a smoother writing process. As reported in the interview, two students voted for the Dear Me Letter activity since the task was touching, deep and engaging as the students indicated:

The dear me letter is the one that I liked the most because I don't know. While I was writing it, I pictured myself like right now the last year at 18 years talking to myself, like with 10 years or so. While I was writing it, I was thinking about what I absolutely would say to myself in a real situation (personal communication speaker 7, August 26, 2021).

Mine, the dear me letter. But it's kind of a personal opinion because I'm not creative at all, so I think making the dear me was easier for me. So, I think that was my favorite (personal communication speaker 1, August 26, 2021).

Likewise, students revealed they preferred the Podcast Script as they found it challenging, different, and intriguing. For all of them, this task was the first approach to such an unusual genre that implies creativity as well as knowledge of the topics they planned to talk about in it. One student pointed out as the merging point of their interests plus the challenge of what was unknown at that point:

I liked the podcast script, because... well, some things that I love about technology is the creation of videos and I know that's very complex because it's not like oh I can talk about it, just have a topic like and talk about it; no, you have to do a whole process of creating not only what you are gonna say but also dividing it, making it interesting for people like adding the jingles, and the intro music, the outro music. So, because of that, I liked the whole process of creating that (personal communication speaker 4, August 26, 2021).

Surprisingly, it was mentioned that the opinion essay was an engaging activity to write as it made them feel challenged and free to choose their topic of preference. From the observations, the Opinion Essay was one of the hardest genres to write; however, students had the opportunity to express their opinion around a topic as expressed in personal communication with speaker 6 (August 26, 2021) "I mean the whole process is easier, and you can express your opinion about that topic. I mean, you are always going to find words. So, I liked that activity".

On the other hand, pupils were also asked about the genres they found the most difficult to understand and write. The vast majority declared the podcast script was the most challenging and

demanding due to the complexity of its structure and the lack of knowledge of the genre itself. Pupils also added that they did not even know a podcast had to be scripted as mentioned by student 2 in the interview:

For me, it was the podcast script. I think it was difficult because I didn't know how a podcast was created, and I mean, we started from scratch, and we had to add a lot of things like the intro, the outro, like plan some questions; a lot of things and that's difficult. I mean, I'm an organized person but not that organized to create a podcast, so it was difficult (August 26, 2021).

Likewise, student 6 also mentioned that the process was too long to write, and it demanded research and reading:

I think for me it was also the podcast script, but it was because I didn't know the whole process behind a podcast. I mean, I knew there was a process but not for so long. Like the one, we did last semester, yes? So, you have to find sources and you have to read a lot. It was difficult. I mean, I enjoy that activity. so... (personal communication, August 26, 2021).

Last but not least, one student considered claimed that the hardest genre to write was the Short Story Through Music as the student believes he lacks creativity taking into account this activity requested to write a story from scratch by listening to different songs: "that was the most difficult for me because as I told you I'm not creative at all, so it was difficult to think about a story while listening to music while thinking about structures in English"(personal communication speaker 1, August 26, 2021).

To sum up, the answers to the questions: during the implementation, what was your favorite creative writing genre? Why? And for you, what was the most difficult genre when writing? Why? varied considerably. However, it is said that in general, the Dear Me Letter was the most popular out of the activities proposed since the task touched their feelings deep down, and the Podcast Script was the most difficult as it is thought of as a brand-new and unexplored genre.

Creative Writing experience

Based on students' responses from the need analysis, the coauthors of this study wondered about students' perceptions regarding whether creative writing activities give free rein to their

creativity. From this inquiry, students responded in the interview that creativity did take place in the classroom as they could explore various creative writing genres not only writing about what the teachers proposed but also about their interests. A case in point is a student who was astonished as he was allowed to write an opinion essay about cats. Likewise, interviewee 5 (August 26, 2021) asserts that the writing through music activity was creative to her because she thinks that “without music, it wouldn’t have been the same”. Lastly, concerning the prior activity, speaker 3 declares that this activity allowed her to express herself as she was dealing with a rough situation in her personal life.

Furthermore, a second question that researchers asked students was the prior experience they have with creative writing in the B. A foreign language teaching program. At first, most respondents answered negatively to this question. Nonetheless, student 7 told the interviewer about an elective course he had taken that was called: *Taller de Creación literaria*. After this intervention, 3 out of 7 interviewees agreed to have taken the same subject. However, most of them thought this elective course did not count as a previous creative writing genre experience because it was taken in Spanish. From students’ responses, it seemed that they did enjoy their creative writing course from the Spanish program as student 3 said:

I remembered that I took the same subject, but I thought it was only in English that we were talking about. So, yes, I took the same subject, it was in Spanish, and it was awesome because I wrote like a horror story, and also about my grandmother’s story. So, it was amazing I really like that subject (personal communication, August 26, 2021)

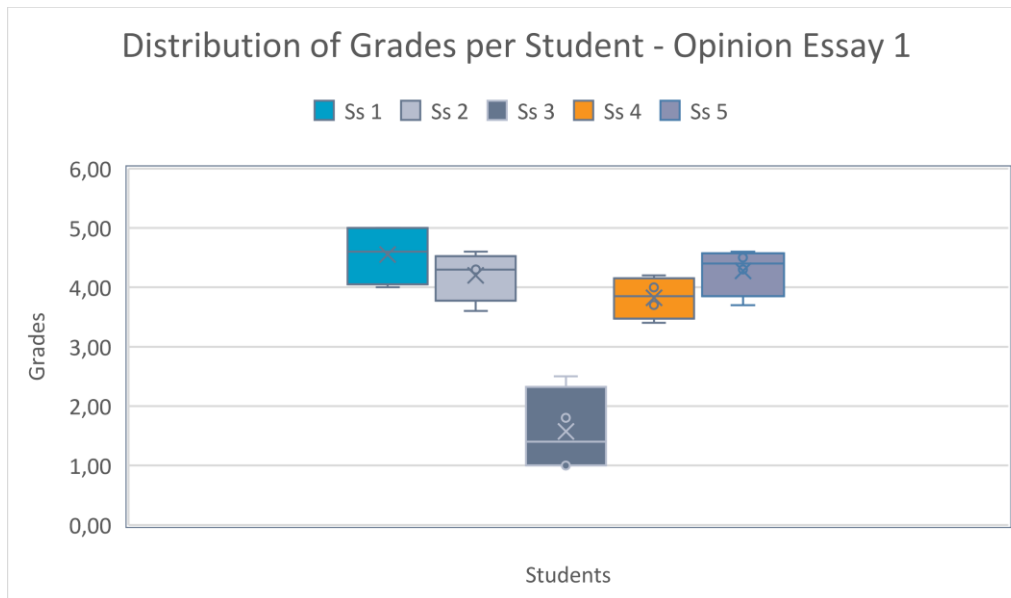
Therefore, it can be said that students are interested in taking this subject, yet there might not be an actual offering of this course neither as part of the program nor as an elective course. This proposal should be taken on board since we as language teachers should not only have

expertise in the language itself but also its beauty. From this research, it is strongly suggested that this specific finding will be considered by curriculum developers or faculty members from the school of languages at UIS because this type of elective course will help us being better teachers who not only write academically but also creatively.

2.3.2 To measure students' writing skills improvement during the implementation of our project.

Concerning the quantitative paradigm of this research study, three measuring phases such as the pre-test, during-test, and post-test were carried out. First, teachers collected an opinion essay that was written by the beginning of the 2020-2 semester before the implementation of the creative writing project. Second, the during-test measurement took place by the end of the semester when students handed in the final version of their podcast script. Lastly, another opinion essay was gathered from the students in the 2021-1 semester to complete the post-measurement phase of their writing skills.

2.3.2.1 Pre-test: Opinion essay 1. Participants presented an Opinion essay for the pre-test phase whose results are shown in Figure 4. The box and whisker chart indicates a general distribution of grades per student. In the first place, student 1 showed good overall performance writing opinion essay #1 as it got a score of around 4.5 which means the pupil fulfilled each criterion of the rubric considering the highest score is 5.0. On the other hand, student 3 bottomed out, involving the mean score of the group which was 3.68. Besides, student 3 did not meet any of the criteria as the pupil scored 2.5 or less on each criterion. This was possibly because of external factors that involve the student's academic life including the last streak. Regarding the grades from participants 2,4 and 5, showed a good performance, in general, where scores ranged from 3.8 to 4.2.

Figure 4.*Distribution of Grades per Student: Pre-test*

In contrast, figure 5 demonstrates students' performance per evaluation criteria in detail.

Firstly, the Content criterion aimed to include all the features that characterize the selected genre containing relevant information. Focusing attention on the two key areas, student 1 reached their highest level in the content benchmark getting a 5.0, and student 3 got the lowest score compared to the rest of the pupils because the student just mentioned two ideas in the outline that were not fully developed in the body paragraphs getting a score of 2.5. Moving on to the Communicative Achievement section in the rubric, the two peaks have a wide variation ranging from 1,0 to 5,0, regarding the purpose was to inform and hold readers' attention with ease.

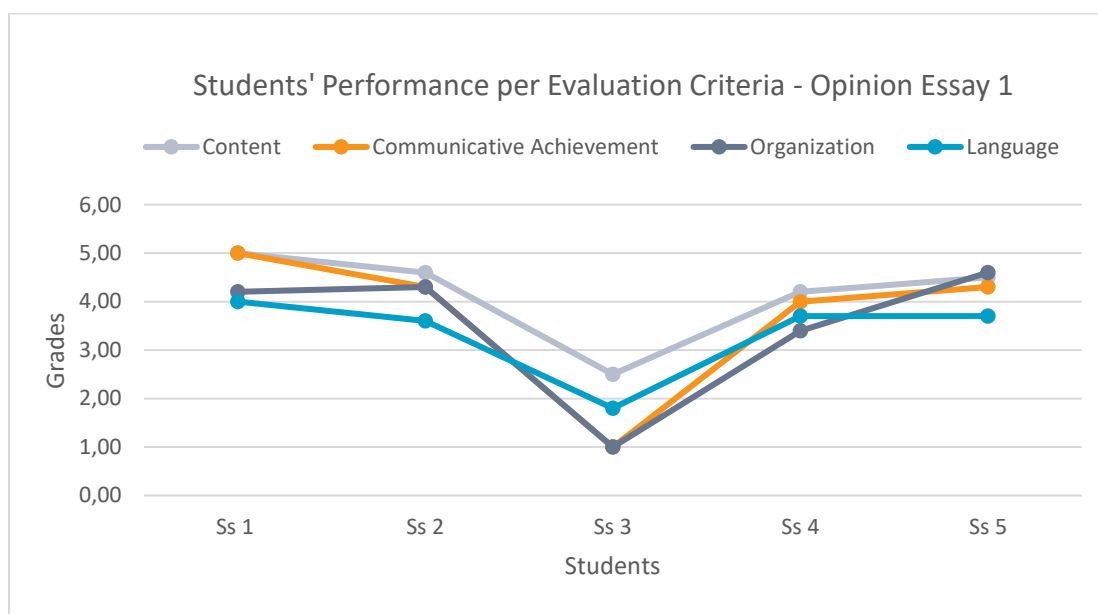
On the other hand, the organization point deals with a well-structured essay following the outline to make it easy to read and understand. It can be said participant 5 reached their highest score (4.6) in this criterion over the participants. However, student 3 sank to a score of 1.0 due to the incompleteness of the task as half of the essay was written. Finally, Language seemed to be the breaking point, as shown in the line graph, where all participants get most of the mistakes from.

Rubrics results indicate 90% of students failed at punctuation, word choice, challenging lexis including transition signals, and complex grammatical forms. Scores range from 1.80 to 4.20. In addition, during the interview students stated that language and mechanics were their weakest points when writing due to the poor basis and lack of practice.

To sum up, this evidence proves that there was a wide variation comparing the tops to the bottom results. While most pupils remained constant or steady with a range of average scores from 3.60 to 4.22, one student turned out to be the outlier with an average grade of 1.58.

