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Sonia Paulina Altamirano Carvajal

**Dedication**

I thank God for his assertive guidance in the decisions I have made in my life. To my mom, who has been caring and supportive. To my daughters who have always encouraged me to face new personal and professional challenges. To my close relatives who have believed in me. To my best friends who have motivated me to reach this goal.

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## RESUMEN

La escritura es una habilidad esencial para comunicarse en un mundo globalizado. A través de los textos escritos, el escritor expresa sus sentimientos, ideas y opiniones. Sin embargo, en los entornos de aprendizaje de la lengua extranjera, los alumnos enfrentan dificultades para escribir textos en los que puedan mostrar su imaginación. Este estudio de investigación se llevó a cabo para determinar el efecto del enfoque de Process-genre en la escritura creativa. En el estudio participó un grupo de 25 estudiantes de inglés de nivel pre-intermedio de la Modalidad Abierta del Centro de Idiomas de la Universidad Técnica de Ambato. Los estudiantes participaron en una investigación cuasiexperimental a través de una evaluación antes y después, en la que se midió la variable dependiente. El grupo experimental conformado por 12 estudiantes estuvo inmerso en un tratamiento para aplicar el enfoque de Process-genre, y el grupo de control, 13 estudiantes, siguió con el enfoque de escritura tradicional. Los resultados obtenidos tras la aplicación del enfoque de Process-genre en la escritura creativa determinaron que la escritura de historias narrativas de ficción contribuyó a desarrollar la imaginación de los estudiantes; las etapas para escribir narraciones: exposición, conflicto, acción ascendente, clímax, acción descendente y resolución llevaron a los estudiantes a utilizar diversas estrategias de escritura para organizar las ideas y demostrar un mejor desarrollo de la narración. Además, las etapas del enfoque de Process-genre: Desarrollo del contexto, modelado y deconstrucción del texto, construcción conjunta, construcción independiente del texto proporcionaron a los estudiantes un andamiaje para escribir narraciones. Cada etapa mostraba características importantes para tener un proceso más organizado. En conclusión, la creatividad y el desarrollo del lenguaje mejoraron en los participantes.

**PALABRAS CLAVES:** creatividad, enfoque, escritura, narración, blog, andamiaje

**ABSTRACT**

Writing is an essential skill to communicate in a globalized world. Through written texts, the writer expresses his feelings, ideas, and opinion. Nevertheless, in English foreign language environments, learners have faced challenges writing texts where they can show their imagination. This research study was carried out to determine the effect of the Process-gender approach in Creative writing. A group of 25 English learners from pre-intermediate level from the Open Modality of the Languages Center at Universidad Técnica de Ambato participated in the study. Learners were involved in a quasi-experimental research through a pre and post-test where the dependent variable was measured. The experimental group, 12 learners, were immersed in a treatment to apply the process- genre approach, and the control group, 13 learners, kept working with the traditional writing approach. The results obtained after the implementation of the Process-genre approach in Creative writing determined that writing fiction narrative stories contributed to develop learners' imagination; the stages to write narratives: exposition, conflict, rising action, climax, falling action, and resolution led learners to use varied writing strategies to organize the ideas of the story, and show a more coherent story development. Moreover, the stages from the process-genre approach: Developing the context, Modeling and deconstructing, joint constructing, independent constructing provided learners scaffolding to write narratives. Each stage showed important features to have a more organized process. In conclusion, creativity and language development enhanced in the participants.

**KEY WORDS:** creativity, approach, writing skill, narrative, blog, scaffolding

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## **Introduction**

The EF English Proficiency Index exam which was taken by English learners from Latin America in 2019, measured the level of proficiency learners showed using English in different contexts. According to the results, Ecuadorian learners got a remarkable low competence in the use of the language. The examination was graded out of 100 points, and Ecuadorian learners reached 46, 57. Because of the results obtained, Ecuador is in the 81st position from 100<sup>th</sup> countries which participated and is considered with the worst level of English in Latin América. (Machado, 2019). Moreover, EF Education First organization confirmed the results gotten in the EF English Proficiency Index exam. (EF, 2019). These results have impressed Ecuadorian authorities who agree that learners need to be engaged in a meaningful process to learn L2. In order to meet the objectives, the whole process has to be analyzed to make significant changes.

English learners have faced a serious issue acquiring the language in Ecuador; many of them have been involved in a traditional learning setting where the language is mainly taught explicitly. Some educators have not updated their teaching process to the new methodological tendencies to support learners and make learning truly memorable. (Machado, 2019). Students have been immersed in learning environments where they have not had enough opportunities to learn L2 through interactive procedures. As a result of this learners' development of L2 skills have been unsatisfactory.

Producing creative, and coherent written texts in the Ecuadorian classes has also been a challenge. This situation has happened due to the lack of the implementation of innovative approaches for writing. As a result, the communicative goal has not been reached, and both students and teachers have felt concerned of the process. This issue has also been observed in the English Language Program at UTA where students have not applied an approach that enables them to improve their creative writing.

## **Hypothesis**

The implementation of the process-gender approach contributes to the development of creative writing in B1 students from the Language English Program at Universidad Técnica de Ambato.

To overcome the research problem that has been identified, the investigator set some objectives to analyze the impact of using “The Process-genre approach in Creative Writing” in students from B1 level at the English Languages Program from Universidad Técnica de Ambato.

### **General Objective**

To implement the Process-gender approach in Creative writing in B1 students from the Language English Program at Universidad Técnica de Ambato.

### **Specific Objectives**

1. Analyze the theoretical foundation about the steps in creative writing.
2. Determine the effectiveness of process-genre approach in creative writing.
3. Apply Wix to develop creative writing through the use of the process- genre approach.
4. Evaluate the impact of the process-genre approach in creative writing.

### **Justification**

The Process- genre Approach is a worthy alternative for English language learners because it promotes strategies like planning and organization through the writing stages. (Badiaa, 2016; Bueno Hernández, 2016, as cited in Arteaga 2018). Furthermore, the process-genre approach provides learners possibilities to create ideas collaboratively and present them to a target audience. The feedback that learners will give or receive enhances writing. (Fernández Do bao, 2012; Rodríguez Espinosa, 2014, as cited in Arteaga 2018). Additionally, this process will develop thinking skills like noticing and explaining (Alodwan & Ibnian, 2014; Bayat, 2014, as cited in Arteaga 2018).

These new tendencies make the writing process more meaningful because learners are exposed to a more dynamic learning cycle where they understand how to write a text in a specific social context and move from one step to the other at the time of writing a creative text. In many studies,

researchers have determined the effectiveness of using the Process-genre approach in English language development.

The article, **“Investigating the Effects of Process-genre Approach on EFL Students Writing Ability,”** presents a study done in Hawassa University in 2015 (Degaga, 2018). The conclusions show that the implementation of this approach learner's holistic writing' improvement; its content, organization, vocabulary, and grammar had a significant advancement; however, mechanics didn't have the expected results. Moreover, the author of the article: **“The Implementation of Process Genre Based Approach (PGBA) Using Cartoon Movie (CARMOV) to Improve Students' Skill in Writing Narrative Text,”** describes how the process of the implementation of PGA was carried out (Syafi'i, 2017). The researcher points out that the Process-genre approach contributed to the generation and organization of ideas; also, the attitude students had in the development of the writing skill improved.

Additionally, another meaningful research was published in the Journal of English Pedagogy, Linguistics, Literature, and Teaching, **“Process Genre Approach in Teaching Writing Narrative Text: Its Implementation, Benefits and Obstacles”** (Azhar & Maolida, 2019). The findings of the research showed that the six stages of the process-genre approach: preparation, modeling and reinforcing, planning, joint construction, independent construction and revising contributed positively to write narratives. The responses from the teacher's interview revealed that the stages from the approach guided learners to a more significant writing process. However, the study shows some drawbacks in the implementation of the approach. Learners with low grammar and vocabulary skills had difficulties writing the texts.

Because of the benefits found out about the Process-genre approach in different English language skills, it is imperative to implement this approach in Creative Writing in The Languages Center from Universidad Técnica de Ambato, and analyze the impact of this implementation.

The research study has a legal basis in the Constitution of Ecuador (2008) which states important norms for the Ecuadorian population. In Section 5, articles 26, 27, 28, 29 the legal document mentions the right citizens must be involved in quality Education which guarantees a holistic human

development. Furthermore, the document names that education needs to be participative, compulsory, intercultural, democratic, inclusive and diverse, among others (Asamblea Constituyente de Montecristi, 2008).

The updated Curricular Proposal from the Ministry of Education in Ecuador published in 2016 establishes three main objectives Ecuadorian learners need to reach to meet the standards for learning a foreign language. First, they need to understand cultural issues from their nation and worldwide and be able to express their opinions using the foreign language. Second, learners must develop their personal, social, and intellectual skills and participate actively in this globalized world. Third, learners must be motivated to learn the foreign language at a very young age through a meaningful process (Ministerio de Educación, 2016).

In Reglamento de Régimen Académico issued by Consejo de Educación Superior, article 31 mentions that Ecuadorian undergraduate students from higher education institutions need to approve a foreign language as a prerequisite to continue in the last semester of their careers. Moreover, the institutions must guarantee the level of language proficiency to meet students' graduation requirement (Consejo de Educación Superior, 2017).

## CHAPTER I: STATE OF ART AND PRACTICE

### 1.1. Communication in a foreign language environment

Communication is a social process which starts since a human being is born; therefore, it is considered the central human activity worldwide. It is developed in diverse fields, for instance, home, business, tourism, entertainment, education, and others. Due to its expansion, developing the ability to listen and express ideas effectively in writing and in speech is essential to have effective communication, and reach its main goals: to inform, to request, to persuade, and to build relationships with others (Fandrych, 2009). Through communication, people exchange information, express their thoughts, feelings, ideas using verbal or nonverbal expressions, signs, and writing to convey messages. The information, idea or message used originates from the sender who encodes or sends the information to a receiver who decodes the message.

Communication has been approached in different perspectives by authors. Hargie (2011) defines communication as a process that involves an interchange of verbal and or nonverbal messages within a continuous and dynamic sequence of events. Moreover, Onah (2015) states communication is viewed as the transfer of information from a sender to a receiver who must understand the information being received.

In a foreign language learning environment, communication also plays a relevant role because foreign language learners interact with native speakers or other language learners to exchange information and convey messages that are valuable for their personal or professional development. Therefore, the two-way communication process develops, the sender or speaker encodes the message and passes it through some channel to the receiver or listener who decodes the message. Later, these roles can be interchangeable due to the feedback the receiver can provide to the sender during the interaction.

Communication can be developed verbally or non-verbally. In verbal communication, the transition of messages is done using words either written or spoken. This type of communication is perceived in interviews, speeches, lectures, reports, manuals, letters, handbooks, and others. In written communication, the message is transmitted through a written text which needs to be clear, concise, and complete to maintain an effective communication between the writer and the reader.

In oral communication, spoken language is a common system of communication. Moreover, the real meaning of a piece of information is transmitted by manner or tone of voice or facial expressions from the speakers (Babu, 2018).

Non-verbal communication is also known as the silent language, or speechless communication because the message is transmitted using gestures, facial expressions, hand movements, among others. There are certain circumstances where non-verbal communication is useful; for example, during a conference where someone wants to convey a message with someone else but cannot use verbal communication; he can express an idea through a gesture. However, people who are communicating need to be aware of what gestures really mean in each culture because the real message could be misunderstood or could sound impolite (University of Minnesota, 2015).

Communication is constantly changing. Nowadays, people are using English as a lingua franca to reach some personal, academic, or professional goals. Because of that, it is fundamental to know the basic elements of effective communication to succeed interacting in the different fields. Clarity of thought and expression is paramount, communication should have a clear objective that leads to express an intelligible message to the recipient and get an effective interaction, and feedback from him. Correctness and Appropriateness are other key elements; the communicator needs to examine the language he will use to transmit a message. Aspects such as spelling, grammar, content, and format must be examined based on social and cultural acceptance to avoid ambiguity.

Conciseness is essential in effective communication, too. The message needs to be brief, but clear, maintaining its real meaning; including information that is vital to convey meaning. Conducive Environment can influence the meaning of a message. A message can have a different meaning depending on the environment in which it is displayed. Because of that, the speaker needs to know cultural norms to avoid misunderstandings when interacting. Feedback is required in communication to have an effective process. Both, the sender, and receiver need to interact in this two-way process to have an effective communication process. They need to become active listeners and speakers.

Completeness is the last critical element, the message transmitted to the receiver needs to be complete, using all necessary and relevant information (Akilandeswari, Dinesh Kumar, Philomin Freeda, & Niranchan Kumar, 2018). Incorporating these basic elements, communication turns into a more dynamic process where interaction is more meaningful for participants.

## 1.2. English language skills

Language is essentially a means of communication among the members of a society; it is a rule-based system of signs. Language rules or conventions come into existence through common practice by users. Each community, just like each individual, has its own language that expresses the ideas, values, and attitudes of its members. As a result, people who use language rules may not even be conscious of following them because they use language as a natural process to communicate (Kuiper & W Scott, 2017).

English is the international language used for wider communication to an extent that no other language can be compared. This language has gotten a recognized role in many countries worldwide because of two main reasons: First, English has been incorporated in the educational system, the media, the law courts, in government, and other areas as a means of communication. Moreover, many societies have implemented English in their academic curricula, and non- English speakers are learning this international language. Modiano (2009 as cited in Pethman 2017) emphasizes that people's willingness to learn English is not only to communicate with native speakers, but to interact with people who speak English around the world.

Learning English has become fundamental in a globalized world to be informed or interact in different scenarios. Therefore, learners must develop the four main skills: listening, speaking, reading, and writing to communicate effectively. Each language skill provides insights with specific characteristics that support the process of learning English. Listening is considered a demanding receptive skill for English learners who find some challenges understanding information due to the lack of knowledge of how to achieve information from an audio. To overcome this difficulty, and be involved in an active process, the listener needs to be aware of valuable signals even before a person starts speaking, and after he finishes expressing some information. Understanding an audio means to realize aspects like sounds, grammar, lexis, discourse structure, and context where the situation takes place.

Based on English learners' communicative goals, they need to use some skills and strategies to improve their listening process. While listening skills are acquired after a frequent practice of a listening activity, the listening strategies are planned and consciously adopted by a person to fulfill an activity. For developing decoding skills for perception and analysis, English learners need to be

exposed to phonological patterns to make the listening process manageable. Moreover, metacognitive strategies like planning, monitoring, and evaluation must be implemented during the listening to improve the development of this skill (Goh, 2014).

Vandergrift and Goh 2012 (as cited in Goh 2014) identify six core skills that are essential for the listening process: listen for details, listen selectively, listen for global understanding, listen for main ideas, listen and infer, listen and predict. The use of these skills depends on the purpose of the listening activity. Moreover, they will guide learners to vary the level of attention; consequently, the activation of the cognitive processes.

Furthermore, reading is considered another receptive skill which consists of analyzing written symbols and getting meaning from them. Smith (2004 as cited in Sari 2017) defines reading as a creative and constructive activity which has four fundamental characteristics: purposeful, selective, anticipatory, and based on comprehension. Hedgcock 2009, mentions that reading is a complex process where cognitive processes, strategies and various types of information intervene. Moreover, Grabe & Stoller (2014) points out that comprehension of a reading text involves knowledge of basic grammar, an ability to identify main ideas, recognize discourse structure, and strategic processing.

The ability to read well is considered as a key element for EFL learners because different types of texts provide input for the development of the other language skills in L2. Reading for academic purposes requires the integration of comprehension abilities, vocabulary, and grammar.