Figure 5.

Students' Performance per Evaluation Criteria: Pre-test

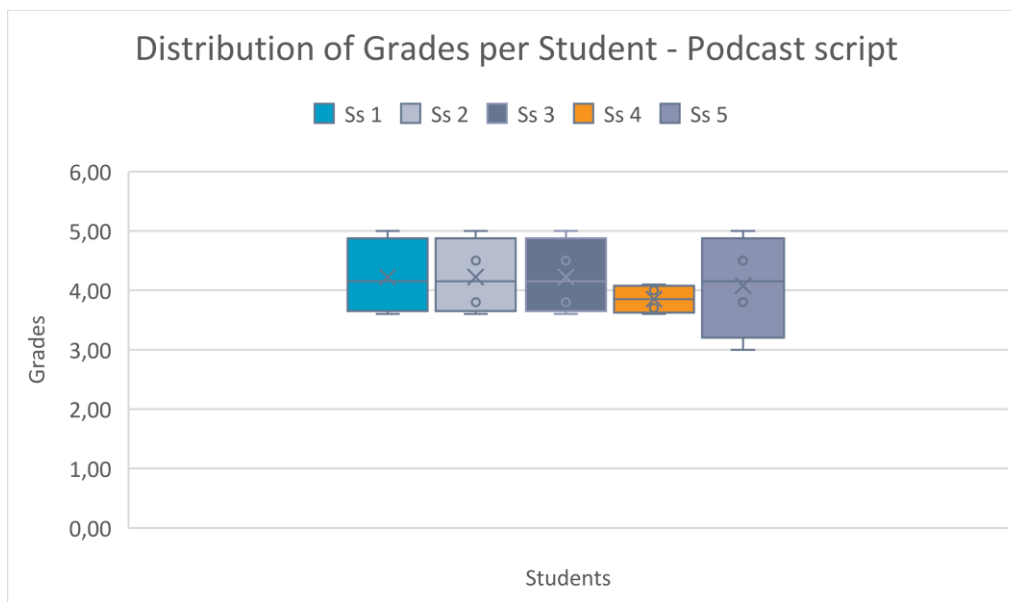


2.3.2.2 During-test: Podcast script. Figure 6 illustrates students' distribution grades for the during-test, which corresponded to the podcast script. The box and whiskers plot shows that the mean for students 1, 2, and 3 is at 4,23. Likewise, regarding student 4 the center of distribution is approximately symmetric at 3,85. Lastly, student 5 distribution grades ranged from 3 to 5, and their mean was placed at 4,08. Indeed, most upper, and lower whiskers from this data set present that the students' grades frequency distribution was uniform as all the assessment criteria had the

same difficulty for almost all students. Nevertheless, student 5 had great difficulty with the language evaluation criteria since he scored 3,0.

Figure 6.

Distribution of grades per student: during-test



Concerning students' performance per evaluation criteria, figure 7 displays that the organization was the criterion that students scored the most on. It resulted that most students followed the script format that includes the intro, at least two sections, the transition interludes, and the outro for their scripts; nonetheless, one of the students lacked the interlude to mark the audio transitions in the podcast as well as the intervention time for each of their guests. Besides, regarding content, it can be said that students performed successfully at this criterion, yet 2 out of 5 students have poorly developed sections due to the lack of referencing the topics described throughout the podcast. Finally, students' performance in communicative achievement had a mean value of 3,72. Therefore, it shows that for some of them, this criterion was quite challenging as 60% of the scripts lack host-guest interaction that is specific to this genre, and 2 out of 5 of them

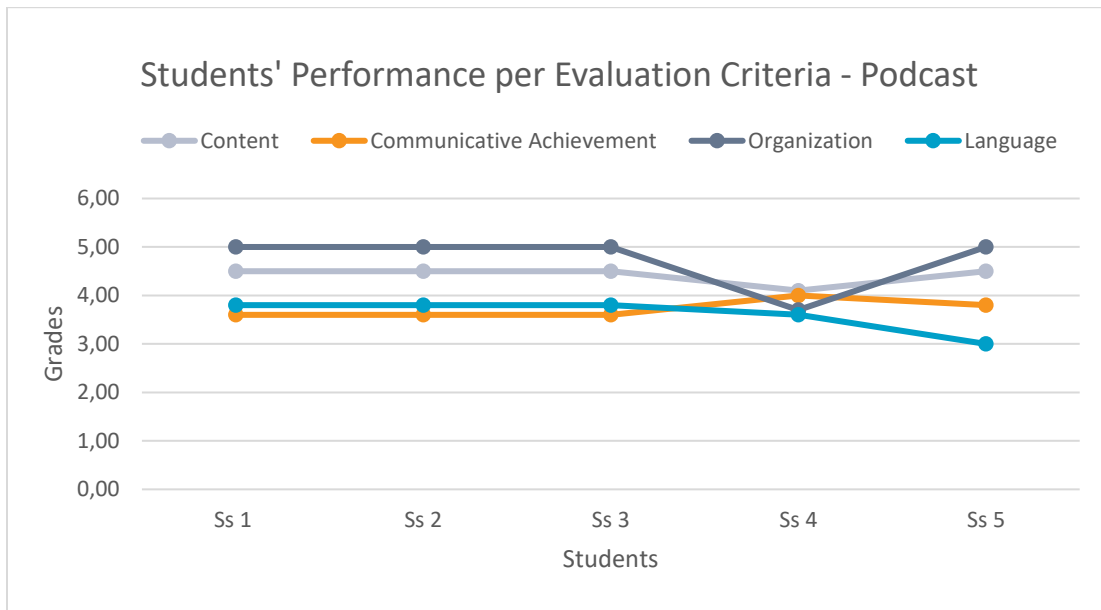
had messy ideas presented in the sections or off-topic arguments that did not go in line with the section topic.

Furthermore, the language criterion was the one that had the lower mean at 3,60. This phenomenon was noticed in students' scripts due to punctuation mistakes such as comma splices and run-on sentences. Moreover, word choice was also one of the language elements that students struggle with the most, as 60% of them make mistakes in the collocation domain. Finally, the use of synonyms and a few challenging lexes also had a frequency of 3 out of 5 students who have issues with these two specific criteria as neither did they vary their vocabulary on their podcast, nor did they use complex idioms, phrasal verbs, or slang.

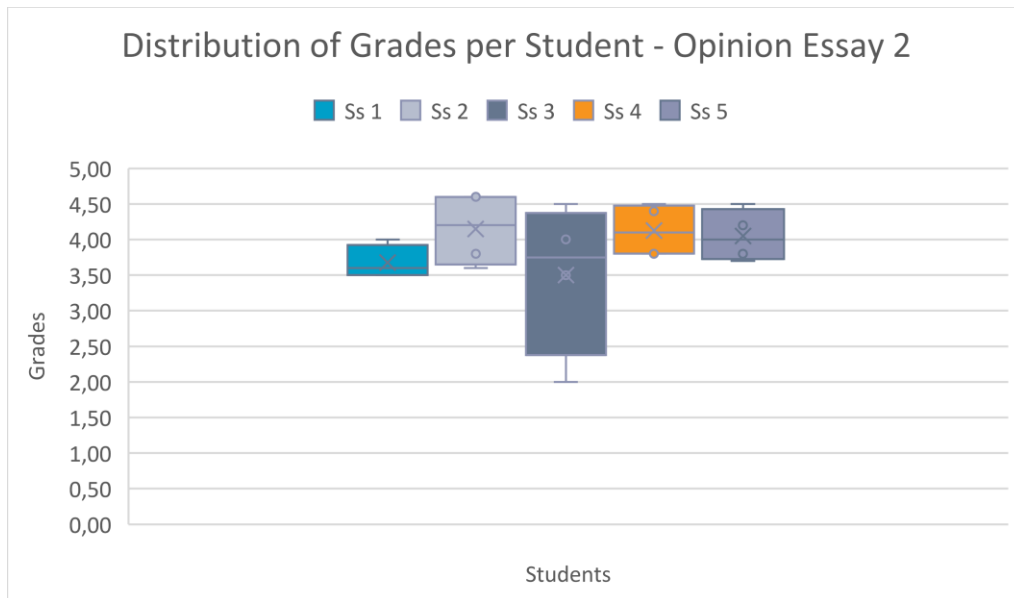
In brief, for the during-test stage, it must be pointed out that students find it easier to perform at the organization criterion than the language one. As a result, it can be suggested that this finding was a consequence of explicitly teaching from the researchers who model and give students templates and samples of the podcast script so that students could successfully perform at the joint construction and independent construction phase. Furthermore, students found language to be the most problematic criterion for them; thus, this finding might show that some students do not take the time to proofread their writing compositions. Finally, it is relevant to state that data uniformity might be because the podcast script task was in groups, and students 1, 2, and 3 were part of the same podcast episode group; hence, this data was taken as separate individuals for statistical consistency purposes.

Figure 7.

Students' Performance per Evaluation Criteria: during-test



2.3.2.3 Post-test: Opinion essay 2. For the post-test, an opinion essay was also written to measure students' writing skills by the end of the project implementation. As shown in figure 8, the performance that stands out is student 3. Indeed, the student's 3 distribution ranged from 2 to 4,5 showing that despite the mean was 3,50 the lower whisker is at 2,0 as he found challenging performing in the language criterion; hence, due to this asymmetric distribution, this student might be considered an outlier. Furthermore, concerning the other participants, students 2, 4 and 5 had symmetrical distributions because their whiskers are relatively close to the box. As a result, their means are $s_2 = 4,15$; $s_4 = 4,13$; and $s_5 = 4,05$; Nevertheless, student 1 presented difficulties in most evaluation criteria as most grades ranged from 3,50 to 4,00, and the overall performance for the task was 3,68.

Figure 8.*Distribution of grades per student: post-test*

Moreover, regarding students' performance per evaluation criteria, it can be suggested that for most of them, the content was the criterion that they successfully performed with a mean of 4,32 as the overall performance; on the contrary, language again was found to be the most difficult criteria to be assessed on since students mean scored 3,40 (see figure 9).

When analyzing students' performance, it is worth mentioning that their written composition supports their scores as some issues or mistakes were identified in each of the evaluation criteria.

First, about content, 60% of the total population did not clearly state the supporting ideas in the introductory paragraphs of their opinion essays. Besides, 2 out of 5 students had poorly developed supporting ideas in their body paragraphs since they did not use examples, and some of them mixed two ideas in just one paragraph.

Second, when it comes to communicative achievement, students scored 4,14 for their overall performance. The only issue found for this criterion was students' arguments. Indeed, two-

fifths of the population had difficulty with their arguments as they had messy ideas; even though they did not interfere with communication, they can influence the reader's willingness to read the text.

Third, concerning the organization evaluation criterion, the mean performance was 3,74. The data set for this ranged from 3,5 to 4, showing that students might have struggled with it. The issues found were the lack of variety of transition signals and the omission of some parts of the opinion essay outline composed of the intro, at least two body paragraphs, and a conclusion. Hence, 40% of students had trouble with transition signals usage. Besides, 2 out of 5 participants only include one body paragraph with two supporting ideas developed throughout it.