To develop reading comprehension in EFL classes, both teachers and learners have to follow some principles like exposure to reading texts because they contribute to the development of learners' reading comprehension abilities. Additionally, learners need to be engaged in interesting, varied, abundant, attractive reading materials, and be allowed to select the text they feel interested in because this will motivate learners to read. The reading activities must guide learners in the development of the reading skills, and comprehension strategies. Relevant background knowledge of the reading topic will support learners' comprehension of the text. EFL teachers should present their reading lessons following the pre, during, and post stages which will guide learners in the reading process. Moreover, EFL learners need to feel comfortable while reading to succeed (Grabe & Stoller, 2014).

The role of English in societies has made speaking a fundamental skill for EFL learners to communicate. This interactive process involves producing, receiving, and processing information, and it is used for different purposes like persuade, inform, advise, share ideas, and express feelings, among others. According to Lazarson (2014), four main aspects must be considered to develop the oral competence: fluency, accuracy, appropriacy, and authenticity. Accuracy refers to “conforming to the language system itself,” and fluency is “operating the language system quickly” Edge and Garton (as cited in Lazarson 2014). How both are developed basically have to do with the main purpose of using the target language: message oriented or language oriented.

Some professionals consider that learners must be engaged in varied speaking activities to develop both their speaking fluency and accuracy. However, Parrish, Ur, Newton (as cited in Lazarson 2014), agree that second language learners need to be involved in speaking activities that enables the development of their language fluency if learners have limited opportunities to use the language outside ESL settings. On the contrary, they mention that when learners have more opportunities to use the language outside class, there could be more accuracy-based speaking activities in class.

Learners need to be competent to interact in different sociocultural contexts. Appropriacy mainly consists on knowing when and why to use language to communicate. Therefore, speakers need to be aware of some social and cultural rules to use the language in a polite, direct, and formal way. Additionally, they must know what chunks of language are not permitted or are considered impolite in certain sites to avoid using them. One key consideration in appropriacy is to identify some speaking strategies to convey the intended meaning in an interaction (Lazarson, 2014).

Roberts, and Cooke (as cited in Lazarson 2014) define authenticity with two meanings. The first refers to the use of authentic teaching material in EFL settings, and the second consists of “self-expression and development of authentic voice.” Based on the study of some workplace English material, they found out that the use of pedagogical materials did not have a positive effect in the development of speaking in L2 adult learners. They consider EFL learners must be approached to a corpus based L2 teaching where the most relevant language expressions are identified; consequently, learners can start applying them in their speaking practices. Also, through a conversation analysis learner can examine the organization of a conversation, turn-taking, sequence structure, and repairs.

### **1.3. Writing Skill**

Writing is considered an interactive process where both the writer and the reader are connected via the text. According to Grice's 1975 (as cited in Olshtain, 2014) it is necessary to follow the cooperative principle while writing. In this process, the writer must make a clear, relevant, truthful, interesting, and memorable text; based on that, the reader will interpret the writer's intentions in the written text.

In the 21<sup>st</sup> century, due to globalization and technological advances, written communication has spread languages and cultures. People have started learning to write in L2 because they need to use the language for different social purposes like doing business, interacting on social networking sites, pursuing academic degrees, doing tourism, among others. In each field the writer must incorporate specific language features such as lexical, discursal, rhetorical and syntactic knowledge to make effective texts (Wahdan & Buragohain, 2019). Additionally, writers need to manage some strategies: rhetorical, cognitive, metacognitive, compensation, social and affective simultaneously for producing good written texts (Xiao, 2007).

Due to the importance of using some strategies to produce more accurate written texts, it is essential to analyze features of them. In rhetorical strategies, writers analyze and understand different types of texts with their structure. This procedure will guide them to organize the ideas that will be included in the text; moreover, writers will examine the written conventions that are acceptable by a target audience for Mu (2005 as cited in Díaz, Ramos, Ortíz 2017). According to Oxford (2016), the cognitive strategies permit EFL learners to create ideas, organize, analyze, summarize, process information to succeed in writing. Conversely, the metacognitive strategies are mental activities that guide learners in the writing process; they involve planning, self-monitoring, self-regulating, self-managing and reflecting (Díaz et. al, 2017).

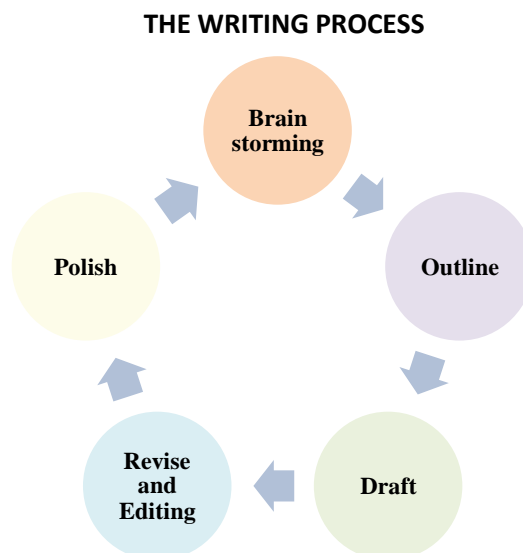
In addition, the compensation strategies permit learners to overcome their difficulties to write. These consist on the different sources that can be applied to ease the writing process such as the use of dictionaries, websites, the teacher, classmates, and other EFL speakers. Furthermore, the social strategies include asking questions, discussing how to complete a written task collaboratively, peer review, and feedback (Shapira and Lazarowitz, 2005, as cited in Mansour Alammam, 2019). Finally, the affective strategies include deep breathing, laughing, self-rewarding, mediation, listening to music, self-encouragement, and self-reinforcement. They lower learners' affective

filter, proving them confidence to write (Rastegar and Karami, 2013, as cited in Mansour Alammari, 2019).

Moreover, to immerse learners in an effective writing process, teachers need to understand the nature of L2 writing ability which is based in two main perspectives: as a cognitive ability, and as a sociocultural phenomenon (Weigle, 2014). While in the cognitive perspective, developing writing can be a combination of first language acquisition and second language transfer of this skill; in the sociocultural perspective, writing is considered socially and culturally literacy practices used to communicate in a discourse community who shared some values and assumptions about using the second language. Depending on these groups, people have to follow conventions for using specific features of the language to write effective texts. Because of these perspectives, learners must acquire knowledge and skills about language and the writing process, and writing must be for a specific purpose, to a selected audience, a based-on literacy practices which depends on a particular culture and settings.

It is essential that English learners know how to produce accurate written texts. They need to be familiar with five stages that the writing process involves: brainstorming, outlining, draft, revise and edit, and polish (Purdue Online Writing Lab, 2020). In the brainstorming stage, the writer comes up with some ideas related to the topic he chose. For this purpose, he can just write down information he considers will be relevant for writing a text. Moreover, he can use diagrams, or mind maps to jot down ideas into categories. In the second stage, outlining, the writer is aware of the structure of the paper he will hand it in, and the requirements the text needs to meet. For example, most essays have three main parts: introduction, body, and conclusion.

Writers need to consider that each piece of written text has a specific skeleton which follows certain characteristics. For presenting the draft, the writer starts writing the first version of the text. He starts putting ideas together to make complete sentences; also, he uses linking words, and makes paragraphs about the topic. In the fourth stage: revise and edit, First, the writer examines the written text which was done in the previous stage and makes some changes to improve it. He analyzes some basic rhetorical elements such as: the text, the author, the audience, purpose, setting. For editing, the text is read, and the writer identifies some grammatical errors, or strange phrases that can cause confusion. Polish is the last stage of the writing process, the writer refines the paper by correcting minor errors in grammar, spelling, punctuation, and presents the final paper to readers.



**Figure 1.** The Writing Process  
**Source:** Purdue Online Writing Lab (2020)

Creativity plays an important role in doing a piece of written text such as an idea, a joke, a story, an artistic or literary work, an invention, a poem, etc. When learners develop their creativity, they use their imagination to come up with new and original ideas to transmit an intelligible message to the reader. Writers consider that creativity promotes meaningful language learning. The implementation of creativity in language learning activities provides learners meaningful opportunities to understand the target language and reach their communicative learning goals (Stepanek, 2015). Furthermore, (Maley, A; Peachey, N., 2015) consider that creativity is a fundamental part of problem solving and critical thinking in social life; consequently, more activities need to be used in EFL classes.

According to Haarmann (2013) creativity includes both divergent, and convergent thinking. In the first type, the learner can be faced to multiple perspectives to possible solutions to a problem; and in the second the learner analyzes all the possibilities and identifies the best alternative to a situation. When learners implement this process, they use their creativity to find a reasonable answer for a situation. Creativity is associated with some characteristics like imagination, divergence, intellectuality, lack of conventionality, originality, flexibility. Because of the advantages of creativity in learning a target language, it is essential to incorporate creative writing tasks in class to have a more significant language development.

Creative writing is a dynamic process which is associated by showing writer's originality and imagination about a particular topic rather than truthfulness or standardization of thoughts (Brookes & Marshall, 2004; cited in Temizkan, 2011). Additionally, through creative writing people can explore their individual voices to express their feelings, thoughts, and information (Rubenstein, 2018).

Using creative writing in EFL environment has some benefits for both learners and teachers. Maley (2015) highlights the development of grammar, vocabulary, phonology, and discourse in learners when writing a creative text. There is a significant progress in language use because L2 learners go into a deeper level to select the most suitable expressions to show their thoughts. It promotes language play; learners make the best language choices to write a text. Additionally, creative writing focuses on the right side of the brain where feelings, physical sensations, intuition, and musicality develop, aspects which are positive in language acquisition. The most outstanding benefit is the increase in learners' self-confidence and self-esteem. Learners feel free to express their ideas; they feel motivated and relaxed to write. On the other hand, teachers who implement creative writing in their classes keep fresh and vibrant, stimulating their professional development; teachers have better rapport with learners. Also, these teachers become better instructors of writing.

Furthermore, it is necessary to emphasize characteristics between expository and creative writing. Maley (2012 as cited in Maloney 2019) emphasizes that each piece of writing differs in the use of language. While expository writing uses conventions, creative writing applies stretching rules. This provides learners more possibilities to appeal to their senses, use their imagination, and be more intuitive when making a text. However, the author considers that creative writing also needs boundaries and regulations, too. Fiction, poetry, writing for screen and stage and creative non-fiction are considered part of creative writing.

Expository writing	Creative writing
Instrumental	Aesthetic
Facts	Imagination
External control	Internal discipline
Conventions	Stretching rules
Logical	Intuitive
Analytical	Associative
Impersonal	Personal
Thinking mode	Feeling mode (plus thinking!)
Appeal to the intellect	Appeal to the senses
Avoidance of ambiguity	Creation of multiple meanings

**Figure 2.** Expository and Creative Writing

**Source:** Creative Writing for Students and Teachers. Maley 2012 as cited in Maloney 2019)

The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) presents a comprehensive descriptive scheme of language proficiency and a set of common reference levels (A1-C2). In the updated version from 2018, it points out creative writing as a parameter to evaluate the production of a foreign language. Learners need to use their personal, imaginative expressions in a variety of text types. Likewise, Creative writing is described as an equivalent of sustained monologue and includes description of experiences and focuses on description and narratives relevant. It emphasizes the use of types of texts among them imaginative texts (Council of Europe, 2018).

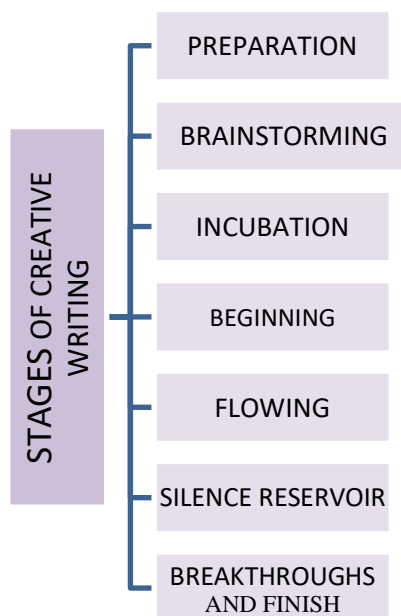
CREATIVE WRITING	
C2	Can write clear, smoothly flowing, and fully engaging stories and descriptions of experience in a style appropriate to the genre adopted.
C1	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.
B2	Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.
	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.
B1	Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.
	Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip - real or imagined. Can narrate a story.
A2	Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences.
	Can write very short, basic descriptions of events, past activities and personal experiences.
	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people.
A1	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.

**Figure 3.** Creative Writing, Common European Framework

**Source:** The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Companion Volume with New Descriptors. (2018)

The information presented from the CEFR shows us the assessment criteria in the development of Creative writing. In accordance with B1 learners, it emphasizes that they must be able to write a description of an event, a recent trip- real or imagined, as well as write a narrative story. Because of the new requirements implemented by the CEFR, many changes must be done in EFL classes to meet the standards.

According to Morley (as cited in Mohammed 2019), creative writing includes seven stages. In the first stage called preparation, learners are immersed in active reading, imitation, research, play, and reflection. In the second stage, brainstorming, ideas about the topic that will be written are generated. In the next stage, incubation, the writer analyzes and selects the ideas that will be included in the text. In the four stage, beginning, the writer starts developing the text putting the ideas together. In the flowing phase, some other ideas are included to improve the draft. The sixth phase, called silence reservoir, the writer has a stopping time to analyze the whole text, and decide other ideas he will include. Finally, breakthroughs and finish, in this stage the text is concluded.



**Figure 4.** Stages of Creative Writing

**Source:** Morley (2007) *The Cambridge introduction to creative writing*.  
Cambridge, UK: Cambridge University Press.

#### 1.4. Approaches to EFL Writing

Different theories and approaches have evolved in the development of EFL writing. Each one of them has provided significant insights to produce effective written text; however, educational researchers are always examining new approaches to provide learners a better understanding of the writing process to produce more coherent and accurate written texts. Identifying the correct approach in a writing classroom is crucial to see an effective outcome.

The product-approach is one of the traditional writing approaches which was introduced during the era of audiolingualism. In this approach, learners are not immersed in an interactive process where they can discuss or receive feedback of their written work; instead, it is teacher-center. Learners follow a model provided by the teacher, and they must make a similar text applying their linguistic knowledge. The primary goal of product writing is an error-free, coherent text (Sun & Feng, 2009, as cited in Neupane, 2017); the product is more important than the process. A positive aspect of using the product approach is that learners are engaged in the use of particular-pattern-product methods; also, they improve their grammatical awareness. A drawback of this approach is that it prevents learners from showing their creativity writing their texts.

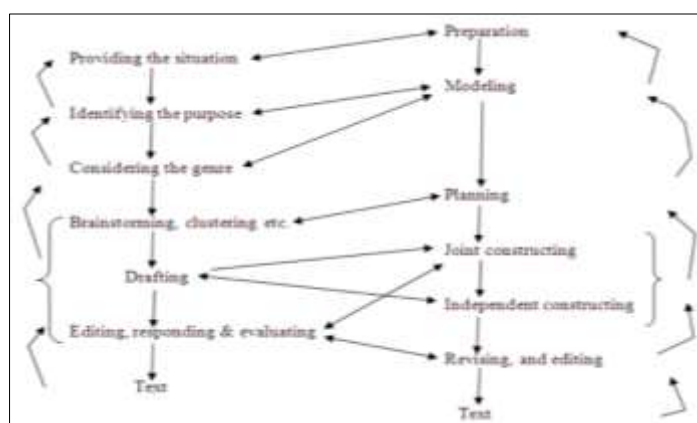
The Process approach is a dynamic procedure which was introduced in the mid 1970's. Process writing emphasizes both the writing process together with the writer's independent creation. To write a good text, learners must follow four essential steps: planning, drafting, revising, and editing. Adopting this cyclical approach enables writers to move back and forth to improve their writing. Badger and White (2000 as cited in Neupane 2017) express that this approach gives learners the opportunity to write following stages; nevertheless, it does not consider the social context variation while making varied written texts. Additionally, they consider it essential to provide learners with a good model to analyze its structure, an aspect which is missing in this approach.

The genre- approach became popular in the 1980's. Genre based approach gives importance to the analysis of various types of writing and text types which are closely connected with social purposes (Badger and White 2000). It means that to make a written text from a selected genre, the writer should use specific language: a particular structure and grammatical forms to fulfill the communicative purpose with his audience. "Learners should be exposed to many examples of the same genre to develop their ability to write a particular genre" (Elashri & Ibrahim, 2013). This

approach is recommended for beginners because scaffolding used in each phase lowers learners' affective filter. Also, the teacher's intervention in the first stages of the process guides them to a more significant writing process.

Another important approach in foreign language class is the Process-genre approach. It is considered an eclectic perspective to teach writing in foreign language environments; it originates from the combination of product, process, and genre approaches. Learners are exposed to written texts where language usage can be analyzed. Additionally, the input permits learners to understand the communicative purpose of the genre introduced. Moreover, the written texts show readers the organization and development of ideas. Badger and White (2000).

The Process-genre approach was first proposed by Badger and White (2000) in the University of Stirling Britain. In this approach, writing involves language and context knowledge. Also, it focuses on the writing process: planning, drafting, and publishing. To produce an effective text the writer must analyze the purpose, audience, and all aspects of social contexts it implies.



**Figure 5.** The process genre model of writing (Badger & White, 2000)

**Source:** Internet

Badger and White (2000) highlights six main stages to implement the process-genre approach: Preparation, Modeling and reinforcing, planning, joint constructing, independent constructing and revising and editing. Each stage has pertinent characteristics to lead learners to an effective process. In the preparation stage, learners' schemata is activated. A situation is presented where a specific genre is anticipated. In the Modeling and reinforcing stage, learners are given a text as a model of the genre selected. They analyze important aspects of the text like the social purpose, schematic structure, lexical-grammatical characteristics, and other contextual aspects. Additionally,

learners examine other texts to reinforce the principal characteristics of the genre. In the third stage, planning, learners start brainstorming ideas, discussing, and reading material about a new situation related to the genre examined. This allows them to be prepared for the following stage.

In the joint construction stage, the teacher and learners work together to make a new text using the features of the genre selected. Moreover, they apply the writing process: brainstorming, drafting, and revising. Learners provide ideas to write the new text; they work collaboratively. The teacher includes the ideas in the generated text; at the end, a draft is finished. In the independent construction stage, learners can make a new text by themselves meeting the required standards. In the last stage of the process-genre approach, revising and editing is done. Teachers examine the learners' writing and provide feedback to make some improvements of the text. Learners follow the teacher's recommendations and have a final written work.

Badger and White's framework have been adapted by other educational researchers. Zhao (2017) considers that the process-genre approach can be applied in four stages: analysis of model texts, independent writing, revising, editing, and proofreading. In the analysis of model texts, learners examine the communicative purpose, context, generic structure, and linguistic characteristics of a text from a specific genre. Next, learners explore a second written text from the same genre, and identify the main features, as an intake stage. In the independent writing phase, learners select a topic, plan, and write the first draft. The selection of an appealing topic will motivate learners' writing.

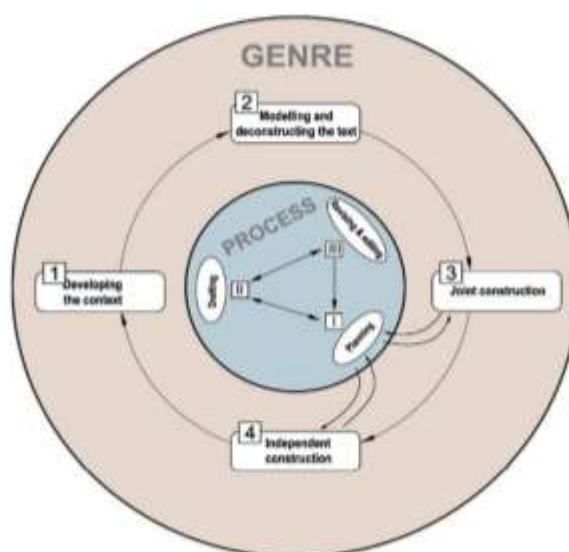
Moreover, for planning, learners determine important aspects of the text genre: purpose, content, language, and organization. After that, writers start making the first draft. In the revising stage, the organization, the content, and the message of the text is checked through a peer review. Writing moves from writer-based to reader-based. Feedback is crucial to improve the written text. In the editing and proofreading stage, learners consider peer's comments, and make the necessary corrections checking the text's unity, logic, and cohesion; aspects like grammar, punctuation, and spelling are revised. Finally, the text is finished meeting the standards of the genre, and it is shared with the target audience.

Furthermore, Huang and Lawrence (2020) evaluated the original framework of the process-genre approach and determined that it can be understood in two levels: the genre and the process level.

According to these authors, to implement this approach, the writer needs to follow these stages: Developing the context, Modeling and deconstructing the text, Joint construction, and Independent construction.

In developing the context, the teacher asks learners' prior knowledge about the genre introduced; learners mention about the communicative purpose, audience, and context. In modeling and deconstructing the text, learners are exposed to model texts of the target genre. Learners examine language usage, the structure of the text and rhetorical conventions of the genre. Also, learners check if all the features achieve the social purpose. In the joint construction, the teachers and learners work collaboratively. To generate the new text, learners follow the writing process: planning, drafting, revising, and editing. Moreover, while planning the text, learners must consider key characteristics of the text genre, and will generate ideas.

Later, the teacher and learners start writing the draft. Teacher scaffolds the process; he always supports learners to organize the ideas of the text. He provides feedback about linguistic features, rhetorical structures. After they finish the draft, the teacher and learners revise and edit the text. As a result, learners have a precise model for the next stage. In the independent construction phase, learners make a new text about the same genre by themselves. They follow the recommendations in each of the stages from the process-genre approach. To conclude, learners present their final text.



**Figure 6.** The process genre adapted from Badger and White 2020

**Source:** Huang & Lawrence, 2020

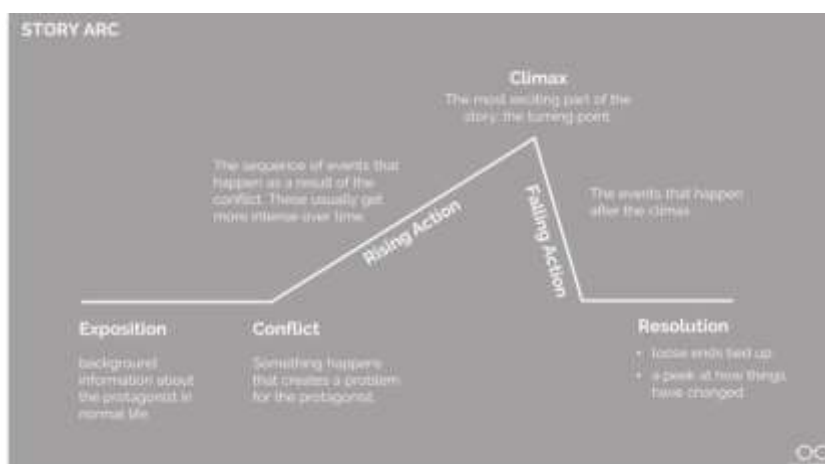
Narratives and expository are considered the two most universal genres in EFL writing (Celce.Murcia & Olshtain, 2014). Narration has been considered the primary model of telling or describing information throughout history; ideas and emotions are shared through narrative texts (Fraser, 2015). In narratives, the writer tells the events of a fictional, non-fictional story, or a combination of both types, in chronological order. The principal intention of these written texts is to entertain, to gain and keep reader's interest. Therefore, some narratives are also used for other purposes like informing or changing people's attitude. Some types of narratives include novels, poems, drama, short stories, novellas, fairy stories, mysteries, science fiction, romances, horror stories, fables, myths, legends, and personal experience (TKI- Te Kete Ipurangi, 2018).

Expository writing is used to convey factual information about a topic; it includes newspaper articles, reports, posters, manuals, academic papers. Expository texts are generally written to report, explain things, describe, persuade, or convey new information. The most common structures of expository texts are description, compare-contrast, cause-effect, problem-solution, listing and sequence (Nordquist, ThoughtCo, 2019).

Narratives are made up of five key elements (Nordquist, ThoughtCo, 2019): the plot, the characters, the setting, the conflict, and the theme. The plot consists on a series of events that take place in the story. The sequence of events should be from an inciting incident and rising action to a climax that spills over into falling action followed by resolution. The characters are the people, animals, or other beings that move the story. Characters can be of different types. The protagonist is the main character of the story; the antagonist faces a conflict with the protagonist; a dynamic character is someone who changes due to the situations that happen in the story; and a static character remains the same during the whole story. The setting relates to the location of the different events that happen in the story in time and place. The conflict is characterized by two opposing forces which need to be solved during the story. The theme states the ultimate message the narrative is expressing, the moral of the story.

It is crucial to identify the structure of a narrative to understand the development of the plot to meet the standards of this genre. According to Gonzalez 2018, the story should have six main parts: exposition, conflict, rising action, climax, falling action, and resolution.

The exposition introduces the opening of the story; it includes the characters and establishes the setting. In the next stage. The conflict of the story is set up; a situation needs to be solved among the characters. A conflict can be internal or external. While an external conflict exists between a character and something else from the story, an internal conflict occurs when a character struggle with something within themselves. In the rising intonation stage, the events of the story develop, each event should be more engaging than the previous one to make the story exciting, and to create suspense. The climax is the turning point of the story, the characters encounter their opposition, and either win or lose. In the falling action part, a series of events unfold, and a final moment of suspense and doubt are often created. In the resolution the conflict is solved, and tensions are released.



**Figure 7.** Structure of a narrative (Gonzalez, 2018)

**Source:** A Step-by-Step Plan for Teaching Narrative Writing

Additionally, it is necessary to analyze about text -based instruction in this research study. This is an approach which was proposed by some educationalists and applied linguists. Recounts, procedures, descriptions, reports, explanations, and explanations are some examples of text-types. The main objective of text-based teaching and learning is to develop the communicative competence in EFL earners by mastering different types of texts. Through the implementation of text-based approach, learners are immersed in an explicit teaching of the structure of different text types, analyzing its purpose, within the context of real, purposeful language use. Scaffolding provided during the process permits learners to produce more effective texts.

The notion of genre like fiction, poems, songs, interviews, news, letters, sport commentaries, scientific writing is immersed in Text-based instruction. Language has a specific purpose in each

genre; a genre can have different text types with different features. The Common European Framework also emphasizes that learners may need to understand, produce, and participate in genre and text types of activities in spoken and written discourse. In Spoken discourse, learners need to be involved in entertainment (drama, shows, reading, songs), public speeches, lectures, presentations, sermons, public debates and discussions, job interviews, and others. Furthermore, in written discourse, learners must be able to write books, fictions, non-fiction, advertising material, letters, essays, questionnaires, messages, reports, papers, and more to become an independent English language user (Richards & Rodgers, 2018).

Text-based instruction differs from the Natural Approach and Community Language Teaching in the form that the information from the texts is presented explicitly. Through this exposure, learners are expected to understand the discourse, linguistic and organizational features underlying the organization of different text-types. The teacher's scaffolding is a key component because he supports learners in the process of writing different text-types.

## CHAPTER II: METHODOLOGICAL DESIGN

### 2.1. Research Approach

This research is conducted based on social constructivist paradigm where knowledge develops because of many social processes and interactions, and language use. The essence of social constructivism is the use of cooperative learning, project-based learning, and discovery practices. To apply the process- genre approach in Creative Writing, both teachers and learners had an active participation in the different stages of the process involved. Moreover, cooperative learning was implemented in the writing process.

A mixed methodology is used to analyze the effectiveness of the Process-Genre Approach in Creative Writing. These methods provide relevant information to examine the findings of the research and draw conclusions and recommendations. In quantitative research, the researcher obtains numerical information to determine the relationship between the independent variable and the dependent to generalize the results in other groups. Data is collected using a structured research instrument: standardized rubric to assess writing skill in B1 learners from Cambridge Preliminary English Test (PET) (Appendix 5). Later, data is analyzed using numerical comparison and statistical inferences to draw conclusions about the findings. This type of research is quasi-experimental because it analyzes the phenomenon before and after the treatment or intervention.

In qualitative research, informants' experiences, attitudes, behavior, and interactions are evaluated in depth during the implementation of the Process- genre approach in Creative writing to understand their perspectives to the social phenomena. The researcher examines the events that occur in the research, the reasons why they happen, and what those events mean to the participants. This type of research is based on positivist beliefs; consequently, there is a singular reality that can be discovered with the appropriate quasi-experimental method.

The data obtained in each of the methods enable the researcher to analyze the information, interpret the results, and draw conclusions about the study; furthermore, it permits to give

effective recommendations for EFL learners, teachers and people who are involved in the educational field.

This is a field research because the researcher is immersed in the natural setting where the investigation takes place to collect data. She observes how participants develop the different stages of the Process- genre approach in Creative writing. Additionally, the researcher interviews learners to know their feelings of the implementation of the approach. Data obtained contributes to make a reliable analysis of the problem, the intervention process, the results obtained, and draw conclusions.

To conduct this research, it was vital to examine bibliographical material related to the research topic. Primary sources like texts, newspapers, reports, speeches, diaries, original research, interviews, and secondary sources such as journal articles, reports, encyclopedias, handbooks, newspapers, dictionaries provided information of the two variables: the independent: the process-genre approach, and the dependent: Creative writing. Through a complex cognitive process, the information was analyzed, synthesized, and deduced to get the most relevant information which supports the study.

## **2.2. Level or Type of Research**

The study is conducted through a quasi-experimental research because the investigator manipulates the independent variable, but the participants are not selected randomly. In this type of research, there is one experimental and one control group. While, in the experimental group, the participants are introduced to a treatment manipulation to deal with the Process-genre approach in Creative writing, the control group does not receive any intervention. They keep with the traditional approach to write texts. The researcher uses a pre-test and post-test with all the participants to evaluate the narrative stories. Two external evaluators participate in the study. They analyze the narrative fiction stories of both the experimental and control groups using a standardized rubric from Cambridge for B1 learners. Based on the results, the researcher studies the effects of the implementation of the new approach, draws conclusions, and gives recommendations for other EFL learners and proposes further studies if needed.

The whole population from the Languages Center in the Open Modality at Universidad Técnica de Ambato during the academic period April - September 2020 is made up of 913 foreign language learners. They are registered to take French, Chinese, Italian, and English classes. According to the enrollment records, 106 learners belong to B1 pre-intermediate level. A group of 25 English foreign learners from B1, pre-intermediate, level from the Open Modality at the Universidad Técnica de Ambato was selected to be part of the research study.

### **2.3. Data collection plan**

The researcher designs a plan to carry out the research study implementing the Process-gender approach in creative writing in the 25 pre-intermediate learners from the Languages Center at Universidad Técnica de Ambato, in the academic period April-September 2020. She describes all the events that will be employed in the study. For the quantitative study, the researcher uses a pre-test and a post-test to evaluate participants' narratives, and for the qualitative study, she interviews all the participants to know their perceptions about the Process- genre approach to the experimental group, and about the writing process to the control group.

The researcher analyzes some standardized rubrics for B1 learners to evaluate writing. She finds out that the rubric from the Cambridge Preliminary English Test (PET) from Cambridge University Press (Appendix 5) is the most suitable for the study she is carrying out. Therefore, she includes some important criteria for descriptors that the original rubric contains like Use of language, Structures and vocabulary, Story development, and Mechanics. Each criterion is graded out of 5 points. To make the analysis the researcher transforms the final scores out of ten points.