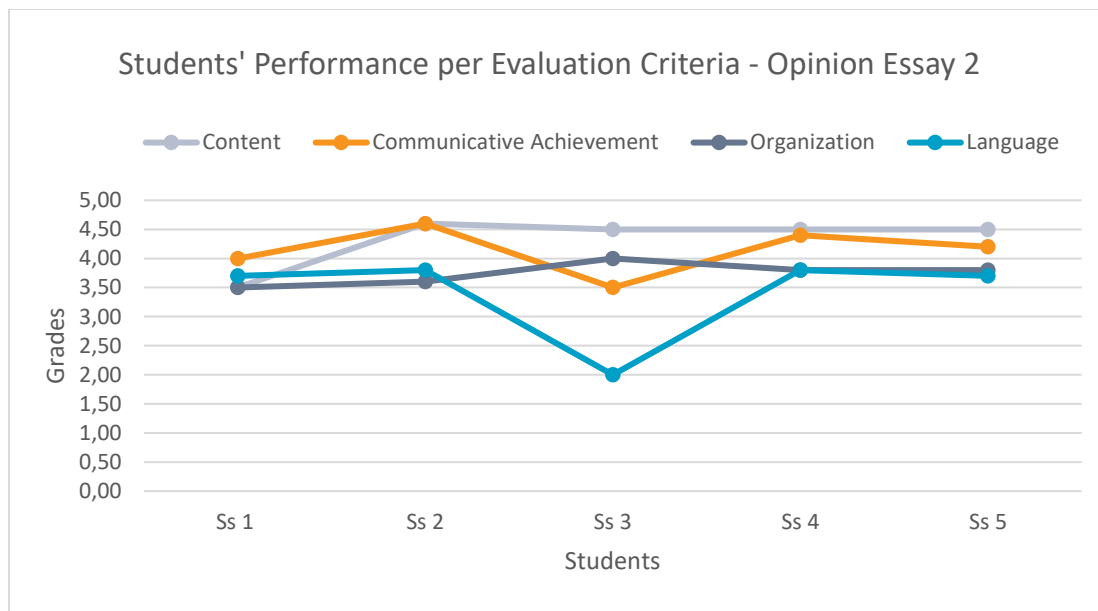
Finally, language was the most complex assessment criterion for students, as its mean was 3,40. This can be explained by the fact that 80% of participants have punctuation difficulties through their opinion essays, making mistakes such as run-on sentences and comma splices. Besides, 2 out of 5 students must work on the word choice domain, and three-fifths of them must improve in the use of synonyms when writing. Lastly, it can also be suggested that 40% of them had difficulties when using the passive voice, and 3 out of 5 students write with few challenging lexes as their use of idioms, phrasal verbs, or slang is not that common in their written compositions.

In conclusion, this measurement phase portrays that there were further variables that researchers could not control. Therefore, results point out that student 3 is a particular case to take into consideration. This, due to possible extracurricular activities that might have affected his performance in the task. Despite student 3, most students' scores were consistent since most participants ranged from 3,50 to 4,60. A further suggestion to mention is that there was an external factor of a 4-month strike that happened during the implementation of the study, which might have

affected the students' performance. Consequently, students had a short time to perform the modeling, joint construction, and independent construction stage in only around one week. Thus, time constraints should be considered when analyzing the results.

Figure 9.

Students' Performance per Evaluation Criteria: Post-test



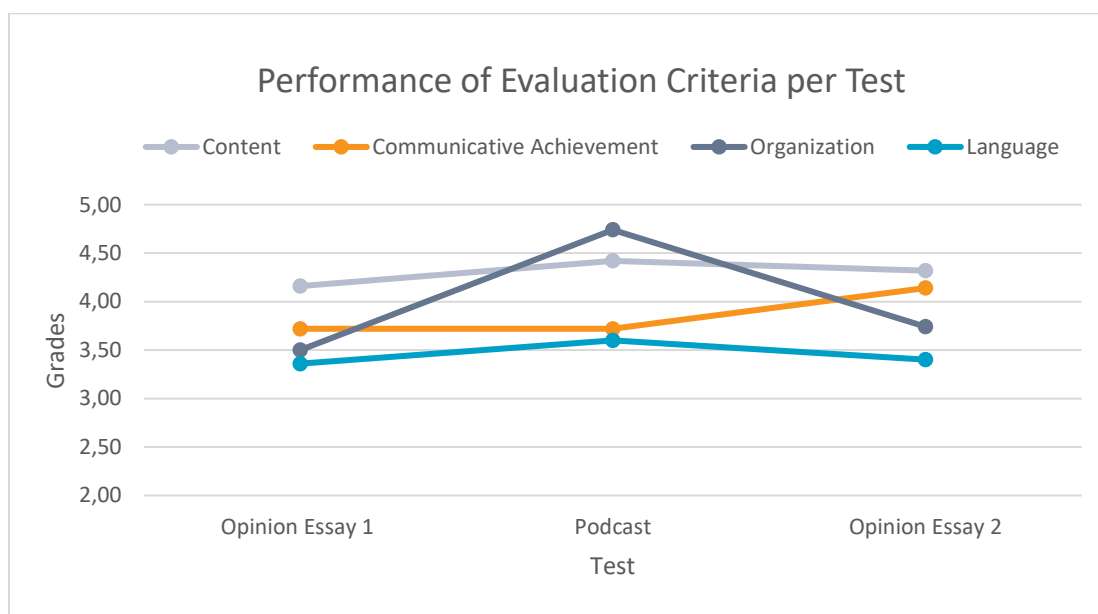
To conclude this section, it is essential to look at figure 10 that demonstrates the performance of evaluation criteria per test (pre, during, and post). First, it can be said that students showed a positive increment in the organization criterion during the podcast task and fell gradually during the post-test. This result was possibly because students had a more flexible deadline to submit the podcast than the other tasks. On the other hand, communicative achievement showed a tendency to grow; the mean score went up from 3.72 to 4.14. Third, language criterion suggests students tended to remain constant; during pre-test mean was 3.36, then it rose to 3.60 during the podcast task and finally went down slightly to 3.40 during the second opinion essay.

From this, it can be concluded that students struggle with language and mechanics as student 6 expressed in the interview: “I think for me it was language mechanics, but in terms of

punctuation because I struggle a lot with it. Sometimes I didn't where to put a semicolon, a comma, or a period (...)", and student 7 asserted "for me also will be language mechanics, because I think I have really poor bases from where I came from, and I've been struggling with that all these years" (personal communication, August 26th, 2021). To wrap up, students showed a better performance when writing the podcast as they had an extended deadline to correct and organize the assignment. Pre-test and post-test scores remained stable with a tendency to drop due to shorter deadlines and external factors such as the strike and the lack of practice.

Figure 10.

Performance of Evaluation Criteria per test



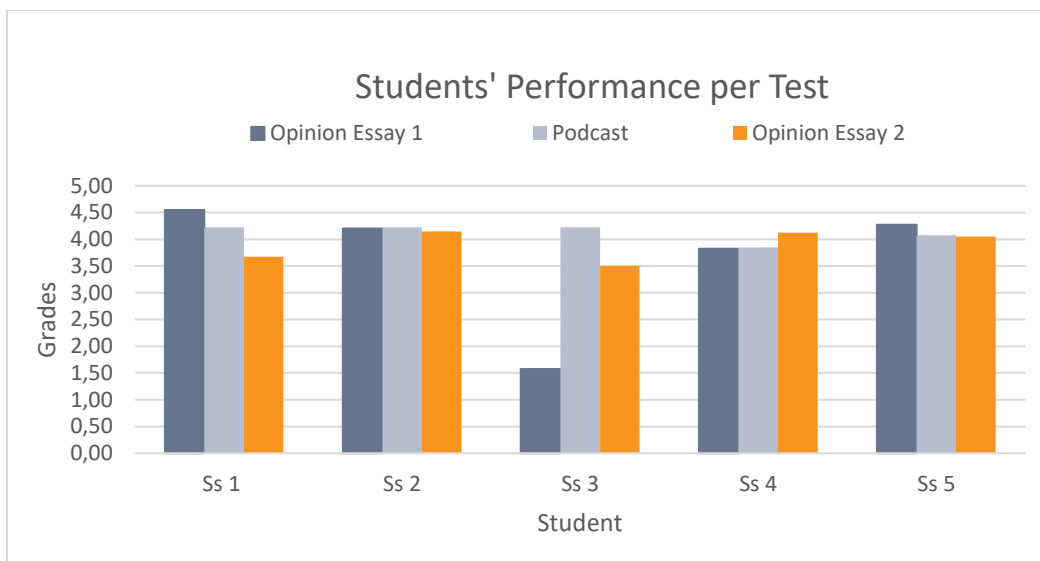
Similarly, figure 11 shows students' overall performance per test. Even Though students expressed in the interview that they improved their writing skills, results per student showed most of them tend to remain steady and decrease. Performance of students 1 and 5 seemed to decline from pretest to post-test. However, student 2 leveled off the grades which did not show any increment or decrease. Whereas student 3 soared dramatically in the podcast, obtaining a score of

4.2, but fell gradually, getting 3.50 in the post-test. Finally, only one student revealed a small increase, fluctuating from 3.83 to 4.13 during the pre- and post-stages.

In other words, one student improved their writing performance while the other participants tended to remain constant with a tendency to plunge. Nevertheless, students affirmed they improved and learned from the creative writing activities carried out during the semesters. This might be true, and it is mandatory to establish that external factors such as the strike, short deadlines, lack of preparation, and practice might have affected students' scores in the post-test written assignment.

Figure 11.

Students' performance per test



2.3.3 To analyze students' perceptions towards the implementation of creative writing (CW) genres to enhance writing skills implementing genre-based pedagogies (GBP).

For the achievement of this objective, a focal group interview was held. Before the interview, the researchers sent participants a Google form to their emails. It included the consent form that students read, accepted, and signed to participate in the study. Besides, it also contained

the sociodemographic characterization that polled students about their age, the semester they were enrolled in, and the available time schedules when they could meet for the interview (see appendix G). Lastly, it is relevant to highlight that even though the sampling of the quantitative paradigm is 5 participants, the researchers decided to have three extra students who were part of the project implementation but were not considered in the writing skills measurement. This complication happened because two students from the original sampling could not attend the interview.

Subsequently, the interview was held and recorded on August 26th, 2020, via Zoom video conference. In this sense, the interview protocol consisted of five sections. For the introduction, students were greeted; then, the interviewer told them about each of the interview sections and its purpose. Regarding the creative writing section, it aimed to inquire students about their creative writing definitions, their prior experiences with this writing domain, and their most favorite and difficult genres from the ones studied in the project. Following the GBP section, it sought to explore students' attitudes towards the usefulness of each of the GPB stages such as modeling, joint construction, and independent construction. Later, the writing skills perception section looks for students' sense of self-improvement regarding their writing skills thanks to the implementation of the creative writing project. At last, the interviewer thanked the participants for their time and dismissed the interview.

2.3.3.1 Students perceptions on Genre Based Pedagogy (GBP). First, the coauthors of this study desired to know whether students thought that showing them explicit examples and outlines of each genre helped them improve at writing. All responses to this inquiry concluded that the modeling stage of GBP was fruitful to learners as they have an outline, a sample, or a final product to base their writings on. A case in point is student 5, who expressed:

For example, especially with the podcast script. I mean with the podcast script that saved my life because I had no idea about what to do. So, everybody in my group went to the example and try to do something similar, but with our topic” (personal communication, August 26th, 2021).

From this, it is suggested that once students have a model to follow, they feel more confident when writing since they already know how the expected written outcome will be. Finally, it is worth mentioning that students 6 and 4 also agreed with their classmates that no matter if they had previous experience with the genre, it is always helpful to have a clear layout for the final text that one will plan to write.

Regarding feedback during the joint construction stage, students claimed the comments from teachers helped them be aware of the mistakes they usually make. Some mentioned they felt frustrated when their errors and mistakes were pointed out; however, they appreciated it since they learn from them and polish their writing tasks: “I would say that feedback is always good because for me it’s excellent to have like a different point of view; maybe you missed something and when a teacher gives you feedback you realized of those things you can improve” (personal communication, speaker 6, August 26th, 2021). Another student added up to this idea by saying “I would say that after you write you must see another point of view and thanks to yours that have the experience and have way more knowledge than us” (personal communication, speaker 7, August 26th, 2021). On top of that, participants stated it is always worth listening to another point of view, where it is vital to bring to the attention that students peer-reviewed each other's works. In other words, students received feedback receptively since they understood those comments aimed at improving their writing skills and learning how to write the specific genre. About confidence, students communicated that due to creative writing, it was a rough start. For instance,

one student declared that she had never been input in neither the podcast script nor the acrostic poem, so she found it challenging to start writing these genres. Nonetheless, she also mentions that “It was very constructive for us as students because many of the things that we did with you guys, I didn’t know how to start them” (personal communication, speaker 3, August 26th, 2021). Besides, this lack of confidence at the beginning of the writing process was addressed through the GBP model, specifically the modeling stage. For this student 4 puts forward:

The majority of times that we were doing those activities we didn’t know how to start, so it was really helpful that you show like those examples in the opinion essay, the shark tank activity, the acrostic poem, with all the activities you did during the whole semester. I mean without them, we couldn’t have shown you the same results, we showed you (personal communication, August 26th, 2021).