The entire research study was carried out online due to the pandemic. During the pre-test, the 25 EFL learners belonging to the control group and the experimental group join a video call meeting on Zoom to write a narrative fiction story. Before learners start with the task, the researcher emphasizes honesty as a relevant value for them in the online activity. Later, the researcher gives them detailed instructions about the written task they will hand it in. She mentions that learners will write an original narrative fiction story in an hour. It does not have a limited length of words.

Also, learners are notified that the story needs to be typed in a word document, including a label with learners' personal information.

Learners are given instructions of how they will deliver the story. It will be uploaded on Moodle platform in the section that was created by the researcher. To make sure learners knew what she was mentioning, the researcher shows the assigned task on her Moodle platform sharing the screen on Zoom. Additionally, the researcher asks learners any queries about the activity. Learners confirm that the explanation is understood.

When the activity started, the researcher observes learners' attitudes, and she makes some notes of the development of the activity. She writes down some of their feelings, their body language, and other expressions demonstrated by learners. After an hour, the activity is finished, and the participants hand in the story on Moodle platform. In the next step, the researcher shares the fiction stories with two external evaluators who assess learners' writing performance based on the criteria described in the standardized rubric from the Cambridge Preliminary English Test (PET) from Cambridge University Press. The researcher also provides them the file with the list of students to register their grading out of ten points. The information provided by the external evaluators is relevant to compare with the results after the intervention.

After the pre-test, the control group, and the experimental group worked separately. While the control group dealt with the traditional writing process, the experimental group was approached to the Process-genre approach in Creative writing. Learners from the control group kept working with prewriting, during writing, post writing stages. In the prewriting stage, learners brainstormed some ideas to write a narrative; then they made an outline with the information they considered appropriate for this type of genre. During the writing stage, learners made the first draft of the story; then they revised and edited the story to examine some language usage. Finally, learners polished the text to have the final version of the text.

Subsequently, the experimental group is immersed to a process of intervention. 12 students are approached to the Process- genre approach in Creative writing through the procedure proposed by Huang and Lawrence (2020) based on four stages: Developing the context, Modeling and deconstructing the text, Joint construction, and Independent construction.

The whole intervention lasted 7 weeks in which learners were actively engaged in the steps that the Process- genre approach include. Moreover, the researcher provides scaffolding in each stage, and provides enough feedback.

During the first week, learners moved towards developing the context. The researcher introduced learners to fiction narratives. She establishes a situation where this type of genre is used. Learners provide important characteristics of narratives such as communicative purpose, audience, and context. In the second and third weeks, modeling and deconstructing the text is applied. Two models of narratives are presented to learners: Mystery and The bird woman. Learners read the texts, and identified important features of narratives: language usage, the structure of the text, and rhetorical conventions with the researcher's guidance. Additionally, they analyzed if the texts met the social purpose of narratives. This stage approached learners to understand relevant characteristics of fiction narratives.

In the next weeks, the researcher and learners worked together in the joint construction phase. They started planning a new fiction narrative based on the analysis they had made in the modeling and deconstructing phase. The researcher made notes of learners' ideas on a word document and shared the screen on Zoom while typing their ideas. Everyone could visualize the information for the new story. Learners decided on a title for the new story. Later, they brainstormed ideas of the elements of the narrative: the setting, the characters, the plot, the conflict, and the theme. During this stage, learners had an active participation, discussed, and reached agreements for writing an entertaining fiction narrative. Learners used their creativity all the time.

After planning the main parts of the narrative, the researcher and learners wrote the first draft. They followed the structure to make the narratives: exposition, conflict, rising action, climax, falling action, and resolution. Learners included interesting ideas in each part. During the entire phase, the researcher scaffolded the writing procedure, and provided feedback. When the story was finished, they revised, and edited the completed narrative. After these stages, learners had the final version of the narrative with all the requirements.

In the last week, the researcher and learners joined through Zoom to do the independent construction stage. This was part of the posttest learners were immersed in the research study. She asked both the control and experimental groups to write another fiction story. The researcher

emphasized that this story is different from the previous one. Similarly, she gave the same length of time, and asked to upload the new fiction story on Moodle platform, too. Learners made up a new fiction narrative individually. They followed the previous stages. At the end, they had a new narrative made by themselves. During the writing time, the researcher observes learners' attitudes in the process.

**Table 1.** *Intervention stages with experimental group*

PHASE	TIME	ACTIVITY
<b>Developing the context, Modeling and deconstructing</b>	Weeks 1-2-3	The researcher defines a situation to write a narrative. Two fiction narrative stories are chosen and shared with the learners. The researcher and learners analyze the text genre by examining the texts. Learners understand the function of the texts, communicative purpose. Learners identify the main characteristics of short fiction narratives. Learners examine the language used in the stories. Learners and the researcher recall the different parts of the Modeling phase. The researcher provides feedback.
<b>Joint Construction</b>	Weeks 4-5-6	Learners and the researcher work together to write a new fiction story. The researcher uses the writing process to organize the ideas for the narrative: brainstorming, drafting, revising. The researcher writes down the ideas provided by learners. The researcher scaffolds the stages. Learners and the researcher make changes where they are necessary. The fiction narrative is finished and revised by everyone.
<b>Independent Construction</b>	Week 7	Learners are asked to write a new fiction story using the procedure which has been introduced. Learners revise their fiction story and make some changes before presenting it to the researcher.

**Source:** Adapted from Does a Process-Genre Approach help improve students' argumentative Writing in English as a Foreign Language? Findings from an Intervention Study (2020)

**Created by:** Altamirano, P. 2020

The narrative fiction stories from the post-test were given to the external evaluators to be assessed using the standardized rubric from PET. The four criteria: Language Use, Structures and Vocabulary, Story Development, and Mechanics were examined in the stories. Both results from the pre-test and the post-test were used to analyze the effectiveness of the Process- genre approach in Creative writing and drew some conclusions and recommendations.

The results obtained from the pre-test and the post-test from the written fiction stories were analyzed using the Student's T test. This enabled them to accept or reject the hypothesis and drew new conclusions that will benefit the EFL learning process.

Additionally, to support the qualitative study, all the participants were interviewed after the post-test. Both groups, the experimental and the control group answered four questions. While in the first group the questions focus on the implementation of the Process- genre approach in Creative Writing, the questionnaire for the second group emphasizes in a general writing process. Participants joined on a Zoom meeting for this activity. For each question, they expressed their opinions. They pointed out relevant aspects for the development of the writing skill. The researcher wrote down the answers for each question in a worksheet. This information will offer many important details to analyze the implementation of the Process-genre approach in Creative writing.

The questionnaire which was used for the Experimental Group is the following:

1. “Which of the following stages do you like most/ least? Why? Developing the context, Modeling and deconstructing, Joint constructing, Independent constructing.
2. Does the Process-Genre Approach help you write better? If so, how?
3. In your opinion, how should the Process-Genre Approach be improved?
4. Are the advantages and disadvantages of the Process-Genre Approach?” (Rayupsri, 2014).

On the contrary, for the Control Group the questionnaire was adapted from the previous questionnaire proposed by Rayupsri. It mainly focuses on the writing process.

1. Which of the following stages do you like most/ least? Why? (Prewriting, during writing, post writing)
2. Does the writing stages help you improve your writing if so, how?
3. In your opinion, how should the writing stages be improved?
4. What are the advantages and disadvantages of the writing stages?

The data obtained in the interviews was used to support the theoretical framework about the research study. Moreover, the information provided significant responses about the implementation of both the process-genre approach in Creative writing, and the writing process. The information was included in a table, and later it was analyzed to draw conclusions about the research study.

## 2.4. THE PROPOSAL

### TOPIC:

Integrating Wix to enhance Creative writing.

### Informative data

<b>Name of the institution:</b>	Languages Center of Universidad Técnica de Ambato
<b>Location:</b>	Rocafuerte and Quito Streets
<b>Beneficiaries:</b>	Students and teachers of the B1 level of the English language at the Languages Center.
<b>People in charge:</b>	
<b>Languages center's director:</b>	Mg. Judith Silva Chávez
<b>Researcher:</b>	Sonia Paulina Altamirano Carvajal
<b>Time of execution:</b>	August 17 <sup>th</sup> to September 11 <sup>th</sup> , 2020

### Background of the proposal

The research study has provided suitable information for applying a communicative process to develop writing skills in a foreign language environment. The implementation of the Process-genre approach in creative writing showed pedagogical benefits for learners. Language development boosts when learners are immersed in creative writing through this approach; thus, their imagination to make up new and original ideas expand.

Furthermore, the approach in creative writing shows that writing is a social activity in which the writer and the reader communicate through a text to achieve a specific goal; in narrative stories the main goal is to entertain, to gain and hold reader's interest. Additionally, the approach introduces the writing process in detail. This systematic procedure permits learners to perceive how language is used, structures and vocabulary, story development and mechanics are applied in narratives. All these aspects make creative writing more meaningful.

Technology plays an important role in different scenarios in the twenty first century. In the academic area, it offers useful sources to support language learning. Because of that, many studies have been conducted to analyze the impact of technology in language learning.

Education researchers have carried out some studies in language development and have showed the positive impact of blogs in L2 writing skill. In the article, "How computer technology transforms writing performance: an integration of the process-genre approach and blogs in EFL writing courses," (Chang & Szanadja, 2016) the authors mention the advantages in English writing development incorporating the Process- genre approach and blogs. Learners feel more engaged to write a text using this innovative technological tool. Additionally, aspects of language like reading, sharing, giving, and receiving develop which contributed to a collaboratively process. Consequently, learners' writing interests and motivations enhanced.

The proposal presented emphasizes in the importance of the application of a blog, Wix, for Creative Writing. It highlights the benefits of using the technological tool.

### **Justification**

Writing is a social practice used to express ideas, emotions, and thoughts to readers. In EFL environments, it is an essential skill to think critically and be able to express their ideas coherently. However, writing a text has always been complicated and challenging for foreign learners. They have faced difficulties to enjoy the writing process, and being able to show their emotions, feelings, and imagination in the texts they make. Technology is a motivating tool that can considerably enhance students' language learning promoting their creativity and confidence. Researchers came to consensus that technology can solve the problems faced in a writing class, and when writing is combined with learning innovation, technology and thinking skills, it can become a dominant tool to transform the teaching-learning environment.

Then, a blog, Wix, is implemented as an effective source to motivate modern foreign language learners, improving the ability to think creatively; therefore, their writing quality and performance strengthen. Writers will have a site where they can post their narratives to a target audience. Moreover, they will feel more encouraged to use their imagination for writing engaging stories and receive comments online about their work. Both writers and readers will benefit with language improvement.

The beneficiaries with the application of Wix will certainly be English learners, their parents, English teachers, and university authorities. Students will feel more motivated to show their writing ability and their progress to a target audience. Learners' parents and authorities can feel proud of their achievements in language development at the end of the academic period.

## **Objectives**

### **General Objective**

- Enhance creative writing through the implementation of Wix.

### **Specific Objectives**

- Determine the relevance of using a blog in language development.
- Explore the benefits of Wix in creative writing.
- Apply Wix in creative writing in pre-intermediate learners.

## **Feasibility analysis**

This proposal is implemented due to the importance of using English in different social contexts worldwide. Learners from the Languages Center at Universidad Técnica de Ambato can share their narrative stories to English readers from different cultural backgrounds. Therefore, the proposal generates more opportunities for learners to interact with a target audience and enhance their writing skills through the process-genre approach. Technology constitutes a backstone in this proposal. Wix constitutes a powerful technological tool to display learners' creativity in their written narratives and get feedback from readers about the posted texts on the blog. Additionally, this free user-friendly platform offers many benefits to reach the main objective of this proposal.

Authorities of the Languages Center, learners from B1 level, teachers are eager to collaborate in the proposal. They want to know the effectiveness of applying Wix to enhance creative writing; therefore, they are committed to participate. A plan is established with the main activities that need to be done, and people who will intervene on them. Monitoring each activity permits to evaluate the progress of the proposal. The proposal is possible to execute because it does not require economic financing. Learners are having online classes due to the pandemic, and they have their own technological devices. Also, Wix is a free website.

### **Theoretical foundation**

Through this proposal, the researcher wants to explore important features of applying an effective blog, Wix, in the development of the process- genre approach in creative writing. The information provided will reveal the target audience the benefits of incorporating the technological tool in English foreign language environment and enhancing the development of a productive skill in language development.

### **Using Blogs in Education**

Technology has evolved in social, economic, political, and academic areas in the last decades. People have started using more technological tools as a means of communication, entertainment, to do business and make profits, and to learn or teach. The incursion of technology has brought new opportunities to users changing their lifestyles. In education, teachers have also switched their traditional setting to an innovative scenario because digital learners are willing to be part of a process where they can evidence progress in performance, collaboration, academic achievement, and engagement using appropriate technological tools in class (Sarkar, Ford, & Manzo, 2017). It has been proved that technology enhances students' learning and fosters their creativity and confidence. Based on the positive impact of technology in education, teachers must adapt their teaching instruction to make learning memorable.

Merchant's 2005, McBlogs, and Davi's 2011 study (as cited in Alsamadani, 2018) emphasize the relevance of blogging in education to promote literacy processes. The authors underscore how critical thinking, reflection, questioning, modeling are strengthened. Besides, aspects like social practices, discussion, and language development are enhanced. A Blog is considered a practical website to be implemented in EFL classes. The learning blog mainly focuses on reading and writing contexts. Writers post appealing information with reflections, comments with images, audio, videos about a particular topic to engage the target audience in an active communicative process. The information is saved on the net, and readers can comment on the posts at any time. Blogs are typically journal-like; furthermore, feedback and interaction are key considerations when applying this tool (Shana & Abulibdeh, 2015).

The application of blogs presents benefits for English foreign learners in both their language development and motivation. Ocak, Gokcearslan and Solmaz (2014), proved that learners can develop their critical thinking using blogs. It refers that learners will analyze the information gathered objectively, evaluate data, make reasoned judgements of the ideas, have an effective decision making of the information, and post a pertinent entry on the blog. Additionally, when learners comment on others' blogs they are also using their critical thinking to leave appropriate feedback. Another benefit of using blogs is that they can stimulate students' learning process and build up a feeling of confidence in learners. When learners use blogs, they are engaged in an interactive learning environment which is more encouraging their language development.

Additionally, blogging is meaningful for learners because it encourages creativity, critical thinking, reflection, collaboration, interaction, and active participation. It becomes a substantial tool to gain and share knowledge, and increase digital literacy (Goktas and Demirel, 2012 as cited in Karpava, 2020).

Writing texts has always been challenging for English foreign learners. The lack of knowledge to write texts in different genres have decreased the desire to be engaged in this productive skill; furthermore, learners have felt demotivated to make texts in a traditional setting where only their teacher has read their work. As a result of that, learners have felt that their imagination to make written texts has diminished affecting their foreign language development. Nevertheless, incorporating blogs as a powerful technological tool in English foreign language (EFL) writing has changed this perception in English learners. Blogging is not a product-oriented process. On the contrary, it is a holistic process which involves social, cognitive, and affective abilities to engage a target group.

The implementation of blogging in writing has benefits for English learners. Studies have shown that utilizing this technological tool mainly reduces writers' anxiety; consequently, their motivation and confidence to make texts have strengthened (Noytim, 2010 as cited in Wei-Yu Chang, 2020). Another key consideration is that through blogging learners find writing interactive, functional, and valuable.

Other academic researchers also agree on the advantages of blogging in EFL writing. They mention aspects which prove that implementing blogs really has a positive impact in the development of the

writing skill in a foreign language. Blogs in writing class can enrich learners' self-confidence because they are connected to an up-to-date experience and knowledge to use the target language in an innovative setting; additionally, blogs promote their critical thinking (Sanjaya, Apriani, & Sarwo, 2020). Another outstanding consideration in this field is that the implementation of blogs in the development of writing enhances aspects such as content development, language, mechanics, style, voice, word choice and other writing sub-skills (Alsamadani, The Effectiveness of Using Online Blogging for Students' Individual, 2017); characteristics which are also emphasized when using Creative writing in narrative stories.

Furthermore, Özdemira and Aydin (2015) emphasize the procedure to make a written text. The writer analyzes the social context, and uses procedures to brainstorm information, write a draft, revise, and present the final work; consequently, blogging is not purely a product-oriented process.

### **Aspects to include on blogs**

Writers need to follow some recommendations to have effective information on blogs (Normaliza, 2014, as cited in Roslan, 2020).

1. The title of the text must be captivating to readers.
2. The writer needs to include an attractive story for the audience.
3. The text must include humorous lines to make it more interesting.
4. The writing must be related to the latest news.
5. Simple words and sentence structure must be included in the text.
6. The information must be suitable for the target audience and age.
7. The information included in the text must be able to communicate with the readers.
8. Moral and aesthetic values need to be added in the writing.

### **Wix in Creative Writing**

Wix is a popular worldwide platform that enables people to advertise about their business, demonstrate their art, skills, or other innovative ideas. In the EFL environment, it represents a powerful tool where learners can enrich their language development. In L2 writing, Wix permits

learners to show their imagination in the stories they post to a blogger community or a target audience. In the procedure for making an appealing narrative, writers must follow essential features of the process-genre approach: Developing the context, Modeling and deconstructing the text, Joint construction, and Independent construction proposed by Huang and Lawrence (2020). They must analyze important aspects that each phase contains.

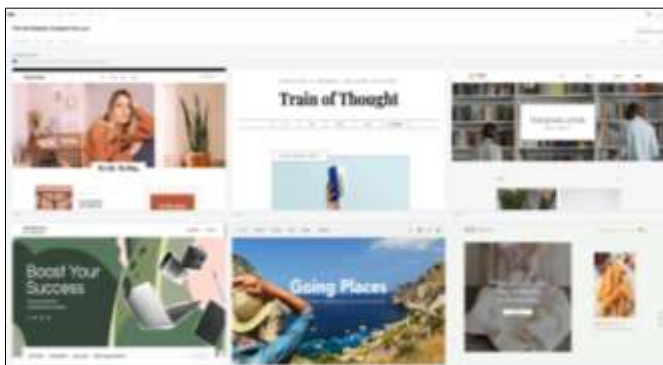
Additionally, Wix is gaining popularity worldwide allowing interactive communication among users. Some studies reveal that when writers use technology, they feel motivated to create higher quality work, and language enhances (Akdağ & Özkan, 2017). Social interaction fosters their writing performance. Writers know that other bloggers will read the texts they made, and provide feedback; thus, the ideas will be revised, and improved in the texts (Hollaway and McCutchen, 2004, as cited in Alsamadani, 2017).

To create a blog on Wix, the user must follow some simple steps: First, sign up for an account on Wix, adding some personal information, the email address, and a password. Then, the user must select a category that best represents his website. In the case of EFL learners, they need to choose the option: Blog.



**Figure 14.** Types of websites to create on Wix  
**Source:** Wix 2021

In the next step, the user selects the most appealing template from different categories. It essentially will be based on the content he wants to post.



**Figure 15.** Templates available for the personalized blog

**Source:** Wix 2021

Subsequently, the user personalizes the template; select a creative name for the blog and starts modifying its background. Color, image, and video can be adjusted depending on the user's preference. Also, other images and video can be uploaded if the user wants a more suitable illustration on his blog. The changes can be done individually to any pages.



**Figure 16.** Personalizing background on the blog

**Source:** Wix 2021

For managing pages on the blog, go to the upper-left side of the blog; there pre-made or blank pages can be added, reordered, duplicated, or deleted. Additionally, subpages can be included which will appear in the dropdown menu.



**Figure 17.** Managing pages

Source: Wix 2021

Text constitutes the most important aspect in the blog. Text shows readers valuable information about the topics that the writer selects to post. Therefore, the writer must decide the text type that hooks the target audience and includes content of high quality and unique.

To decide on the text type that will be used on the entries of the blog, press the third icon in the upper-left side of the features on Wix. Many options will be displayed on the screen.



**Figure 18.** Deciding on text types

Source: Wix 2021

When the main settings of the blog are established according to the writer's objectives and interests, he can press the blog manager icon to create a post or to manage the original post he chose.



**Figure 19.** Blog Manager

**Source:** Wix 2021

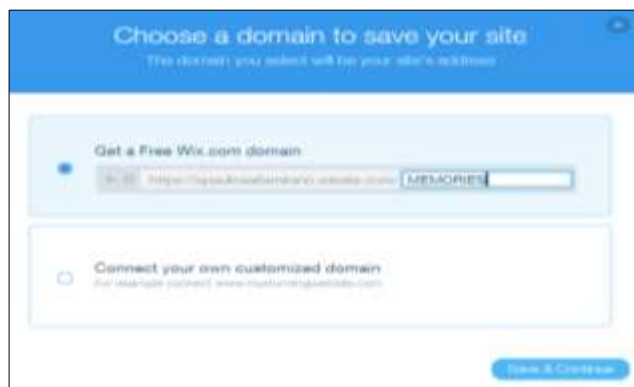
The writer decides the number of entries that he wants to include on the blog. In each entry, he includes relevant information about the content he wants to present to his audience. It is essential to consider the features from the process-genre approach to show the creativity in the narratives. The organization of the blog provides a good sequence of the information written on the site. When the entries are modified, the writer must examine the texts. He checks if the texts are coherent and cohesive, and meets the standards from the genre, narratives. He additionally includes images, audio, video, or other important details and saves the changes.



**Figure 20.** Editing the entries of the blog

**Source:** Wix 2021

Finally, the writer chooses a domain for his blog. The domain provides a specific link with a name to share with other EFL learners, users, or a target group. When the domain is set up, the writer can publish the blog, and make it visible to others.

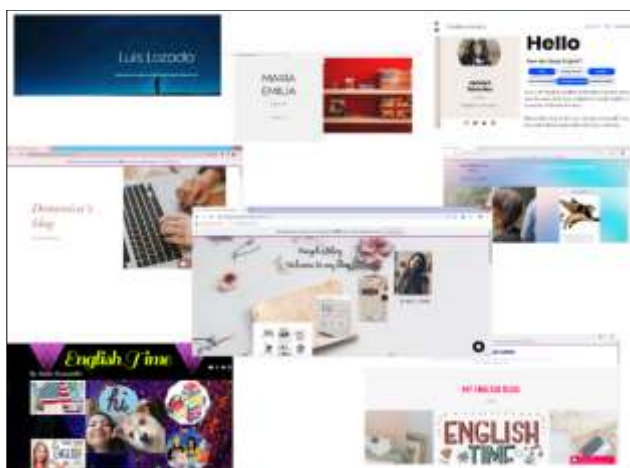


**Figure 21.** Choosing a domain of the blog

Source: Wix 2021

Implementing Wix with pre-intermediate English foreign language learners at the Languages Center from Universidad Técnica de Ambato constitute a great source to enhance Creative Writing. Learners are involved in a dynamic process where they can show their imagination through the narratives and share their written texts worldwide. Additionally, they feel motivated to integrate other important skills while using Wix such as reading, collaborative writing, commenting, providing feedback to other bloggers. These aspects benefit language development; it mainly improves writing.

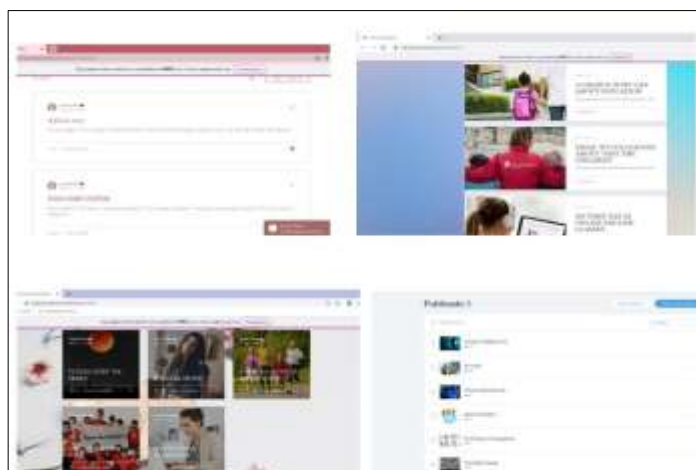
In the process of applying Wix in the Process-genre approach in Creative writing, learners had to create their blog. The next figure shows some examples.



**Figure 22.** Students' blog on Wix

Source: Wix 2020

Later, learners made some posts on their Wix. They started exploring this useful source to share important information.



**Figure 23.** Learners' posts on Wix  
**Source:** Wix 2020




**Figure 24.** Learners' posts on Wix  
**Source:** Wix 2020



**Figure 25.** Learners' posts on Wix  
**Source:** Wix 2020

The next step was to post learners' narratives on Wix. It is pertinent to emphasize that learners had to follow the procedure from the Process-genre approach in Creative writing to make a new narrative story. After the entire process was followed, they uploaded their written stories on their Wix account. It could be noticed that learners really showed their creativity in the texts they posted. This occurred because they felt encouraged to present an effective text for a target audience. Aspects such as Use of language, Structures, vocabulary, story development, and mechanics were improved. As a result, their language development met the standards for this type of genre.

### The Imaginary Friend




A few years ago, something incredible had happened in a small neighborhood in Hyde. A little girl named Alison lived there with her family and friends. She was seven years old and she was very kind, smart, pretty and lovely, but she had a special friend.

It all started when one day her sisters, Lucia and Julia, were too busy to play with her. Alison felt very sad. "No one ever imagines so you don't feel alone" her father said. In this way, she thought it was a good idea. Then she began to imagine that she was an astronaut, a superhero and in order not to feel so alone, she came up with the brilliant idea of imagining a new friend.

A few hours later, Lucia had finished her homework, so she could now play with Alison. But she couldn't find her. She was a little worried until she found her in the laundry room. "What are you doing here?" said Lucia. "I'm playing with my new friend, but you can't see her." Alison said.

Julia had finished her homework too, so she also looked for Alison. "Is she playing with Lucia?" she thought, but Lucia was in the living room watching television, so she kept looking for her.

Alison was very happy playing with her new friend. They made ice cream together. They played to save the world and even to build a castle. She was so amazed that she began that her friend was only in her imagination.




Many months passed and she continued to play with her imaginary friend, her name was Sarah. Because it became obvious, Lucia and Julia began to worry about Alison, she no longer wanted to play with both of them and they thought that it was best to have a real friend.

Lucia and Julia notified their parents that Alison stopped doing her homework to play with Sarah. Her parents got very angry, so they forbade Alison to play with Sarah again. She began to cry a lot. Sarah had become her best friend.

That night she couldn't sleep and saw Sarah next to her in her bed. Alison realized that she really was by her side, it wasn't her imagination. "Time to play" Sarah said, but Alison knew that if she played with her, her parents would be mad.

Time passed and Alison began to play with her sisters again. But how did Sarah come into existence if she was just an imaginary friend? Alison thought, "But maybe I did imagine her because I missed her so much," she told herself.

But one fine day, Sarah appeared in front of her house. Alison ran to see her, but she was confused. After a long talk with her parents, she knew that Sarah was just a friend of her imagination. Sarah said "The love that you gave me, made me come alive, so that you wouldn't feel alone again." Are you serious?" Alison said, but seconds later Alison hugged her friend. Soon, she introduced her to his parents, they could be friends again.



Twenty years later, Alison had a little daughter, her name was Sarah in honor of her childhood friend and she understood that imagination has an incredible power.

**Figure 26.** Learner's narrative on Wix

**Source:** Wix 2020- <https://stefanygiul09.wixsite.com/mysite/post/the-imaginary-friend>

**Joselyn Sánchez** / English student

WIX.COM

## Dreams of the future

This town is called "Rademis" and is located in the jungle of Ecuador. People who have visited this place tell us that you can feel a magical atmosphere, and even its citizens are very mysterious.

One day in this town a girl named Doménica was born and from that moment everything changed. The town leader was called Efran, and he knew immediately that she was not going to be an ordinary girl. While Doménica was growing up, Efran watched her from a distance but he also took care of her.

Years passed and Efran was going up. Suddenly, when Doménica was 15 years old, something very strange happened. The leader was watching her from afar as usual, when he immediately heard, "You've been watching me my all my life!" Efran turned pale, he never imagined that she would find out. The girl had her back to him when Efran replied, "How did you know, naive little girl?" Doménica just laughed at him and replied, "I know why you've been looking at me, the dreams tell me." Finally he had the place.

"Dreams tell me" This phrase is repeated in Efran's head. There was a mysterious knock on his door, but it was late at night so he wasn't going to open it. The leader was scared when the door was lit, even desperately lit. When he opened it, he was surprised by what he was seeing, "You have to believe me, something good is going to happen in this town if we don't prepare," said Doménica. "Prepare for what exactly?" Efran replied. "The war is coming," she concluded.

In the early morning of the same day, the town of Rademis suffered a terrible attack from a distant town. Everything was stopped, the people were very scared and many people died, but thanks to Doménica's warning the town was victorious despite the losses. The next day, Efran approached her and he said, "How did you know? Dreams tell you?" "Easy," she replied. After that, Efran learned the whole truth. Doménica was blessed by the God of her people, whose name was Roldán. Thanks to this blessing, from a very young age she dreamed of what was going to happen the next day. Efran was right, she was magical.

When the years passed and Doménica passed away, the people of Rademis believe that the soul and magic remain in the nature of the place. She always protects them, to this day.

**Figure 27.** Learner’s narrative on Wix  
**Source:** Wix 2020- <https://joselynaileens.wixsite.com/englishite/copy-of-living-to-change-1>

Completed - Aug 13, 2020 - 200 words

### A fiction story

This story begins with two sisters, Martha and Diana, the first one was the oldest, is really shy girl who likes the animals, and the second one was the youngest, an intelligent girl who likes meeting with friends, one day they were walking on the street when they saw a poster about a Halloween party the next Friday, immediately they decided to ask their parents if she could go to that party, and after pleading a bit the parents said yes, but the times should be in the house at 12:00 am.



The day of the party they were preparing their costumes, Martha decided to dress as a zombie and Diana decided to dress as a princess, after they prepared their makeup and then they went to the Halloween party. Her father was sad and he couldn't take them to the party so the sisters had to go alone. While they were walking at night on the street when they saw a beautiful light that came from the forest so they went to check it and when they were very close the light disappeared so they decided to continue walking but it was a bit strange. After that they arrive safely to the party.



The house of the party was so big and when they enter to the house they noticed that all the people who were there were evil monsters, zombies, ghosts, witches, lasers, animals and all. Immediately they were shocked because they've never imagined that those kind of things could happen. Then they realized that they were transformed too, Martha as a zombie and Diana as a princess, the sisters were laughing as they ran so fast to hit the party and then they were transformed again but never when to see a light in the forest and they never return to a Halloween party again.