This extract from the interview portrays the great relevance that the modeling stage had during the project implementation. Therefore, some students considered that it was an issue that other teachers had because they said that some teachers take for granted the previous knowledge that students had on a specific topic and did not show any examples to them.

Moving on to the Genre Based Pedagogy application in class, participants conveyed that they would implement Genre Based as teachers since this approach presents in an organized way the steps for learners to follow when learning to write a new genre. One student brought up previous writing experiences where any approach was used and the class was only instructed to write essays without modeling a sample, providing feedback, and so on. As a result, the student thought genre-based pedagogy would be part of their teaching methods. On the other hand, one participant declared that everything depends on students and the methodologies schools allow teachers to apply: “I think it depends on our students, and also of course of the topic because

something very different when we are teaching is to take into account where are the students from, and I mean, public and private schools” (Personal communication, speaker 3, August 26th, 2021)

In a nutshell, most learners think this pedagogy is one of the most suitable approaches to apply when teaching writing so that they would implement it in their classes as English teachers.

2.3.3.2 Students’ perceptions on CW and writing skills improvement. Following the same flow of ideas, participants were also asked about creative writing and were encouraged to provide teachers with a definition using their own words. The answers were accurate and compelling. Speaker 1 acknowledged that creative writing was about going beyond your knowledge to avoid flat texts. Also, it was mentioned that “creative writing is when you let yourself be with words, and you mold your characters in your way” (personal communication, August 26th, 2021). In like fashion, another student asserted that “I agree with my classmates. I think Creative Writing is when we can express ourselves in a way that we want, yes? and expressing our feelings” (personal communication, speaker 3, August 26th, 2021). The previous citations portray the importance of imagination and the expression of feelings when drafting a text for a specific creative genre.

Unlikely, one speaker claimed: “I consider that it shouldn’t be limited by the writing style, and with that I mean, for example, in the case of academic texts, when we talk about essays, or maybe infographics, and things like that” (Personal communication, speaker 4, August 26th, 2021). What can be said from this extract is that even though an opinion essay is part of the Creative writing type, it demands organization, and the learner feels limited by the genre. In other words, 6 out of 7 participants agreed with each other’s definitions which indicated creative writing frees their imagination and lets them express their feelings and ideas.

Consequently, as students felt free to write and express themselves, they recognized that the implementation of creative writing along with the Genre Based Pedagogy facilitate the writing process and improve their skills as mentioned by the speaker “I think yes. It helped me with organization because I think with creative writing, you are like let it go, but it also makes yourself like think about what you are writing” (personal communication, speaker 2, August 26th, 2021).

In like manner Speaker 3 asserted:

“I think I’ll agree with that. For example, when we are doing creative writing, we are firstly inspired, so we want the outcome to be good, yes? So, we would try to find vocabulary, we are going to try to look for grammatical rules that maybe we don’t know. So, I think creative writing helps us to found other ways to improve our writing. So that was nice.” (Personal communications, August 26th, 2021).

These opinions showed that students found a manner to express themselves in an organized form without losing imagination when writing. Additionally, another participant claimed that Creative writing helped her improve her lexis by learning a wide range of new words and synonyms to avoid sounding repetitive in the texts.

To conclude this section, researchers also sought to gather students’ perceptions about their improvement in the writing criteria assessed in all the tasks. Despite the language being the criterion that students had more difficulty with, one student recognized that communicative achievement has always been challenging for her. Nonetheless, in relation to the data from this study, student 4 asserts that both language mechanics and organization were the criteria that he found most difficult to perform. Indeed, it is worth mentioning that this learner is very aware of his mistakes as he expressed “At the beginning, I always forgot how to do it, that we have to use connectors which we normally say like and, but, and so, and there are many others that you cannot

remember at the moment” (personal communication, speaker 4, August 26th, 2021). This extract shows that despite learners might be aware of their mistakes, the joint construction stage is vital to provide students feedback on their writing compositions. Moreover, the independent construction is relevant to give learners sufficient time to proofread and correct their mistakes; hence, they can successfully achieve the proposed task no matter the genre.

3. Conclusions

From the findings of this study, the researchers conclude that creative writing does have a positive effect on EFL learners. This statement aligns with the results from Rojas (2017) and Arshavskaya (2015), who also found that Creative Writing allows students to express their feelings, emotions and free their imagination. Thus, results from the present study showed that participants expressed having the opportunity to show their purest selves in the non-fiction story genre that was a dear me letter they write for their future selves.

In the same fashion, one of the benefits that creative writing had on students was the increment in their motivation when writing. Previous studies claim that once students learn creative writing genres, their intrinsic motivation improved not only because imagination and creativity took part in the classroom, but also because teachers allow them to write about the things they were interested in (Tompkins, 2001 & Asser ve Poom-Valickis, 2002 as cited in Göçen, 2019). Indeed, from the observation and pupils’ feedback, it was noticeable that participants’ intrinsic motivation was boosted, specifically in the fiction story genre, because they could write about how they were feeling then. Likewise, the podcast script genre showed that students were

motivated to write as they declared that this task suits their interests because they were the ones who chose its topic.

Despite the students' confidence in writing improving after the implementation, they found that some creative writing genres were more difficult than others. From this, participants argued that the podcast script was the most complex genre to write as neither had they been exposed to it, nor had they written one before. This result is supported by the aforementioned research that clearly states: "while the students appreciated the use of the creative writing exercises, they also found some of the assignments challenging" (Arshavskaya, 2015, p.74).

Previous research studies revealed that creative writing improved the students' performance gently with positive scores in each aspect. In addition, pre-test and post-test applications during intervention allow researchers and participants to compare learners then and now in writing. Results displayed that learners' writing abilities tended to climb gradually after the intervention with positive results including confidence and self-esteem boost (Senel, 2018; Tütüniş & Küçükali, 2014; Assadi, 2018). Although participants from this study expressed, they felt more confident and knowledgeable after the project, quantitative outcomes exposed they tended to remain constant and drop a little in their writing achievement.

In fact, students' scores were compromised due to several external factors; short deadlines, Colombian' strike, few classes to explain and model the topics, and lack of practice on the students' end. For further research, it is mandatory to get ahead of potential inconveniences and redesign the number of classes to deliver a topic when having uncontrollable external situations. As a result, modeling and joint construction need to take longer than usual to have successful results.

On the other hand, regarding the genre-based pedagogy approach, one of the stages that stands out is the modeling stage. From the findings that resulted in this action research, students

commented that they liked the fact that the teacher in training presented a handful of examples for them to grasp the purpose of the writing tasks. Also, they added they were never exposed to the step-by-step process before writing a specific genre, but they were just instructed what to do. Suharyadi and Basthomi (2020) declared the modeling phase as indispensable for learners to embody the task which represents the scaffolding process to achieve what is expected from the genre. From this, it is shown that when students must follow a model, the task is easier, and they feel more confident about what they are writing (Chala & Chapetón, 2013; Tuan, 2011). Consequently, this stage boosted students' performance results in the podcast scripts as even though they found it difficult, they asserted that explicit samples make their writing tasks bearable.

Concerning the joint construction stage of GBP, several scholars concluded that during this phase, learners could negotiate and construct knowledge of the genre because there is peers' interaction, teacher-student interaction as well as feedback from all the agents who take part in learning (Suharyadi, & Basthomi, 2020; Haerazi & Irawan, 2019). Prior studies show the effectiveness of feedback in students' writing performance, such as Loan (2017) and Poorebrahim (2017), which indicate that direct and indirect feedback was vital for students to successfully achieve writing tasks. Indeed, extracts from participants' feedback suggest that they receive it receptively because they perceive teachers' feedback as a learning opportunity that allows them to correct and embellish their written compositions.

Moreover, some limitations were considered by the researchers. In the first place, as the study was linked to the practicum II project, the sampling changed three times, and it was reduced. During the observation and needs analysis carried out with the upper-intermediate English learners, the sampling total was 16 students who answered the google forms and presented the interview by the end of 2019-2 semester. Later, during the 2020-1 semester, 11 participants from

the original sampling were still part of this action research because they took the Advanced English I subject with the pre-service teachers. At last, only 5 students remained to be part of the study since they were enrolled in the Advanced English II class that was taught by the coauthor of this study during the 2021-1 semester.

In the second place, Colombia presented protests due to varied social phenomena that the government did not address by the beginning of 2021. Thus, the student body at Universidad Industrial de Santander decided to go on an indefinite strike as a response to the social tension that the country was going through. As a result, it is worth mentioning that students did not attend classes for around for months straight as demonstrations and riots occurred all across the country.

Finally, time constraints caused by unexpected circumstances, such as the strike, should be taken on board too. Indeed, the number of weeks planned for the implementation of the project was fifteen weeks. Nonetheless, only thirteen weeks were taught, and some of the classes lasted just one hour. This phenomenon happened because students met various times to have general or faculty assemblies where they discussed the social issues arising from the national strike. Consequently, the action plan proposed by the researchers had to be shortened, and it could be said that this affected students' performance. A case in point is that practicum teachers had to present Creative Writing genres in just one class and shorten the time allotted for each Genre Based Pedagogy stage and the deadline to submit finals.

To finish, this research study has some further suggestions. Various authors agree that both creative writing and Genre Based Pedagogies are beneficial to language learning. Therefore, from the findings of this study is concluded that there is a need to both train pre-service teachers and include this teaching approach and this writing domain in the language curriculum, and especially in the curriculum of the language teachers who enrolled in the undergraduate programs (Nasir et

al., 2013; Avramenko et al., 2018; Alsyouf, 2019; Troyan, 2016). The results evidenced that in the case of the B.A. foreign language teaching program at Universidad Industrial de Santander, there is no offer of the creative writing domain in the English language for the undergraduate learners. Thus, this action research strongly advocates that the students from this program have at least the offering of an elective course that they could be enrolled in if they are interested. As a result, the coauthors of this action research strongly advise the Colombian language teaching undergraduate programs to include creative writing and Genre Based Pedagogy as part of their teaching programs.