**Figure 28.** Learner’s narrative on Wix  
**Source:** Wix 2020- <https://domepoveda.wixsite.com/website-1poveda/post/a-fiction-story>

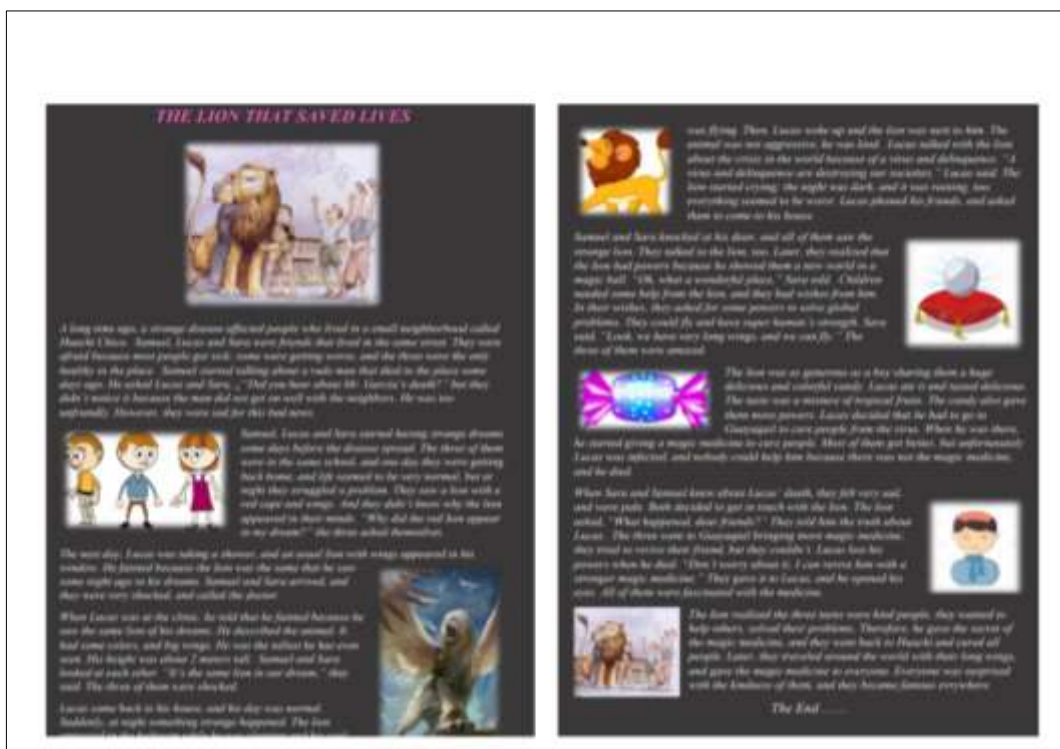


Figure 29. Learner's narrative on Wix

Source: Wix 2020- <https://supep34.wixsite.com/angiesupe>

The proposal will be carried out by the researcher. She will emphasize the importance of using Wix to present learners' Creative writing to a wider audience. B1 learners from the Languages Center at Universidad Técnica de Ambato will follow the researcher's guidance; moreover, they will ask questions to solve any queries in the process. There will be an active participation of both the researcher and learners in the application of the proposal. The evaluation of the proposal is outstanding to determine the effectiveness of implementing a blog for enhancing EFL Creative Writing through a process-genre approach; moreover, learners will analyze the benefits of writing a narrative for a target audience.

## **CHAPTER III: ANALYSIS OF THE RESULTS**

### **3.1. Analysis of results and data interpretation**

#### **Pre-test and post-test results**

The research about the impact of the Process-genre approach in Creative Writing was carried out with 25 English language learners from B1 pre-intermediate level from the Open Modality at the English Languages Center from Universidad Técnica de Ambato. The experimental group was made up of 12 EFL learners who were also given an intervention, and 13 learners who participated in the control group. Two external evaluators individually assessed the narrative fiction stories in the pre and post-test using the standardized rubric from Cambridge Preliminary English Test for PET from Cambridge University Press. The original rubric was labeled with four main criteria based on the descriptors they include: Use of language, Structures and Vocabulary, Story development, and Mechanics. Each criterion was assessed out of 5 points. Then, the final grade was calculated out of 10 points.

The data gathered from the external evaluators was used to analyze and interpret the results. The first comparisons were made according to each criterion: Use of language, Structures and Vocabulary, Story development, and Mechanics in both the pre-test and post-test, then a second comparison was made between the pre-test and post-test in the control and experimental groups, and the last comparison was between the pre-test and post-test in the experimental group. All this information is relevant to draw meaningful conclusions about the study.

## PRE-TEST ANALYSIS

### EVALUATOR 1

**Table 2.** Pre-test results of control group- Evaluator 1

CRITERIA	USE OF LANGUAGE	STRUCTURES AND VOCABULARY	STORY DEVELOPMENT	MECHANICS	TOTAL /10
1	2	3	3	3	5,5
2	2	2	2	2	4
3	2	2	3	3	5
4	2	2	3	3	5
5	2	2	3	2	4,5
6	2	2	3	3	5
7	2	2	3	2	4,5
8	4	3	2	3	6
9	3	3	3	3	6
10	4	2	3	2	5,5
11	1	2	2	1	4
12	1	2	3	3	4,5
13	1	2	2	2	3,5
<b>X</b>	<b>2,2</b>	<b>2,2</b>	<b>2,7</b>	<b>2,5</b>	<b>4,8</b>

Created by: Altamirano, P. (2021)

**Table 3.** Pre-test results of experimental group- Evaluator 1

CRITERIA	USE OF LANGUAGE	STRUCTURES AND VOCABULARY	STORY DEVELOPMENT	MECHANICS	TOTAL /10
1	2	3	3	2	5
2	2	2	1	2	3,5
3	2	2	2	2	4
4	2	2	2	2	4
5	2	2	3	2	4,5
6	2	2	3	3	5
7	2	2	3	2	4,5
8	3	3	3	2	5,5
9	2	2	2	2	4
10	2	2	2	2	4
11	3	2	2	2	4,5
12	2	1	3	2	4
<b>X</b>	<b>2,2</b>	<b>2,1</b>	<b>2,4</b>	<b>2,1</b>	<b>4,4</b>

Created by: Altamirano, P. (2021)

## PRE- TEST

## EVALUATOR 2

Table 4. Pre-test results of control group- Evaluator 2

CRITERIA	USE OF LANGUAGE	STRUCTURES AND VOCABULARY	STORY DEVELOPMENT	MECHANICS	TOTAL /10
1	3	3	3	3	6
2	3	3	3	3	6
3	4	3	3	3	6,5
4	2	2	3	3	5
5	2	2	2	2	4
6	2	2	3	3	5
7	3	3	3	3	6
8	4	3	4	3	7
9	3	3	3	3	6
10	4	3	4	4	7,5
11	3	3	3	3	6
12	3	3	2	2	5
13	2	2	2	2	4
<b>X</b>	<b>2,9</b>	<b>2,7</b>	<b>2,9</b>	<b>2,8</b>	<b>5,7</b>

Created by: Altamirano, P. (2021)

Table 5. Pre-test results of experimental group- Evaluator 2

CRITERIA	USE OF LANGUAGE	STRUCTURES AND VOCABULARY	STORY DEVELOPMENT	MECHANICS	TOTAL /10
1	4	4	4	4	8
2	2	2	2	2	4
3	3	3	4	4	7
4	2	2	3	3	5
5	2	2	2	2	4
6	3	3	3	2	5,5
7	3	2	3	2	5
8	4	3	4	4	7,5
9	2	2	2	2	4
10	3	3	3	3	6
11	3	3	2	2	5
12	3	3	3	3	6
<b>X</b>	<b>2,8</b>	<b>2,7</b>	<b>2,9</b>	<b>2,8</b>	<b>5,6</b>

Created by: Altamirano, P. (2021)

## POST-TEST

## EVALUATOR 1

Table 6. Post-test results of control group- Evaluator 1

CRITERIA	USE OF LANGUAGE	STRUCTURES AND VOCABULARY	STORY DEVELOPMENT	MECHANICS	TOTAL /10
1	2	3	3	3	5,5
2	3	2	3	2	5
3	2	4	4	2	6
4	4	3	3	4	7
5	3	3	3	3	6
6	3	3	3	4	6,5
7	3	3	3	3	6
8	2	3	3	2	5
9	2	3	3	2	5
10	3	3	3	3	6
11	3	2	2	3	5
12	3	3	3	3	6
13	2	3	3	2	5
<b>X</b>	<b>2,7</b>	<b>2,9</b>	<b>3,0</b>	<b>2,8</b>	<b>5,7</b>

Created by: Altamirano, P. (2021)

Table 7. Post-test results of intervention group- Evaluator 1

CRITERIA	USE OF LANGUAGE	STRUCTURES AND VOCABULARY	STORY DEVELOPMENT	MECHANICS	TOTAL /10
1	4,5	4	4	4,5	8,5
2	5	4	4	5	9
3	4,5	4	4,5	4	8,5
4	4	4	4	4	8
5	4	4	4	4	8
6	4	4,5	4	4,5	8,5
7	5	4	4	5	9
8	4,5	4	5	4,5	9
9	5	5	5	4	9,5
10	5	5	5	4	9,5
11	4	4	4	4	8
12	4	4	4	4	8
<b>X</b>	<b>4,5</b>	<b>4,2</b>	<b>4,3</b>	<b>4,3</b>	<b>8,6</b>

Created by: Altamirano, P. (2021)

## POST-TEST

## EVALUATOR 2

**Table 8.** *Post-test results of control group- Evaluator 2*

CRITERIA	USE OF LANGUAGE	STRUCTURES AND VOCABULARY	STORY DEVELOPMENT	MECHANICS	TOTAL /10
1	4	4	5	4	8,5
2	3	3	3	3	6
3	3	3	3	3	6
4	3	2	4	4	6,5
5	2	2	3	3	5
6	2	2	2	2	4
7	4	3	3	3	6,5
8	3	3	3	3	6
9	4	3	3	3	6,5
10	4	3	4	3	7
11	2	0	1	2	2,5
12	3	2	3	3	5,5
13	3	3	3	4	6,5
X	<b>3,1</b>	<b>2,5</b>	<b>3,1</b>	<b>3,1</b>	<b>5,9</b>

Created by: Altamirano, P. (2021)

**Table 9.** *Post-test results of intervention group- Evaluator 2*

CRITERIA	USE OF LANGUAGE	STRUCTURES AND VOCABULARY	STORY DEVELOPMENT	MECHANICS	TOTAL /10
1	5	4	5	4	9
2	4	3	4	4	7,5
3	4	4	5	5	9
4	4	4	4	4	8
5	4	3	3	4	7
6	4	4	4	4	8
7	4	4	5	5	9
8	4	4	4	5	8,5
9	4	5	5	5	9,5
10	4	5	4	4	8,5
11	4	4	4	4	8
12	4	4	5	5	9
X	<b>4,1</b>	<b>4,0</b>	<b>4,3</b>	<b>4,4</b>	<b>8,4</b>

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**Table 10.** Results from the post-test in the control and experimental group

CONTROL		EXPERIMENTAL		x	y
Eva. 1	Eva. 2	Eva. 1	Eva. 2	Control Group	Experimental Group
5,5	8,5	8,5	9	7	8,75
5	6	9	7,5	5,5	8,25
6	6	8,5	9	6	8,75
7	6,5	8	8	6,75	8
6	5	8	7	5,5	7,5
6,5	4	8,5	8	5,25	8,25
6	6,5	9	9	6,25	9
5	6	9	8,5	5,5	8,75
5	6,5	9,5	9,5	5,75	9,5
6	7	9,5	8,5	6,5	9
5	2,5	8	8	3,75	8
6	5,5	8	9	5,75	8,5
5	6,5			5,75	
<b>74</b>	<b>76,5</b>	<b>103,5</b>	<b>101</b>	<b>75,25</b>	<b>102,25</b>

Source: Rubric for PET exam to assess short stories applied to B1 level students in the Languages Center

Created by: Altamirano, P. (2021)

## Analysis of the Criteria from PET Rubric

### Use of Language

**Table 11.** Comparison Pre-test and post-test: Use of Language

	USE OF LANGUAGE		
	Results		
	Evaluator 1	Evaluator 2	Mean
Pre-test control	2,2	2,9	2,6
Pre-test experimental	2,2	2,8	2,5
Post-test control	2,7	3,1	2,9
Post-test experimental	4,5	4,1	4,3

Note. From pre-test and post-test using PET rubric

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### Analysis and interpretation:

In the pre-test, learners from the control group reached 2,6 out of 5 points, and learners from the experimental group obtained 2,5 points in the Use of Language. According to this data, it can be

determined that learners did not use suitable language to write the narrative fiction stories: the ideas were redundant. On the other hand, in the post-test learners from the control group obtained 2,9. It means that learners kept using inaccurate language to make their narrative fiction story; ideas were imprecise. However, the experimental group substantially improved their language use in the story; they got 4,3 out of 5 points. It demonstrates that language used was assertive for narrative genre.

The ideas in the narrative story were powerful and meaningful for the reader because of the fluidity of the events. The text outlines clear pictures of the story; and a sense of voice. The following example reveals how the ideas in the story are connected, and how the events happened. "A long time ago, there was a boy named Freddy who lived in a town far from the city of Runa Terra with his parents. They enjoyed life in the village, but when Freddy was 16 years, his father disappeared. Freddy was sad, depressed, and annoyed. He reported this to the police, but they didn't find any cues." All these features make the story appealing to the reader.

### Structures and Vocabulary

**Table 12.** Comparison Pre-test and post-test: Structures and Vocabulary

STRUCTURES AND VOCABULARY			
Groups	Results		
	Evaluator 1	Evaluator 2	Mean
Pre-test control	2,2	2,7	2,5
Pre-test experimental	2,1	2,7	2,4
Post-test control	2,9	2,5	2,7
Post-test experimental	4,2	4,0	4,1

**Note.** From pre-test and post-test using PET rubric

**Created by:** Altamirano, P. (2021)

### Analysis and interpretation:

In the criteria about the use of Structures and vocabulary for writing fiction stories, in the pre-test learners from the control group obtained 2,5, and the experimental group 2,4 out of 5 points. The results show that stories had many inconsistencies in the use of structures and vocabulary. The sentences had a lot of mistakes in structures, and vocabulary was unsuitable for the story. On the

contrary, learners who took part in the intervention process reached 4,1 in the post-test. The result reveals that most of the structures and vocabulary used to make the fiction story were suitable. Learners chose different past tense structures to narrate the events. For instance, "Then she began to imagine that she was an astronaut, a superhero. " The next idea shows how a learner combines past tenses in a compound sentence: "When she was a child, she wanted to meet her guardian angel. "

Furthermore, learners used skillful and precise vocabulary words to create suspense in the story. "She was seven years old, and she was very kind, smart, pretty and lovely, but she had a special friend." Additionally, learners used descriptive vocabulary, "The park was very beautiful, it had flowers, many green spaces, a waterfall, a bridge to cross the river, and more things." As a result, the content of the story was more creative.

### Story Development

**Table 13.** Comparison Pre-test and post-test: Story Development

STORY DEVELOPMENT			
Groups	Results		
	Evaluator 1	Evaluator 2	Mean
Pre-test control	2,7	2,9	2,8
Pre-test experimental	2,4	2,9	2,7
Post-test control	3,0	3,1	3,1
Post-test experimental	4,3	4,3	4,3

**Note.** From pre-test and post-test using PET rubric  
**Created by:** Altamirano, P. (2021)

### Analysis and interpretation:

The information gathered demonstrates the results obtained in the criteria: Story development. In the pre-test, there is not a noticeable difference between the two groups; learners from the control group obtained 2,8 out of 5, meanwhile learners from the experimental group reached 2,7. Some

of the elements of the fiction story were missing. Therefore, the narrative was not well organized, and the ideas were not clearly connected. In the post-test, the experimental group achieved 4,3 which demonstrates an improvement after the intervention. The different elements of the narrative such as the plot, characters, setting, the conflict and theme of the story are logical and consistent.

Additionally, the story itself moves from exposition, conflict, rising action, climax, falling action, and resolution. In each stage learners used their creativity to make a more appealing narrative. The following idea presents a description of a character in the story. "Some days later, Freddy set out on the journey with his best friend Firulais, a very loyal dog." The next examples show the development of the plot in the narrative: the rising action and climax of the story: "She was so frightened and wanted to escape from that place, she couldn't think and breathe." In this part, the writer shows a conflict: "They decided to explore space for a while before returning to earth, but during the trip they realized that they could be in danger." In conclusion, narratives were well-developed incorporating the principal elements for this type of genre; and developing the six stages using their imagination to make an attractive story for readers. The narrative met the main purpose of this type of genre which is to entertain readers.

## Mechanics

**Table 14.** Comparison Pre-test and post-test: Mechanics

Groups	MECHANICS		
	Results		
	Evaluator 1	Evaluator 2	Mean
Pre-test control	2,5	2,8	2,7
Pre-test experimental	2,1	2,8	2,5
Post-test control	2,8	3,1	3,0
Post-test experimental	4,3	4,4	4,4

**Note.** From pre-test and post-test using PET rubric

**Created by:** Altamirano, P. (2021)

### Analysis and interpretation:

The results about the use of Mechanics to write a narrative story demonstrates that the control group reached 2,7 out of 5 points, and the experimental group obtained 2,5. The story contains many errors in spelling, punctuation, capitalization, and abbreviations which cause problems to understand the ideas and message of the story. On the other hand, the graph shows a small improvement in the use of Mechanics in the control group during the post-test. The mistakes made in the story affects intelligibility. Nevertheless, the experimental group presents a marked improvement in this criterion. Learners obtained 4,4 out of 5 points. The story has a few errors in spelling, punctuation, capitalization, and abbreviations; nevertheless, they do not impede understanding the message that the writer wants to transmit.

In the next example, aspects like spelling, capitalization, punctuation are suitable in the ideas mentioned. “When he was in his neighborhood, his house wasn’t there. He was very worried about that. It was incredible, but the house was in the sky.” Also, learners used semicolons to join two independent ideas: “People said that they weren’t normal people; they had powers.” The appropriate use of mechanics is a crucial part in a text to understand the events of the narrative.

### 3.2. Comparison pre-test and post-test: Control and Experimental group

**Table 15.** Comparison Pre-test and post-test: Control and Experimental groups

Groups	Results		
	Evaluator 1	Evaluator 2	Mean
Pre-test control	4,8	5,7	5,3
Pre-test experimental	4,4	5,6	5,0
Post-test control	5,7	5,9	5,8
Post-test experimental	8,6	8,4	8,5

**Note.** From pre-test and post-test using PET rubric

**Created by:** Altamirano, P. (2021)

### Analysis and interpretation:

The data provided from the pre-test reveals that learners from the control group reached 5,3 out of 10 points, whereas learners from the experimental group obtained 5,0 out of 10. This information demonstrates that the stories written by both groups had many inconsistencies based on the four criteria used to assess. The stories were not well-developed, important aspects of the narrative genre was missing. However, in the post-test learners who took part in the experimental group obtained 8,5 out of 10 points, showing a significant improvement in the development of the stories. The implementation of the Process-genre approach in Creative writing contributed to write more accurate stories. Language, structures, and vocabulary, story development, and mechanics met the standards of the genre, narratives, which was chosen.

### 3.3. Comparison pre-test and post-test: Experimental group

**Table 16.** *Comparison Pre-test and post-test: Experimental Group*

Groups	Results		
	Evaluator 1	Evaluator 2	Mean
Pre-test experimental	4,4	5,6	5,0
Post-test experimental	8,6	8,4	8,5

**Note.** From pre-test and post-test using PET rubric  
**Created by:** Altamirano, P. (2021)

### Analysis and interpretation:

Examining the results obtained by learners who participated in the experimental group in both the pre and post-test, it can be determined a substantial progress that learners achieved after the intervention. While in the pre-test, they got 5,0 out of 10, in the post-test the score went up to 8,5 out of 10. Therefore, there was an increase of 3,5 points. This shows that the process followed to lead learners to the implementation of the Process- genre approach in creative writing was relevant. The different stages used: Developing the context, Modeling and deconstructing the text, Joint construction, and Independent construction provided enough guidance to write a fiction narrative. Moreover, the analysis of the steps used to write a short story contributed to a better understanding on how to develop a remarkable text. The language used to write the narrative

stories was effective. It provided varied ideas to make the story captivating for readers. The story included past tense structures which are basically used in narratives, and vocabulary words that made the text more attractive.

The development of the story was well-structured. The exposition, the conflict, the rising action, the climax, the falling action, and the resolution contained important features making the story entertaining, and intelligible. Moreover, the story contains errors in mechanics which do not affect the comprehension of the narrative. The most outstanding aspect is that using their imagination students could make up a fascinating fiction story.

### **3.3. Hypothesis Verification**

To determine whether or not the Process-genre approach influences Creative Writing of B1 level students in the Languages Center at Universidad Técnica de Ambato, 12 students took part in the experimental group. The students wrote two short stories, one in the pre-test and the other in the post-test. The statistical objective of the study is to perform a “comparative” study between the pre-test and post-test of the experimental group.

Creative Writing was the measurement variable, which used a numerical scale, so that the paired sample Student T-test is used to verify the hypothesis and the alternative hypothesis, as indicated below:

#### **Hypothesis approach**

**Null Hypothesis Ho** The process- genre approach does not have an effect on the development of Creative Writing of B1 level learners in the Languages Center at Universidad Técnica de Ambato.

**Alternative Hypothesis H1:** The process- genre approach has an effect on the development of Creative Writing of B1 level learners in the Languages Center at Universidad Técnica de Ambato.

#### **Description of the population**

The research study was carried out with 12 learners from B1 level in the Languages Center in Universidad Técnica de Ambato who worked in the experimental group. They were immersed in the process of intervention. Two external evaluators assessed the narrative stories in the pre and post-test using the rubric from the Cambridge Preliminary English Test (PET) from Cambridge University Press. The results provided from the evaluators led to reach some relevant conclusions of the study.

### **Mathematical Mode**

Ho:  $Y = X$

Hi:  $Y > X$

### **Where:**

Y = media experimental group in the pre-test.

X = media experimental group in the post-test.

### **Statistical mode**

The Student t distribution is applied for small samples, less than 30 statistical individuals. The model is the distribution of the difference of two sample means.

The formula of the statistical model is:

$$t = \frac{x-y}{\sqrt{S^2\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

And the combined variance of the two samples is:

$$S^2 = \frac{(n_1-1)S_x^2 + (n_2-1)S_y^2}{n_1 + n_2 - 2}$$

### **Where:**

x = average in the first measurement (pre-test).

y = average in the first measurement (post-test).

$S^2$  = combined variance of the samples.

$n_1$  = data number of the first measurement (12 data).

$n_2$  = data number of the first measurement (12 data)

### **Specification of the regions of acceptance and rejection**

The distribution under the null hypothesis of the variable  $t$  is a Student  $t$ -test with  $(n_1 + n_2 - 2)$  degrees of freedom.

### **Decision making**

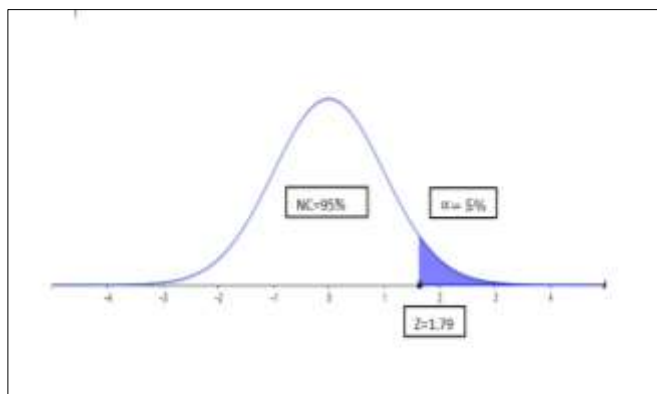
This is the criterion that will be used to decide whether or not the null hypothesis ( $H_0$ ) should be rejected. This criterion is based on the partition of the sample distribution of the contrast statistic into two mutually exclusive regions or zones: Critical region or rejection region and Non-rejection region.

If the result of the research falls into the region of the null hypothesis,  $H_0$ ; it is accepted; otherwise, it is rejected. Of course, if the  $H_0$  is rejected; the alternative hypothesis,  $H_1$ , is accepted.

### **Selection of the level of significance**

With confidence level  $NC=95\%$  and an error  $\alpha= 5\% = 0.05$  the table value with degrees of freedom  $gl = n_1-2 = 12-1 = 11$  of Student's  $T$  is  $t_t= 1.80$ .

The decision rule is accept  $H_0$  si  $Z_c < Z_t$  or  $Z_c < 1.80$ .



**Graph 1.** Specification of the regions of acceptance and rejection

**Source:** PET rubric for PET exam to assess short stories applied to B1 level students in the Languages Center

**Created by:** Altamirano, P. (2021)

## Data collection and calculation of statistics

**Table 17.** PET pre-test and post-test results of the experimental group

No.	PRE-TEST EVALUATOR 1	PRE-TEST EVALUATOR 2	POST-TEST EVALUATOR 1	POST-TEST EVALUATOR 2
1	5	8	8,5	9
2	3,5	4	9	7,5
3	4	7	8,5	9
4	4	5	8	8
5	4,5	4	8	7
6	5	5,5	8,5	8
7	4,5	5	9	9
8	5,5	7,5	9	8,5
9	4	4	9,5	9,5
10	4	6	9,5	8,5
11	4,5	5	8	8
12	4	6	8	9
Mean	4,4	5,6	8,6	8,4
	5,0		8,5	

**Source:** PET rubric for PET exam to assess short stories applied to B1 level students in the Languages Center

**Created by:** Altamirano, P. (2021)

## Student T-test results

The following data was obtained using statistical software to determine Student T-test results:

**Table 18.** Paired sample statistics of the experimental group

		MEAN	N	STANDARD DEVIATION	STANDARD ERROR OF THE MEAN
Par 1	Pre-test Total	5,0	12	0,8581	0,2477
	Post-test Total	8,5	12	0,5501	0,1588

Created by: Altamirano, P. (2021)

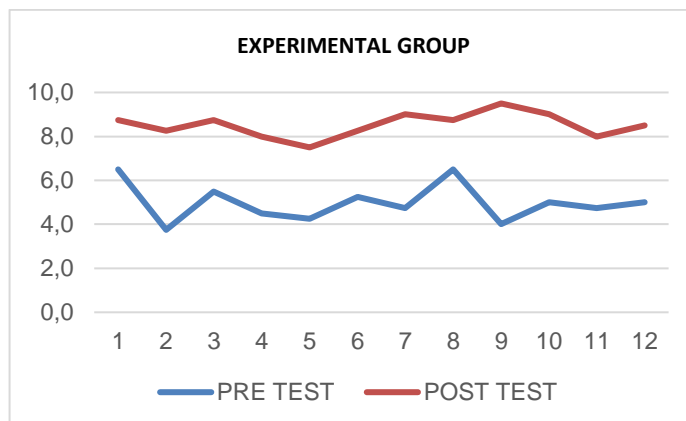
**Table 19.** Paired simple test

		MEAN	Standard Deviation	Standard Error of the Mean	95% of difference interval of confidence		t	I	Sig. (bilateral)
					Lower	Upper			
Par 1	Pre-test- Post test	- 3,5417	,9080	,2621	- 4,1186	- 2,9647	- 13,512	11	,000

Source: PET rubric for PET exam to assess short stories applied to B1 level students in the Languages Center

Created by: Altamirano, P. (2021)

## Graphic Representation of the results



**Graph 2.** Experimental group in the pre and post test

**Source:** Results from Cambridge rubric for PET.

**Created by:** Paulina Altamirano

### Final decision

With the research data in the student's t-test distribution value  $t_c = -13.512$  is in the  $H_0$  rejection zone; therefore, with 95% confidence level the null hypothesis is rejected and the alternate hypothesis  $H_1$  is accepted. The implementation of **the Process-genre approach does contribute in the development of creative writing in B1 students of the Languages Center of Universidad Técnica de Ambato.**

### 3.4. Conclusions and Recommendations

The research study about the implementation of the Process-genre approach in Creative writing, brought some significant information in the pre and post-test in both the control and the experimental groups. This data permits to draw conclusions and recommendations that will benefit learners and educators.

#### Conclusions

- Implementing the Process- genre approach in Creative writing adapted by Huang and Lawrence (2020), provided learners with adequate scaffolding to write a narrative fiction story. Developing the context, Modeling and deconstructing the text, Joint construction, and Independent construction guided learners to a well-organized written process. Additionally, the six main stages to write a narrative fiction: exposition, conflict, rising action, climax, falling action, and resolution approached learners to a pertinent perception of how to organize the events of the story, including vital features in each stage.
- Creativity focuses on the right side of the brain where curiosity, synergy, experimentation, flexibility, synthesizing, and risk take place; therefore, when learners were immersed in writing narrative fiction stories, it contributed to their language acquisition. Learners' development of grammar, vocabulary, phonology, and discourse enhanced because learners analyzed samples of fiction stories and used mental processes to realize how language was used in those texts, making the learning process more memorable for them.
- Writing narrative fiction stories contributed to develop learners' creativity. It was crucial to go through a systematic process for writing creatively from preparation, brainstorming, incubation, beginning, flowing, silence reservoir, breakthroughs, and finish where learners used their imagination and originality to make up new stories to entertain, gain and hold reader's interest. Moreover, for boosting learners' creativity they faced divergent and convergent thinking to make better decisions in the events of the story and included engaging ideas to make up a more attractive story.

- The Process-genre approach in creative writing increased learners' self-confidence and self-esteem. Learners felt motivated to take part in a process where they did not follow specific language conventions to write this type of genre, instead they felt comfortable using their ideas.

## Recommendations

- The implementation of the Process- genre approach in creative writing is significant for English foreign language learners because it offers a systematic process to write narrative stories. Learners analyze the different stages that this genre includes, the language used, the structure of the text; and they can make up a new story using their imagination. Teachers must implement this approach in their foreign language environments.
- The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) emphasizes the implementation of Creative writing in L2 learners from A1 to C2 level. Because of that teachers must incorporate the Process-genre approach in Creative writing in narrative and expository genres. It is essential to include other types of narrative texts; for example: novels, poems, drama, romances, horror stories, fables, myths, legends, and personal experience. Additionally, news articles, informational books, instruction manuals, or textbooks need to be presented in the expository genre.
- English foreign language environments need to provide learners with tasks to exploit their creativity. Through the application of the Process-genre approach in creative writing, learners acquire the target language in a dynamic procedure where they feel comfortable to express their ideas. Additionally, it contributes to their whole language development.
- Using Wix is an essential technological source to share learners' stories worldwide and receive feedback from readers. Both writers and readers will benefit; language development will strengthen because through the post of narrative stories language, structures, vocabulary, expressions, mechanics, and the whole story development are exposed online.

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# ANNEXES

### Annex 1. Documents requesting evaluators' acceptance to participate in the study

Ambato, 25 de Mayo del 2020

Magister  
Paulina Toapanta  
Docente de Inglés  
Presente

De mi consideración:

Expresándole un saludo cordial, me dirijo a usted como Docente de Inglés con experiencia en el manejo del Idioma, para solicitarle comedidamente su colaboración como Evaluador Externo en el trabajo de investigación: The process- genre approach in Creative Writing; que será desarrollado como parte del proceso de titulación de la Maestría en Pedagogía del Inglés como Lengua Extranjera en la PUCESA que me encuentro cursando.

Por su gentil colaboración, anticipo mis más sinceros agradecimientos.