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Appendixes


Appendix A Writing performance rubric

Criteria	5	4	3	2	1	Score
Content	All content is relevant to the genre as it includes all the features that characterize it.	Irrelevances (1-2) and/or omissions are shown but do not interfere with the genre since It includes most features that characterize it.	Irrelevances (3 -5) and/or omissions are present. It includes some features of the proposed genre.	Irrelevances (6-8) and misinterpretation of the genre are present. It lacks most features of the proposed genre.	Irrelevances (8+) and misinterpretation of the genre may be present. It does not include any feature of the proposed genre.	
Communicative achievement	Always uses the conventions and linguistic devices proper to the chosen genre with effective and intelligible ideas holding reader's attention with ease and fulfilling all communicative purposes.	Usually uses the conventions and linguistic devices proper to the chosen genre with effective and intelligible ideas, holding reader's attention and communicate straightforward and complex ideas, as appropriate.	Often uses the conventions and linguistic devices proper to the chosen genre with effective and intelligible ideas, holding reader's attention and communicate and complex ideas, as appropriate.	Sometimes uses the conventions and linguistic devices proper to the chosen genre with effective and intelligible ideas, holding reader's attention and communicate straightforward ideas.	Never uses the conventions and linguistic devices proper to the chosen genre with effective and intelligible ideas, and does not hold reader's attention nor does communicate ideas.	
Organisation	Text is a well-organized, and coherent as a whole. It follows the outline of the corresponding genre, making it easy	Text is organized and coherent. It follows the outline of the corresponding genre, so it is easy to read and understand.	Text is organized but lacks coherence. It lacks some parts of the outline of the corresponding genre, so it might be hard to read and understand.	Text is not well-organized and It lacks coherence. It lacks some parts of the outline of the corresponding genre, so it is hard	Text is neither organized nor coherent. It doesn't follow the outline of the corresponding genre so it is not	

	to read and understand.			to read and understand.	possible to understand.	
Language	<p>Always uses a range of vocabulary, challenging their level, effectively and precisely.</p> <p>Uses a wide range of simple and complex grammatical forms.</p> <p>There are not mistakes observed</p>	<p>Usually uses a range of vocabulary, including some challenging lexis.</p> <p>Uses simple and complex grammatical forms in the text</p> <p>Mistakes (1-2), if present, are related to less common words and structures, or occur as slips.</p>	<p>Often uses a range of vocabulary, not including challenging lexis</p> <p>Uses a limited range of simple and complex grammatical forms</p> <p>Rare mistakes (3-5) may be present but do not impede communication.</p>	<p>Sometimes uses a range of everyday vocabulary appropriately, with occasional use of less common lexis.</p> <p>Uses simple grammatical forms showing an understanding of their use.</p> <p>Occasional mistakes (6-8) may be present but do not impede communication.</p>	<p>Never uses a range of everyday vocabulary appropriately, with inappropriate use of less common lexis.</p> <p>Uses simple grammatical forms with inappropriate use.</p> <p>Frequent mistakes (8+) do impede communication.</p>	
Total						

Taken and adapted from Assessing Writing Performance - C1 (Cambridge English Language Assessment)

Appendix B Interview protocol

	<p>Universidad Industrial de Santander</p>	<p>Trabajo de Grado II - 285 Escuela de Idiomas Licenciatura en Lenguas Extranjeras con Énfasis en Inglés Daniela Moreno - Edwar Martínez</p>
<p>Semi structured Focal Group Interview Protocol</p>		
<p>Interviewers</p>		<p>Interviewees</p>
<ul style="list-style-type: none"> • Daniela Moreno • Edwar Martinez 		<ul style="list-style-type: none"> • Marianela • Valentina • Emilia • Kevin • Jhon cesar • Deibith • Estefania
<p>Introduction</p> <p><i>*Greet the interviewees, thank them for the time and contextualize them on the structure of the interview and its contents.</i></p> <p>Good morning/ afternoon /evening my name is _____ I'm a student at the B.A foreign English Language teaching program at UIS, and this is my partner _____ . First, we would like to thank you for the time that you decided to spend with us. Second, it is important to mention that the purpose of this interview is to listen to your perceptions about the implementation of the Creative writing project carried out during the Advanced I class in 2020. For this purpose, this interview has three (3) sections: creative writing, genre-based pedagogy, and writing skills perceptions. Finally, we would like to remind you that this interview will be audio recorded since this gathering collection instrument allows the researchers to easily analyze the data. Taking this into account, the information gathered will remain anonymous and will be only used for the researchers' academic purposes.</p> <p><i>*Remind interviewees that they are participating in the study as they already read, agree, and sign the consent form as well as they answer the sociodemographic characterization.</i></p> <p><i>*If interviewees have any questions answer them respectfully.</i></p>		

Creative Writing Section

Now that all of you have agreed and signed the consent form, we would like to start by introducing the project, and some of the activities we did during the last semester for you to remember what you did

**Interviewer shows interviewees the different genres they work on and the activities they did (see classroom Padlet).*

First, we would define creative writing as the kind of writing that allows us to express our feelings and frees our imagination. In this sense, we would like to know:

1. What is Creative Writing for you?
2. Have you had any other Creative Writing learning experiences in the program?
 - a. Which course were you taking?
 - b. What did you write about?
 - c. When was it?

**Remind interviewees that they wrote Opinion Essay, Acrostic Poem, Fiction story through music, Script (Podcast), and Non-fiction story (Dear me letter).*

3. During the implementation, what was your favorite creative writing genre? Why?
4. For you, what was the most difficult genre when writing? Why?
5. Do you think the writing activities implemented in the classroom gave free rein to your creativity?

Genre Based pedagogy Section

**Define GBP and list out its stages so that students can easily answer the upcoming questions.*

Moving on, the second section deals with Genre Based Pedagogy which places genres at the heart of contextualized language so that it provides learners with a purpose to write for, a specific reader or audience, and a given layout or organization for the text.

This teaching approach is divided into 4 stages: modeling, joint construction, independent construction, and genre comparison.

**Give a clear example from the implementation of the*

project that underwent all the GBP stages.

To portray Genre Based Pedagogy, we have an example for you:

- During the shark tank activity, we modeled the roleplay with videos from the show.
- In the joint construction phase, we scaffolded your pitches and roleplay with you as both entrepreneurs and sharks
- At the independent construction stage, you presented your pitch to the sharks and classmates

Having these concepts and examples in mind please answer the following questions:

1. Do you consider that showing you explicit examples and outlines specific to each genre help you improve at writing? Why, yes? Why, no?
2. How did you feel when your teachers gave feedback on your writings?
3. Do you think that the modeling and joint construction stage made you feel confident enough to write the selected genre?
4. As teachers in training, Do you think you would use this approach to teach writing in your classroom? Why, yes? Why, no?

Writing Skills perceptions Section

To Finish I would like to know if you feel that this project had any impact on your writing skills for that I have prepared a couple of questions

**In case interviewees do not participate start asking follow-up questions to gathered richer data*

1. From the following aspects choose the one that you struggle the most with when writing, tell us why do you think this happens?

**If students don't know the meaning of each aspect explain it to them*

- a. Language mechanics (**This comprises punctuation, vocabulary, grammar, and spelling*)
 - b. Content (**comprises the relevancy of the content and the textual features that characterize the proposed genre*)
 - c. Organization (** follows the outline of the proposed genre, has cohesion, and is coherent*)
 - d. Communicative achievement
2. Do you think that creative writing helped you improve on any aspect when writing? Why?

3. From the aspects in question 1, Do you think you have the opportunity to work on them or improve any of them in particular

**Interviewer can remind students of the aspects and some activities from the implementation if needed*

a. How did you improve?


b. Which activities allow you to work on these aspects?

4. If you can compare, tell us how you feel when writing before and after the implementation of our project in terms of your confidence when writing.

Conclusion

We would like to thank you for the time that you spend with us as well as your answers. All of this fruitful data will be used in our research study. We hope you have a nice rest of the day/night.

Appendix C Observation format

		Trabajo de Grado II - 285 Escuela de Idiomas Licenciatura en Lenguas Extranjeras con Énfasis en Inglés Daniela Moreno - Edwar Martinez	
OBSERVATION FORMAT			
Instructor		Course	
Date		Genre	
Topic		Genre Based Pedagogy Stage Check the stage used during the lesson	<input type="checkbox"/> Context <input type="checkbox"/> Modeling <input type="checkbox"/> Joint Construction <input type="checkbox"/> Independent Construction
Lesson stage	Description (Activity)	Class Instruction	Assessment (reflective notes)
Lesson Opening			
Procedure			
Closure			

Appendix D Students' feedback from the Padlet

Unit 1	
Class environment	<ul style="list-style-type: none"> • Maybe too much theory can be boring but I know it's necessary. I'd like you to be more didact and the classes more challenging. • What I don't like are the theory lessons, sometime are so long.
Ss Attitudes and opinions	<ul style="list-style-type: none"> • I liked the activities to improve our writing skills that motivate to be focused • I really appreciate all your effort, guys. • You're all very charismatics and smarts! • Your topics are so useful for us as English learners • love you guy :3 • The thing I like the most is your attitude in each class, all of you share with us your good vibes. • I think something good for that would be do some activities like the beginning ones to make it funny • What I like: attitude, help and knowledge that you bring us Also, you have concepts clear and thanks for the classes I wanna read my own podcast >:(• What I like: you focus on interesting and useful topics.
Materials and activities	<ul style="list-style-type: none"> • Giving classes to young-adults it's not easy, and you've been trying your best with good material, good songs and good activities • I like the activities, we can notice that you do an effort to make us have a good time. • I also like that you always do different activities and you are very creative!

Unit 2	
Class environment	<ul style="list-style-type: none"> • Classes are more enjoyable as we alternate between theory and exercise, so you don't fall in routine. • Last classes were different, and that's great :D . It is great to learn new things in different ways, sometimes we get tired of the same dynamic or routine • It is OK ! Something could be better other could be worst.
Ss Attitudes and opinions	<ul style="list-style-type: none"> • I think last classes were amazing, I had so much fun during the class and of course I learnt new things. • I like your energy <3 I know you're going to be amazing teachers in the future!! Keep going <3 <3 • I don't disliked any activities we have made, specially the ones where we can write about things we like • I really liked all the activities we've done until the moment and I always enjoy the class environment. Congrats guys! :D <3 • I love your classes, it's fun and full of useful information
Materials and activities	<ul style="list-style-type: none"> • It was cool! I've never had a writing experience through music and was interesting for me. • This is so far the best activity I've done with you guys :3 (Writing through music) • It was similar to the spooky podcast activity but I don't have any complaints about it. (Introducing Marvelous Class podcast)

Genre	<ul style="list-style-type: none"> • I loved this activity because it was different and involves a lot of creativity from us. (Acrostyc) • I didn't enjoyed this class so much, but it was mainly because I'm not interested in acrostyc poems • It was interesting to listen to it and related to the topic of the class. (Spooky podcast) • I liked it because it gave me a better idea of what we're going to to do later on
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Unit 3	
Class environment	<ul style="list-style-type: none"> • The are ok, but clases feels buring • I wouldn't say boring but activities and homework are kind of tedious and with short deadlines taking into account that we are already full of activities in other subjects and even in this same class with professor Fabio.
Students General Attitudes	<ul style="list-style-type: none"> • It was awesome to learn vocabulary and to have the roleplay of sharks • I liked it! I still think my business could work out XD • You always try to put all your effort <3 thanks! • This was really funny (ONLY FANS) • I love the shark tank activity but we have to remember a lot of vocabulary so I found it difficult when sharks asked me sth and I didn't remember it.
Materials and activities	<ul style="list-style-type: none"> • OF activity was really cool, we also learned about the struggles people have with this app and that not always is as perfect as it seems to be. • this was my favorite activity, it was super fun watching all the commercials • I liked this activity because we analyze different things in each commercial. • It is a really good activity • I love the commercials, I didn't have the opportunity to show mine but I love it. • This activity was amazing, it was my favorite one because we learnt a lot of vocabulary :D • I liked the activities, especially the shark tank, it is something that I had never done and it was interesting as well as being related to the vocabulary related with money, and the other activities were normal
Genre	<ul style="list-style-type: none"> • This is a tough activity but a useful one, I think writing the outline was very difficult and some guidelines are required in each updating. (Podcast outline) • I really liked it as it helped me to improve my writing and redacting skills

Unit 4	
Class environment	<ul style="list-style-type: none"> • Soooo..... many... explanation try to be more clear, also role-play in this situation was weird.
Ss Attitudes and opinions	<ul style="list-style-type: none"> • Nice, I felt like an influencer • I love this one, tiktoks are really funny and I shared it with my friends that are not in this class. • Cool, I've never recorded a tik tok before :D

<p>Materials and activities</p>	<ul style="list-style-type: none"> • I loved this activity, I had no idea I usually spend a lot of time on my phone :v • I love the tracking app activity, it was amazing taking a look at what I do every day. • I loved this task, it was interesting to track something that I do every day. • I really liked this activity, It was refreshenig I and could reflect about myself • It was a very personal activity but I think we get to know more about ourselves. • It was nice, very catchy and good to do at the begging of the year :3 I'd love to make it shorter though • It was a nice activity, I really enjoyed to write this letter :) (DEAR ME LETTER) •
<p>Genre</p>	<ul style="list-style-type: none"> • It would be kind of funny and interesting because of our topic so I like it but, I don't know to whom should I ask to have time :v (podcast)

<p style="text-align: center;">Unit 5</p>	
<p>Ss Attitudes and opinions</p>	<ul style="list-style-type: none"> • Great job guys and was awesome to met you! • Thank you so much for you patience. <3 <3 • I'm gna miss teacher Ed • Thanks to you guys!!! It was a great experience • Thank you for everything teachers, you guys did an excellent job during the whole semester! • Love U all!!! • <3
<p>Materials and activities</p>	<ul style="list-style-type: none"> • It was a little bit shameful because you don't know if you are giving something helpful but I liked it. (Dealing with a problem) • Love it!! • I loved this one, we learned a lot from other cultures. • It was a nice video, and it was cool to know more about this topic :D (God and Bad manners roleplay) • It was really cool to know those gestures and the meaning behind them! (Gestures around the world)
<p>Genre</p>	<ul style="list-style-type: none"> • It was a chalenging activity but I used it to improve my writing skills and have fun with the debated we went through with my partners. (script) • It was nice to make our scripts, we loved it! • Is incredible the quantity of mistakes we do and don't get into account • about a script of a podcast, as it is like a conversation in which topics arise on the fly. I think it shouldn't be scripted that much.

Appendix E Students' needs analysis

Practicum I

The following survey is conducted with the aim to analyze the teaching practice of an upper - intermediate classroom and the students' learning strategies on the third semester of the B.A in Foreign Language Teaching Program at UIS. The information gathered will be only use by the researchers involved and all the participants will remain anonymous. Finally, we would like to thank you for taking the time to participate in this survey.

edwar0830@gmail.com [Cambiar cuenta](#)



*Obligatorio

Correo electrónico *

Tu dirección de correo electrónico

Name *

Tu respuesta

Sex *

Men

Women

Otros: _____

Age *

Elegir ▼

Residence *

Bucaramanga

Floridablanca

Girón

Piedecuesta

Otros: _____

Strata *

Elegir ▼

Type of school that you graduated from: *

Rural

Public

Private

Siguiente

Borrar formulario

Likes and dislikes

My favorite music genres are *

- Pop
- Metal
- Rock
- Trap
- K-pop
- Reggae
- Indie
- Rap
- R & B
- Otros: _____

My favorite genre movies are *

- Action
- Comedia
- Thriller
- Science Fiction
- Documentaries
- Romance
- Teenage movies
- Otros: _____

My favorite sports are *

- Soccer
- Basketball
- Volleyball
- Swimming
- Tennis
- Golf
- Skating
- Taekwondo
- Parkour
- Gaming
- Dancing
- Otros: _____

When I read I prefer reading about *

- Romance
- Mystery
- Religion
- Fantasy
- Teens
- Bibliography
- Politics
- News
- Otros: _____

In my spare time I usually *

- Stay at home
- Watch series
- Hang out with my friends (before the pandemic)
- Read
- Play games
- Listen to Music
- Go to the gym (before the pandemic)
- Go on social media
- Otros: _____

Atrás

Siguiente

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English Language Learning

Did you take English as a curricular subject in your school? *

- Yes
- No

Have you ever taken an English Course? *

- Yes
- No

How long have you been studying English? *

- 1 - 2 years
- 3 - 5 years
- 6-10 years
- 12 +
- Otros: _____

In which of the skills studied in your English class, do you consider you struggle the most? *

- Listening
- Reading
- Writing
- Speaking

From this list, which are the two skills that you struggle the most with? *

- Vocabulary
- Pronunciation
- Skimming
- Scanning
- Grammar
- Fluency
- Cohesion and Coherence
- Intonation
- Punctuation
- Otros: _____

How do you perceive your performance in your English classes? *

	1	2	3	4	5	
Very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very good

How do you perceive your behaviour in your English class? *

	1	2	3	4	5	
Very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very good

How do you perceive your classmates behaviour in your English class? *

	1	2	3	4	5	
Very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very good

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Google Formularios

Use of technology

Do you have a good internet connection to take your classes? *

Yes

No

Otros: _____

How comfortable do you feel using technology? *

1 2 3 4 5

Not comfortable at all

Very comfortable

Which tools do you usually use to attend to your english classes? *

Elegir



Which extra digital tools do you use during your classes? *

- PC
- Tablet
- Cell phone
- Headphones
- Airphones
- Speakers
- External Camera
- External Microphone

From the following technological gadgets , which do you think interfere with your attention during classes? *

- Laptop
- Cellphone
- Headphones
- Airphones
- Speakers

Which digital tools do you use to do your homework? *

- PC
- Tablet
- Cell phone
- Headphones
- Airphones
- Speakers
- External Camera
- External Microphone

Chose three materials that you would like to be used in your classes *

- Tweets
- Ted-talks
- Documentaries
- Songs
- Extracts from series
- Movies
- Readings
- Infographics
- Books
- Comics
- Podcasts
- Otros: _____

Atrás

Siguiente

Borrar formulario

Role of creativity

The learning process based on projects has different applications to education. In other words, Project Based Learning (PBL) is a method where students develop a project in the class they are taking. Having said this, the importance of this method relies on how students can explore their creativity while carrying out their own projects.

Would you like to carry out your own project? *

Yes

No

If you have the opportunity to learn about anything you want, What would it be? *

Tu respuesta _____

What would it be the result of your final project? *

- A comic
- A series of videos
- Animated videos
- A podcast
- A presentation
- A ted-talk
- A series of poems
- Some drawings
- Some paintings
- Some posters and flyers
- Otros: _____

Remember that this survey will remain ANONYMOUS, so feel free to write what you really think it can be improved. How do you think you will be more interested in your English Classes? What would you change? *

Tu respuesta _____

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Appendix F Practicum Project Action plan

Unit 1	Global Living	Duration	2 weeks	Time	8 hours
Goal	Standards		Language focus		
To present a topic of interest using audiovisual files and written compositions To write an opinion essay about a topic of their interest	Students can write a report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail Students can understand a wide range of recorded and broadcast audio material.		Functions	Introducing points in an argument	
			Driving Question	How has globalization led to the spread of English around the world?	
Skills	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
	Speaking and ICTs	Listening and speaking	Reading and Writing	Writing	
Activities	Teachers and Students poster introduction. Presentation of the project and evaluation criteria Link Choosing and Umbrella topic for the podcast and making groups Link (2h)	English Around the world (podcast) Link Discussions and True and False activity (Worksheet) Link (2h)	Paragraph construction worksheet Link Modelling: Present a model of a personal essay for students to take into account into their writing process. Link Joint construction Choose the topic and write the outline of the opinion essay (2h)	Transition signals presentation Link Opinion Essay Guidelines Link Independent construction: Personal essay, presenting a point of view on a topic of interest following the guidelines taken from the book: page 11 (2h)	
Assessment	Informal Assessment		Formal Assessment		
	Ts provide ongoing feedback to students during the ss introductions, the worksheet activities, the paragraph writing task and the opinion essay assignment.		Ts evaluate Ss personal essay using the proposed rubric for the task.		

Unit 2	Strong emotions	Duration	2 weeks	Time	5 hours	
Goal	Standards		Language focus			
To model the parts of a podcast script as an input for script writing To compose an acrostic poem about their interests.	<ul style="list-style-type: none"> Students can give clear and detailed descriptions Students can understand a wide range of recorded and broadcast audio material 		Functions	Writing an acrostic poem		
			Vocabulary	Feelings and idioms		
			Driving Question	How are emotions portrayed in different contexts?		
Skills	Lesson 5		Lesson 6		Lesson 7	
	Writing and Reading		Speaking and Writing		Speaking and listening	
Activities	<p>Drama techniques (mimics): Ss perform a situation that leads to a specific emotion.</p> <p>Creative Writing Emotions through music: Link</p> <p>Modeling poetry: T Presents the structure of writing a poem and how to identify its parts. Link</p> <p>Ss playlist for independent writing and work Link (2h)</p>		<p>Drama techniques (chain story): Ss create a story by asking them to bring one object that they have near them and mention it in the story.</p> <p>Creative writing (acrostic poem) Joint construction: Ss write collaboratively an acrostic poem of the word University.</p> <p>Acrostic poem rubric Link</p> <p>Independent construction Write an acrostic poem about a topic of their interest (2h)</p>		<p>Drama techniques (Readers' Theatre): Students read their acrostic poems. Fluency and complexity will be revised during this activity.</p> <p>Podcast pre-production Modeling script: T Presents the outline of a script, the parts of a script, and its vocabulary. Link (1h)</p>	
Assessment	Informal Assessment				Formal Assessment	
	Ts provide ongoing feedback to Ss on the mimics, emotions through music, chain story and acrostic poem tasks.				Ts evaluate the acrostic poem taking on board the proposed rubric.	

**Teachers note: Three hours of this unit were not given in agreement with the professor in charge of the subject to catch up with content.*

Unit 3	In the money	Duration	2 weeks	Time	7 hours
Goal	Standards		Language focus		
<p>To outline the parts of the script of a podcast</p> <p>To introduce an entrepreneurial project for a business idea</p>	<p>Students can use a good range of vocabulary for most general topics; can express their ideas and opinions with precision.</p> <p>Students can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p> <p>Students can select an appropriate formulation from a broad range of language to express themselves clearly, can write clear, well-structured script drafts.</p>	Functions	Selling and investing in a product or company		
		Vocabulary	Money and enterprise		
		Driving Question	How do you see yourself as an entrepreneur? What will be your product?		
Skills	Lesson 8	Lesson 9	Lesson 10	Lesson 11	
	Reading, speaking and ICTs	Listening, speaking and ICTS	Speaking	Speaking	
Activities	<p>Drama techniques (improv) T asks some Ss to pick up an object near them to sell it with new characteristics they make up so they convince their classmates to buy it.</p> <p>Only fans reading and discussion (worksheet): Link Ss create their Only fans Bios and share them with the class.</p> <p>Tv commercial reflection: T and Ss discuss the ads ideologies and some digital marketing issues. Link</p>	<p>Business and entrepreneurship word search Link</p> <p>Shark tank model format Link</p> <p>Entrepreneurship worksheet and discussion Link</p> <p>Guidelines for product creation and pitching presentation. Link (2h)</p>	<p>Unsuccessful shark tank products discussion Link</p> <p>Role- play practice T send Ss to the breakout rooms to practice the role play.</p> <p>Drama techniques (role-play) Ss pitch their products to their classmates who are sharks as well as one T who is also a shark. They follow the guidelines and use the useful language. Link (2h)</p>	<p>Drama techniques (role-play) Ss continue the activity about selling and investing in a product</p> <p>Podcast Joint Construction T presents again the outline of the Marvelous Class (one episode of the Geek Corner) divided in different sections, and students write their own outline. Link (1h)</p>	

	Link (2h)			
Assessment	Informal Assessment		Formal Assessment	
	-Only fans bio		-Podcast outline -Shark tank roleplay	

Unit 4	Self-help	Duration	2 weeks	Time	8 hours
Goal	Standards		Language focus		
<p>To write the first draft of the script of a podcast</p> <p>To recite a monologue talking to their future self.</p>	<p>Students can summarise information from different sources; can weigh advantages and disadvantages of different approaches to solving problems</p> <p>Students can understand any correspondence; can express themselves with clarity and precision in personal correspondence, use language flexibly and effectively including emotional, allusive and joking usage.</p> <p>Students can give a clear, detailed description of how to carry out a tracking process.</p>		Functions	Reporting findings of a tracking app	
			Vocabulary	Self-improvement, fitness, body idioms	
			Driving Question	Has self-improvement and fitness played an important role on how you see yourself now and in the future?	
Skills	Lesson 12		Lesson 13	Lesson 14	Lesson 15
	Listening, speaking and writing		Listening and speaking	Speaking	Speaking and write
Activities	<p>T asks Ss to create a tik tok video teaching their classmates then a given slang ,idiom or phrasal verbs.</p> <p>Tik Tok 1 Tik Tok 2</p> <p>Tik tok guidelines Link</p> <p>Ss work on their final collective podcast outline. (2h)</p>		<p>Worksheet T makes Ss watch a ted talk about self-care Video Worksheet</p> <p>Creative Writing T show Ss the guidelines and a Dear me letter model Dear me Example Guidelines</p>	<p>Jeopardy with body idioms and self-improvement vocabulary Link</p> <p>T and Ss discuss self-care habits and mental health.</p> <p>Have Ss present the app they downloaded to</p>	<p>T has Ss present the app they downloaded to track themselves</p> <p>Creative Writing Podcast Modeling T shows Ss the sample of a script of a podcast. Link</p> <p>Podcast Joint construction Ss work on the script of the</p>

		Ss write their own letter independently. Guidelines tracking app presentation Link (2h)	track themselves. (2h)	podcast. Each teacher monitors a group, answers Ss questions, and provides feedback. (2h)
Assessment	Informal Assessment		Formal Assessment	
	-Podcast outline -Tiktok mini lesson		-Dear me letter -Tracking app presentation	

Unit 5	How you come across	Duration	2 weeks	Time	6 hours
Goal	Standards		Language focus		
To revise the final version of the podcast script To give an advice on a given problem	Students can express their ideas and opinions with precision.		Functions	Dealing with a problem tactfully	
	Students can obtain information, ideas and opinions from complex texts; can take an active part in informal discussion.		Vocabulary	Polite social behaviour, image and Communication	
	Students can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.		Driving Question	When dealing with a difficult situation, What have you learned from it? What did it help you improve in your life? Have you ever changed your behaviour to fit in? why? Was it worthy?	
Skills	Lesson 16		Lesson 17	Lesson 18	
	Speaking		Writing and Speaking	Reading and Writing	
Activities	Ss guest the different meanings of a gesture around the world Slides Ss compare bad manners in Colombia with the ones in Japan Bad manners in Japan Worksheet Drama techniques (role play)		Deal with a problem tactfully Ss write about a problem (anonymously), put it on an envelope, then another ss anonymously answers to it with advice. (Look at page 52)	Creative Writing Independent construction of the podcast The students peer-revise and submit the script of their podcast to be evaluated (2h)	

	Ss choose a country and role-play two situations: one about good manners and another one about bad manners in the chosen country (2h)	Creative Writing Independent construction of the podcast Ss continue working on the script of the podcast (2h)	
	Informal Assessment		Formal Assessment
Assessment	<ul style="list-style-type: none"> • Guessing the gesture • Role play • Dealing with a problem 	<ul style="list-style-type: none"> • Podcast script draft • Podcast final script 	

**The teachers agreed with the classroom teacher to give Ss 2 hours of independent working time out of class time.*

Appendix G Consent Form and Sociodemographic characterization**Consent Form N° _____****Introduction**

The present research project is carried out by Daniela Moreno and Edwar Martinez, under the supervision of professor Zulma Rueda as part of an undergraduate thesis that aims to foster EFL advanced young learners' writing skills through the implementation of creative writing following Genre Based Pedagogy.

Procedure

If you accept to be part of this project, you will be answering 13 questions that will take around 30 - 40 minutes. This focal group interview will take place on a Zoom video call with a sample of 6 purposefully selected students who were part of the project; hence, this interview is set up by both demographic and open-ended questions which are grouped in the following sections: introduction, creative writing, genre-based pedagogy and writing skills perceptions.

Risks

Participating in this study does not involve any risks. However, it is important to state that questions involving personal beliefs regarding writing skills may generate discomfort.

Benefits

There is no direct benefit for the participants of this study. Nevertheless, your participation will allow the researchers to evaluate if the implementation of creative writing following genre-based pedagogy helps to improve advanced EFL young learners writing skills.

Confidentiality

All information provided will be kept confidential and will only be reported as group data with no identifying information. All data will be kept in a secure location and only those directly involved in the research will have access to it. Once the research is completed, data will be deleted.

Participation

The participation on this project is voluntary. As a participant, you have the right to withdraw at any moment or refuse to continue participating without having any consequences for your position in the educational institution you are enrolled in.

Questions about the project

If you have any question about this project, contact Daniela Moreno via email danielamoreno21@gmail.com or Edwar Martinez edwar0830@gmail.com

I have read and understood the above consent. By answering this I decided that I willingly want to be a subject of this research study.

___ Yes, I do

___ No, I don't

Email signature _____

Sociodemographic characterization

Age *

Elegir ▼

Which semester were you enrolled in during the implementation of the project (2020-2)? *

fourth semester

fifth semester

sixth semester

seventh semester

Otros: _____

Now that you fill in the google forms, we would like you to mark the time schedules when you are available so all of us can meet and we can interview you.

*

	Morning (9 -10)	Afternoon (5-6)	Evening (6-7) (7-8)	none
Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saturday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you are not available during the above time schedules, please type here the time that suits you the best.

Tu respuesta _____

We would like to thank you for your participation in this research study as well as all the experience and learning we got from interacting with you during our classes.

Enviarme una copia de mis respuestas

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Appendix H Interview Transcription

Introduction

Interviewer 1: Good evening my name is Edwar Orlando Martinez Fuentes and I'm a student at the B.A foreign English Language teaching program at UIS, and this is my partner Karen Daniela Moreno Albarracin. First, we would like to thank you for the time that you decided to spend with us. Second, it is important to mention that the purpose of this interview is to listen to your perceptions about the implementation of the Creative writing project carried out during the Advanced I class in 2020. For this purpose, this interview has three (3) sections: creative writing, genre-based pedagogy, and writing skills perceptions. Finally, we would like to remind you that this interview will be audio recorded since this gathering collection *instrument allows the researchers to easily analyze the data. Taking this into account, the information gathered will remain anonymous and will be only used for the researchers' academic purposes.*

**Remind interviewees that they are participating in the study as they already read, agree, and sign the consent form as well as they answer the sociodemographic characterization.*

**If interviewees have any questions answer them respectfully.*

Creative Writing Section

Interviewer 1: Now that all of you have agreed and signed the consent form, we would like to start by introducing the project, and some of the activities we did during the last semester for you to remember what you did

**Interviewer shows interviewees the different genres they work on and the activities they did (see classroom Padlet).*

First, we would define creative writing as the kind of writing that allows us to express our feelings and frees our imagination. In this sense, we would like to know:

Interviewer 1: What is Creative Writing for you?

Speaker 1: maybe not making a text like so flat in terms of quantity and quality, like go beyond what you know, go beyond what you think

Speaker 2: I think creative writing is when you let yourself be with words, and you mold your characters in your own way

Speaker 3: I agree with my classmates. I think CW is when we can express ourselves in a way that we want, yes? and expressing our feelings.

Interviewer 2: without limits yes without limits, it's like nobody cares, yeah and I'm the only one who cares.

Speaker 4: I consider that it shouldn't be limited by the writing style, and with that I mean,

for example, in the case of academic texts, when we talk about essays, or maybe infographics, and things like that, so maybe on some occasions CW shouldn't be limited by the writing style.

Interviewer 1: Have you had any other Creative Writing learning experiences in the program?

- a. Which course were you taking?
- b. What did you write about?
- c. When was it?

Speaker 2: No

Speaker 5: No, well. I can't remember. I think i haven't so far

Speaker 6: No, it was the first time

Speaker 3: Yes, the first time for me too

Speaker 7: Well, I don't know the question. Is just related with the central subject like with pre-intermediate, intermediate English, or with the whole career?

Interviewer 1: it's about the whole program

Oh well, about that a took a context. This subject was specifically called Creative Writing and it was amazing. That was a really good experience and I learned so much about Creative Writing actually, so I wouldn't say it was my first time implementing it.

Interviewer 1: What did you write about in that class?

The whole class was like about learning how to write whatever we wanted to write. It was like ... the final product would be a short tale, but it could be about anything. It needed it to be... if you wanted to do an interview it could be like projected but in a short tale. If you wanted to do ... I don't know, whatever you wanted to do, but considering all we have learned. So, what I did was that I think is my fort, that is fantasy.

Interviewer 1: so, you choose the genre, fantasy, and the final product, tale?

Yes

Interviewer 1: Did you take it in Spanish or in English?

It was in Spanish

Speaker 3: I remembered that I took the same subject, but I thought it was only in English that we were talking about. So, yes, I took the same subject, it was in Spanish, and it was awesome because I wrote like a horror story, and about my grandmother's story. So, it was amazing I really like that subject

Interviewer 1: Is that the one called *taller de creacion literaria*?

Yeah. yeah yeah.

Interviewer 1: So, guys, do you think in English, in the program, we need a *taller de*

creación literaria as a context or an elective course?

Speaker 7: Absolutely

Speaker 5: definitely

**Remind interviewees that they wrote Opinion Essay, Acrostic Poem, Fiction story through music, Script (Podcast), and Non-fiction story (Dear me letter).*

Interviewer 1: During the implementation, what was your favorite creative writing genre? Why?

Speaker 1: Mine, the dear me letter. But it's kind of a personal opinion because I'm not creative at all, so I think making the dear me was easier for me. So, I think that was my favorite.

Speaker 7: Well for me. I'm debating between the opinion essay and the dear me letter, but I would say that the dear me letter is the one that I liked the most because I don't know. While I was writing it, I pictured myself like right now the last year at 18 years talking to myself, like with 10 years or so. While I was writing it, I was thinking about what I absolutely would say to myself like in a real situation.

Speaker 4: I really liked the podcast script, because... well, some things that I love about technology is the creation of videos and I know that's very complex because it's not like oh I can talk about it, just have a topic like and talk about it; no, you have to do a whole process of creating not only what you are gonna say but also dividing it, making it interesting for people like adding the jingles, and the intro music, the outro music. So, because of that, I liked the whole process of creating that.

Speaker 5: Oh, well in my case, my favorite one was to write the story with music in the background. It was amazing because you notice how your mood changes as you start writing depending on the music and I thought that that was amazing.

Speaker 6: I was going to say that my favorite one, I think it was the opinion essay because I really liked that you gave us like the opportunity to choose the topic that we wanted to write about, so I think that when you write about something you like; I mean the whole process is easier, and you can express your opinion about that topic. I mean, you are always going to find words. So, I really liked that activity

Interviewer 1: For you, what was the most difficult genre when writing? Why?

Speaker 1: I remember about. I don't know if there is an option that said that, but I remember we had to write a story depending on a song. Do you remember that activity?

Interviewer 1: yeah, that was a fiction story through music.

yeah, that one, that was the most difficult for me because as I told you I'm not creative at

all, so it was difficult to think about a story while listening to music while thinking about structure in English. So yes, that was the most difficult for me.

Speaker 2: For me, it was the podcast script. I think it was difficult because I didn't know how a podcast was created, and I mean, we started from scratch, and we had to add a lot of things like the intro, the outro, like plan some questions; a lot of things and that's difficult. I mean, I'm an organized person but not that organized to create a podcast, so it was difficult.

Speaker 6: I think for me it was also the podcast script, but it was because I didn't know the whole process behind a podcast. I mean, I knew there was a process but not like so long. Like the one, we did last semester, yes? So, you have to find sources and you have to read a lot. It was difficult. I mean, I enjoy that activity. so...

Interviewer 1: Do you think the writing activities implemented in the classroom gave free rein to your creativity?

Interviewer 1: meaning that creativity took place in the classroom.

Speaker 4: I think it did

Speaker 7. Yes, of course

Interviewer 1: How did creativity take place in the classroom?

Speaker 4: For example, with the creation of the... I think it was the opinion essay, no I can't remember. but it was an essay in which a talk about cats. I just said my opinions and believes about cats which maybe from an academic point of view, some might say: Ok that's not academic, but the format is, and anyway I can express my thoughts and feelings about cats and it's completely understandable and it's completely academic and it's amazing in all the senses.

Speaker 5: well in my case, I still say that the best activity the one with music. I think that the music gave a piece of creativity to that activity, and I think that without the music it wouldn't have been the same.

Speaker 3: I share the same opinion with Estefania because the activity of the music, for me was awesome, and I remember that by that time I was going through a real complicate situation, an emotional situation, so the last semester was like horrible for me. But with those activities, I remember that I feel so good. You know is like Oh my god, I could express myself, and with this one that was the dear me; I don't remember if that was that activity, it was also good. And I remember OMG, I cried a lot doing that letter, so that for me was very creative in the classroom.

Genre Based pedagogy Section

**Define GBP and list out its stages so that students can easily answer the upcoming questions.*

Interviewer 1: Moving on, the second section deals with Genre Based Pedagogy which places genres at the heart of contextualized language so that it provides learners with a purpose to write for, a specific reader or audience, and a given layout or organization for the text.

This teaching approach is divided into 4 stages: modeling, joint construction, independent construction, and genre comparison.

**Give a clear example from the implementation of the project that underwent all the GBP stages.*

To portray Genre Based Pedagogy, we have an example for you:

- During the shark tank activity, we modeled the roleplay with videos from the show.
- In the joint construction phase, we scaffolded your pitches and roleplay with you as both entrepreneurs and sharks
- At the independent construction stage, you presented your pitch to the sharks and classmates

***Interviewer 2:** she clarifies GBP stages to students telling them, examples, drafting, and independent work.

Having these concepts and examples in mind please answer the following questions:

1. **Interviewer 1: Do you consider that showing you explicit examples and outlines specific to each genre help you improve at writing? Why, yes? Why, no?**

Speaker 4: definitely.

Speaker 5: Yes. Well in my case, in another class we also studied the structure of an opinion essay, but the thing is that I remembered when I got into this career and have no idea about how to write an essay, and I remembered that that class with that example about how an essay should be constructed was super useful so in my case I already knew the structure of an essay, but if a were someone who didn't know how to write an essay that would have been even more useful. So yes, I think is useful and necessary.

Interviewer 1: And, for the other examples different from the essays?

And for the rest, it was also nice. For example, especially with the podcast script. I mean with the podcast script that saved my life because I had no idea about what to do. So, everybody in my group went to the example and try to do something similar, but with our topic. So, with the podcast script, I would say that that save my whole script.

Speaker 4: I think the same as Estefania. It's very useful whether you know anything about it or if you have maybe some weak bases, it's very useful to have like a look at it before start doing the same activity.

Speaker 6: I think in the shark tank activity it was useful that you first show us like videos and all of that, explain us the vocabulary and in my case, I didn't know any of that vocabulary, so it was difficult for me to prepare that presentation, but it helped me a lot to improve like my vocabulary on those topics related to that subject. Also, I think it was useful that you gave us feedback before our presentations because we didn't know. I mean I was at the beginning confused; I didn't know how the activity was going to be. But then with your feedback, I feel like confident to present my business.

2. Interviewer 1: How did you feel when your teachers gave feedback on your writings?

Speaker 2: I think is good. It's like of course, you feel disappointed because you expect more of yourself, but then it's cool because you learn from it. I mean when i read your feedback guys, I was like OMG how could I missed that comma or that better connector? you learned from it, so I think it's pretty good.

Speaker 7: I think it was the same, but I feel angry with myself for that, but with myself. For the same reason, I would also say that after you write you must see another point of view and thanks to yours that have experience, and have way more knowledge than us, it's good that you point out so specifically and accurately our mistakes.

Speaker 6: I would say that feedback is always good because for me it's excellent to have like a different point of view; maybe you missed something and when a teacher gives you feedback you realized of those things you can improve. you improve a lot in many aspects. and in that way, you will never make those mistakes again. So, it's awesome.

3. Interviewer 1: Do you think that the modeling and joint construction stage made you feel confident enough to write the selected genre?

Speaker 6: Of course, because most times that we were doing those activities we didn't know how to start, so it was really helpful that you show like those examples in the opinion essay, the shark tank activity, the acrostic poem, with all the activities you did during the whole semester. I mean without them we couldn't have shown you the same results, we showed you.

Speaker 3: It was very constructive for us as students because many of the things that we did with you guys, I didn't know how to start them. For example, the podcast script, the essay, and this activity about the shark. I didn't know about the business vocabulary that much, so it was good that you showed us example, and you gave us feedback because we don't know how to do it and sometimes teachers, they think we are like so wise so we can do anything just by hearing some instructions, but we don't know how to do it! We need someone's directions to get to the

point. So that's pretty much what I have to say.

4. Interviewer 1: As teachers in training, do you think you would use this approach to teach writing in your classroom? Why, yes? Why, no?

Speaker 5: In my case, yes. I already did because I remember when I was a student. especially at my school when I was I secondary teachers would ask me all the time to write essays, but they'll never dedicated like five minutes to tell me how to write an essay. And then they would get mad because you did it wrong, so yes definitely I would use it in my classes.

Speaker 2: Yes, I think I will used it to. I have used the modelling thing because it's easier when I'm teaching my classes to show an example and like specify. I mean with the example of the essay like okay this is the introduction this is what it looks like, you have these connectors that tells you this is the introduction, same with the conclusion; and you can identify the body paragraphs like this and that, and I thinks is one of the greatest parts of the modelling thing.

Speaker 4: I'm not sure, of course I would use, but I think it also depends on our students, and of course of the topic because something very different when we are teaching is to take into account where are the students from, and I mean, in the cause of public and private schools. In which in the case of the English subject they are not so interested in, while for example teaching English in courses, of course they are interested, and I think in those cases it would be more than useful compared to English at schools.

Writing Skills perceptions Section

Interviewer 1: To Finish I would like to know if you feel that this project had any impact on your writing skills for that I have prepared a couple of questions

**In case interviewees do not participate start asking follow-up questions to gathered richer data*

Interviewer 1: From the following aspects choose the one that you struggle the most with when writing, tell us why do you think this happens?

**If students don't know the meaning of each aspect explain it to them*

- a. Language mechanics (**This comprises punctuation, vocabulary, grammar, and spelling*)
- b. Content (**comprises the relevancy of the content and the textual features that characterize the proposed genre*)
- c. Organization (** follows the outline of the proposed genre, has cohesion, and is coherent*)
- d. Communicative achievement

Speaker 5: In my case, it would be definitely communicative achievement because I'm actually very good... well I'm not that good at punctuation but you have an app to fix that, so no problem. I'm very good at organizing nice ideas and to create my ideas, but when I have to put that into words, there is a problem. So, to communicate what I have thought about and organize in my mind is super hard for me.

Speaker 6: I think for me it was language mechanics, but in terms of punctuation because I struggle a lot with it. Sometimes I didn't where to put a semicolon, a comma, or a period. I mean the process was difficult because of that. With the other things I think I don't understand that well.

**Clarifies the aspects giving definitions and examples*

Speaker 7: For me also will be language mechanics because I think I have really poor bases from where I came from, and I've been struggling with that all these years. So, I'm even in one of the most advanced English levels at the program I still struggle with that. Sometimes don't knowing where to put certain words. Of course, with punctuation I've tried to improve that, but I still have many problems with that, with commas, with semi colons and those.

Interviewer 1: Do you think that creative writing helped you improve on any aspect when writing? Why?

Speaker 2: I think yes. It helped me with organization, because I think with the creative writing, you are like let it go, but it also makes yourself like think about what you are writing and then in other classes I was like OK I'll do this first and that later and I organize that because I have an experience before; and that experience was the creative writing

Speaker 3: I think I'll agree with that. For example, when we are doing a creative writing, we are firstly inspired, so we want the outcome to be good, yes? So, we would try to find vocabulary, we are going to try to look for grammatical rules that maybe we don't know. So, I think creative writing help us to find other ways to improve our own writing. So that was nice.

Speaker 5: In my case I would say that creative writing helped me specifically with my vocabulary because I noticed that when we write in a creative way, we can kind of look for words that are more descriptive and less flat. So, I would say that creative writing helped me a lot to increase my vocabulary because you have to look for more synonyms that are kind more descriptive and less flat

Interviewer 1: From the aspects in question 1, Do you think you have the opportunity to work on them or improve any of them in particular?

**Interviewer can remind students of the aspects and some activities from the implementation if needed*

a. How did you improve?

b. Which activities allow you to work on these aspects?

Speaker 4: yeah

Speaker 5: In my case, the most difficult thing for me was the communicative achievement because I'm usually very good about thinking about the ideas but I'm very bad at writing them, but I was actually amazed by the fact that we have one activity about a debate that we have to do it very quickly like do it and do it now and say it now that actually helped me like it set my ideas because I have to think quickly. Also, the activity with the music in the background that also helped me to kind of relaxed me and maybe flow so yes I would say that helped me.

Speaker 4: Well, apart from the language mechanics specifically in vocabulary with the topics we saw. I think my most improve during the process was the organization because sometimes when you are doing a writing text, an academic text. At the beginning I always forgot how to do it, that we have to use connectors which we normally say like and but so, and there are many others that you cannot remember at the moment because you are like om my god what should we write. Not only that but also make the ideas as you mention before, the correction of both of you it really helped improve the organization

Interviewer 1: If you can compare, tell us how you feel when writing before and after the implementation of our project in terms of your confidence when writing?

Interviewer 2: Difference between then and now.

Speaker 2: I think then I wasn't able to write in English I mean in a creative way, like poems or do a story that kind of things. I did it but in Spanish, and now I feel confident enough to write a poem in English and I have written one, but I have some drafts and some others I mean now I feel confident enough to write in English in a creative way.

Speaker 7: In terms of confidence, I think I still need way too much practice with it. I still don't feel confident with myself, but I know I that something I can assure is that I learned a lot from you guys. So, thanks to you I have more knowledge. The thing with confidence is something apart from it, so it would be my opinion

Speaker 1: I think is like everything you like for example, practicing any sport. I think you'll feel more confident if you practice a lot. For example, if you play basketball every day, you'll feel confident and you'll get better, it improves your confidence while you are practicing that and it happens the same with writing. Before the project we didn't write so much, but then as we were writing all the time, it's like getting used to write again, getting used to connect ideas and connect words and everything so we are getting more confident of course because of practicing and practicing as we did with you

Speaker 5: For me, in my case, I feel more confident because I actually learned something new in the implementation of the project. For example, I learned that if I have to write an essay whatever comes to my mind I have to write right away and I'm going to write it. So, I discover that the first idea that comes to my mind is going to be the main idea of the essay. I also discover that putting music in the background is going to help me a lot to write, so I think I discover things I didn't know about my own writing process that is going to help me in the future

Speaker 6: I think you never stop learning, so of course I improve a lot after your classes your feedback and all the activities you did, but I think I have to practice more. The same as Kevin practice makes perfect so it's just a matter of practice to improve your writing skills, but of course doing a comparison before and after I think I learn a lot of things. In the language mechanics and all the aspects you mentioned, I learned something new.

Speaker 3: Well, I feel like omg I changed a lot, but it was very good when you were giving us like the constructive feedback because idk it makes me realize that I have to improve a lot. Sometimes I feel like omg I feel so much afraid but no you did an amazing job and you encouraged us many times so gave me that strength you know? Maybe the teachers the normal teachers they don't know how to say it, basically in way that even if I made a mistake, you were like, but you did an amazing job, like you challenge ourselves to do it. So that's what I change

Speaker 4: Honestly before we saw last semester. Even after I have already taken academic writing 1, I was still afraid when some teachers said let's do an academic text. I said please no, not again. Although the professors though me how to do it. I think there are many things that keep with no answer. You help me with those things. Now if a professor tells me to do an academic text, I can say Okay that's gonna take a lot of time but that's no problem. But before this that was another thing.

Conclusion

We would like to thank you for the time that you spend with us as well as your answers. All this fruitful data will be used in our research study. We hope you have a nice rest of the night.