Atentamente,  
  
Sonia Paulina Altamirano C.  
Maestrante

Ambato, 25 de Mayo del 2020

Magister  
Nathaly Velastegui  
Docente de Inglés  
Presente

De mi consideración:

Expresándole un saludo cordial, me dirijo a usted como Docente de Inglés con experiencia en el manejo del idioma, para solicitarle comedidamente su colaboración como Evaluador Externo en el trabajo de investigación: The process- genre approach in Creative Writing; que será desarrollado como parte del proceso de titulación de la Maestría en Pedagogía del Inglés como Lengua Extranjera en la PUCESA que me encuentro cursando.

Por su gentil colaboración, anticipo mis más sinceros agradecimientos.

Atentamente,  
  
Sonia Paulina Altamirano C.  
Maestrante

## Annex 2. Documents requesting the Languages Center's director acceptance to do the research and the acceptance

Ambato, 10 de junio del 2020.

Doctora  
Judith Silva Chávez  
Directora del Centro de Idiomas-UTA  
Presente

De mi consideración:

Expresándole un saludo afectuoso, y augurándole éxitos en la Dirección del Centro de Idiomas de la UTA; me dirijo a usted con la finalidad de solicitar comedidamente la autorización para realizar el trabajo de Investigación que debo desarrollar como requisito del proceso de titulación del Programa de Maestría en Pedagogía del Inglés como Lengua Extranjera de la PUCESA que me encuentro cursando. El proyecto se titula "The process- genre approach in Creative Writing"; la investigación será aplicada con mis estudiantes del Nivel BI Pre-intermedio del programa abierto.

Por la favorable atención que se sirva dar al presente, anticipo mis agradecimientos.

Atentamente,



Sonia Paulina Altamirano C.  
Maestrante

  
UNIVERSIDAD TÉCNICA DE AMBATO  
CENTRO DE IDIOMAS

Oficio No. UTA-CI-2020-0000-O  
Ambato, 10 de junio de 2020

Asunto: Autorización

Licenciada Mg.  
Sonia Paulina Altamirano Carrajal  
Docente del Centro de Idiomas  
UNIVERSIDAD TÉCNICA DE AMBATO  
En su Despacho

De mi consideración:

En atención al oficio n.º, presentado el 10 de junio de 2020, mediante el cual solicita autorización para realizar el Trabajo de Investigación como requisito del proceso de titulación del Programa de Maestría en Pedagogía del Inglés como Lengua Extranjera de la PUCESA, con el tema: "The process- genre approach in Creative Writing", para ser aplicada a los estudiantes del Nivel BI Pre-intermedio del Programa Abierto.

Me permito informar, que esta Dirección autoriza que usted desarrolle el trabajo de Investigación con sus estudiantes del Nivel BI Pre-intermedio del Programa Abierto, con el tema: "The process- genre approach in Creative Writing".

Con sentimientos de distinguida consideración.

Atentamente,

Dra. Mg. Judith Alejandra Silva Chávez  
DIRECTORA DEL CENTRO DE IDIOMAS

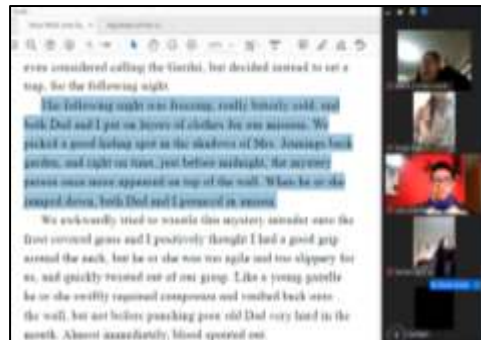
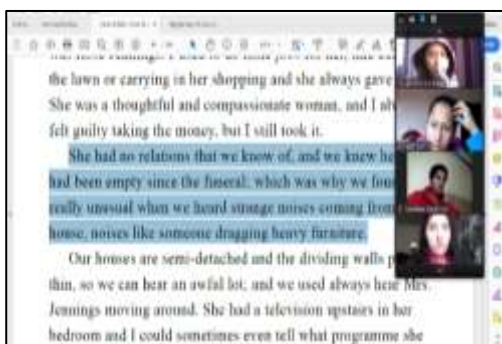
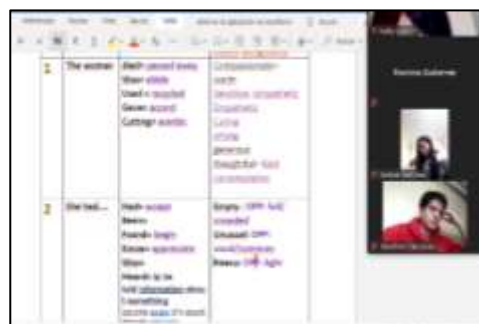
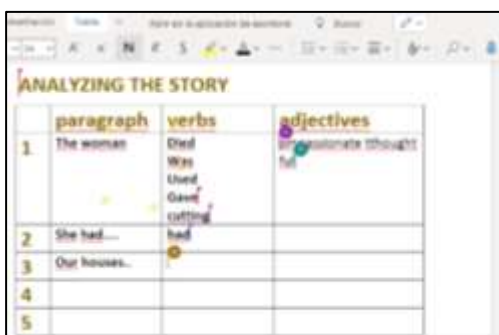
Copia:  
Ingeniero  
Educa Patricia Gervasio Ibáñez  
Asistente Administrativa I

## Annex 3. The Process-genre approach





Characteristics of stories and elements taken from (May Good Schools)



# Joint Construction Phase

<p><b>THE STORY</b></p> <p><b>BACKGROUND</b></p> <p>There is a small town in a neighborhood.</p> <p><b>SETTING</b></p> <p>When a mysterious illness began to spread.</p> <p>When a doctor from a nearby town came.</p> <p><b>PLT:</b></p> <p><b>1. Characters</b></p> <p><b>Characters</b></p> <p>The town</p> <p>Lucy</p> <p>Samuel</p> <p>Dr. Jones</p> <p>Lucy's mother</p> <p>Samuel's father</p> <p>Dr. Jones</p> <p>Lucy</p> <p>Samuel</p> <p>Dr. Jones</p> <p>Lucy</p> <p>Samuel</p> <p><b>2. Plot</b></p> <p><b>2.1. Exposition</b></p> <ul style="list-style-type: none"> <li>• A mysterious illness begins to spread.</li> <li>• Lucy and Samuel are affected.</li> <li>• A doctor from a nearby town comes.</li> <li>• Lucy and Samuel are treated.</li> <li>• The doctor leaves.</li> </ul> <p><b>3. Climax</b></p> <ul style="list-style-type: none"> <li>• The doctor returns to the town.</li> <li>• The doctor is killed.</li> <li>• The doctor is buried.</li> </ul>	<p><b>4. Falling action</b></p> <ul style="list-style-type: none"> <li>• The doctor is killed.</li> <li>• The doctor is buried.</li> <li>• The doctor is buried.</li> </ul> <p><b>5. Resolution</b></p> <ul style="list-style-type: none"> <li>• The town is healed.</li> <li>• The town is healed.</li> <li>• The town is healed.</li> </ul> <p><b>Theme: appearance is not important at all</b></p>
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## Independent Construction Phase

### Examples from learners

**UNIVERSIDAD TÉCNICA DE MBATO**

Name: Karla Pérez  
Date: Thursday, August 7th, 2020  
Level: B1 - 1.5

**Matias's beloved guardian angel lives above the clouds**

In an unknown town, Matias lived with his grandma. When she was a child, she wanted to meet her guardian angel. There was a mountain called "Matias to Heaven" with secrets above behind the grass, talking and dancing animals, balloons with flashes of light, goddess and butterflies. It had 5,540 meters and one lake in the top of the mountain. The little girl, Matias decided to climb the big mountain against all odds. goddess gave her magic candies to have more energy and butterflies flew around the girl's body. Talking animals pointed the correct route and dancing animals motivated her to dance faster and faster.

In the middle of the way, balloons were lightening to show her big letters inside them, they were S-T-R-A-Y-T-O-H-E-A-V-E-N and a great light appeared to leave her unconscious. Seven days later, the girl woke up in a wonderful and amazing field; the lake was pink and had an edge of flowers. Immediately, thousands of little angels started to go down. They had prepared a welcome to Matias. It included driving her to a safety shirt and a crown to meet her guardian angel. He was a really cute angel, he looked like a human and he smiled her all the time. Matias couldn't stop crying for the happiness she felt.

After many seconds, everything there froze, except Matias. It happened because she had broken the silver rule (don't meet their angelic angels, she was so frightened and wanted to escape from that place, she couldn't think and breathe. All was bad until she decided to smile and be happy. The place was filled with glass, and Matias became the only human who could meet that fairy tale place.

Matias returned to her town happier than nobody in the earth. She told her story to the grandma and she assumed that the name of the guardian angel was: tach. After a few months, she couldn't remember her story. She was disappointed because everything she believed and lived, never happens. She woke up crying, nothing could stop her pain.

Duke, was an angel but Matias didn't know it. Duke had moved her memory and all was the truth! Finally, Matias had to live with this. She thought nobody can't change things, it can't have with your own feelings and if you didn't remember it because, it would be more adventures with more achievement. Trust in yourself and do whatever u want.

Technical University of Ambato  
ENGLISH LANGUAGE CENTER



Name: Angie Sique  
Level: B1 The Intermediate  
Date: 07/08/20  
Topic: Story

**The news**

A few years ago, in a park called "El Jardín" in Ambato. There were 3 mysterious girls named Erick, Robert and Javier. People said that they weren't normal people, they had powers. They didn't let people get near the park. The park was very beautiful, it had flowers, many green spaces, a waterfall, a bridge to cross the river, and more things. People wanted to enter the park and enjoy that beautiful nature, but the boys didn't allow it. They put very strong bars so that no one could enter. The three boys disappeared every full moon night, it was very strange for all. After a while, a girl could enter the park, no one could believe it. She began to play with the butterflies until the three men saw her, they got very angry. One of them wanted to kill her, but Javier didn't let her brother to do that. They started talking why they did not let people go into their park. Erick told the girl, "There are many evil people on this planet, they want to kill people, animals, they eat down trees." It also makes her feel sad to see how men destroy the planet. The girl began to cry and realized that they were guardians of life there, she saw that she did not want to leave the park, she wanted to stay with them to take care of the only place that was left with pure nature. But the Guardians could not leave her there. The next day the girl was very sad and wanted to return to that mysterious place. While the boys took care of the nature they saw that the people wanted to break in, the people were very angry and wild like animals. The guardians used all their powers, so that they didn't enter. The weapons of the men were more powerful. They entered and destroyed the wonderful place. The guardians began to feel bad and one by one they disappeared. In the end, everything disappeared, the place became horrible, after a while a great earthquake started and destroyed all that city.

**The End**

Technical University of Ambato

Name: María Emilia Medina  
Date: 07/08/2020  
Level: B1  
Topic: (drobo Joel- Fiction Story 2

**The space boy**

A long time ago, there was a boy named Freddy who lived in a town far from the city of Ruma Tera with his parents. They enjoyed life in the village, but when Freddy was 15 years, his father disappeared. Freddy was sad, depressed, and annoyed. He reported this to the police, but they didn't find any clues. One day Freddy had some news from his father, he told Freddy that he had been kidnapped by aliens. Also, he included some photos of the place he was. Freddy noticed that, but what the aliens didn't know was that Freddy was a genius. When he turned 10 years old, he investigated everything about the galaxy and how to travel to other planets.

Some days later, Freddy set out on the journey with his best friend Finolis, a very loyal dog. Together with some friends he was able to build a spaceship to go at great speed.

First, he explored the moon, then mars and so on throughout the solar system, but he did not find anything. He searched the entire galaxy, but didn't find his father; however, he was able to gather information from other aliens. He was able to build a better ship that travels between galaxies. Before his departure to new galaxies, he encountered sequences of aliens who kidnapped his father. They didn't recognize him, but he did. So, he set up an ambush to attack and interrogate them. They told him where they were in the galaxy and that they were going to kill him soon.

He didn't have time to lose, so he prepared his new ship and left as quickly as possible. He arrived at his destination and found a fortress. He infiltrated and fought his enemies. But it had a long journey to find his father. He reached the central chamber and saw his father in a cage and a final boss next to him. The fight was intense and exhausting, his friend Finolis got hurt, but he was going to survive. He released his father and they got back together.

They decided to explore space for a while before returning to earth, but during the trip they realized that they could be in danger. When they came to earth, they realized that 500,000 years had passed and that the time was different in space.

**The End**

**Annex 4.** Questionnaire for the interview, and pictures of the interview

**Questionnaire for the Experimental Group**

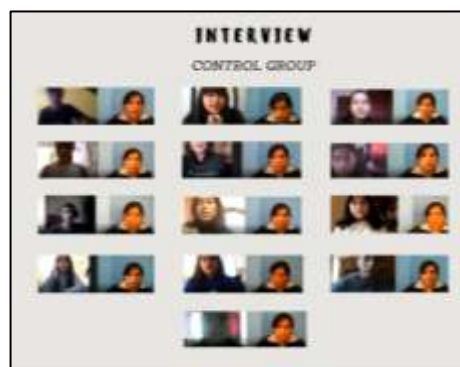
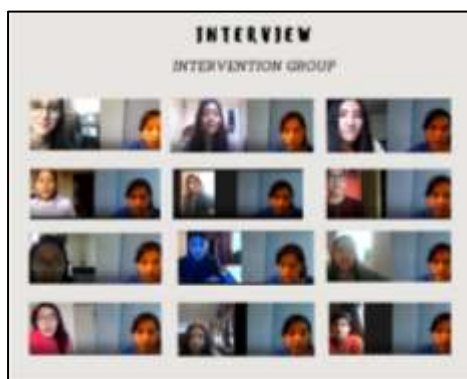
1. “Which of the following stages do you like most/ least? Why? Developing the context, Modeling and deconstructing the text, joint construction, independent construction
2. Does the Process-Genre Approach help you write better? If so, how?
3. In your opinion, how should the Process-Genre Approach be improved?
4. Are the advantages and disadvantages of the Process-Genre Approach?”

(Rayupsri, 2014).

**Questionnaire for the Control Group**

The questions for the control group were adapted from the questionnaire proposed by Rayupsri in his study.

5. Which of the following stage do you like most/ least? Why? (Prewriting, during writing, post writing)
6. Does the writing stages help you improve your writing if so, how?
7. In your opinion, how should the writing stages be improved?
8. What are the advantages and disadvantages of the writing stages?



**Annex 5.** Rubric from Cambridge Preliminary English Test (PET) from Cambridge University

RUBRIC TO EVALUATE A SHORT STORY							
Criteria to evaluate	5 Very good attempt	4 Good attempt	3 Adequate attempt	2 Inadequate attempt	1 Poor attempt	0 Achieves nothing	FINAL SCORE
<b>Use of language</b>	Confident and ambitious use of language	Fairly ambitious use of language	Language is unambitious, or if ambitious, <u>flawed</u>	Language is simplistic/limited/repetitive	Severely restricted command of language	Language impossible to understand, or totally irrelevant to <u>task</u>	
<b>Structures and vocabulary</b>	Wide range of structures and vocabulary within the task set	More than adequate range of structures and vocabulary within the task set	Adequate range of structures and vocabulary	Inadequate range of structures and vocabulary	No evidence of range of structures and vocabulary	Language impossible to understand, or totally irrelevant to <u>task</u>	
<b>Story development</b>	Well organized and coherent, through use of simple linking devices	Evidence of organization and some linking of sentences	Some attempt at organization; linking of sentences not always maintained	Some incoherence; erratic punctuation	Seriously incoherent; absence of punctuation	Language impossible to understand, or totally irrelevant to <u>task</u>	
<b>Mechanics</b>	Errors are minor, due to ambition and non- <u>impeding</u>  Requires no effort by the <u>reader</u>	Some errors, generally non-impeding  Requires only a little effort by the reader	A number of errors may be present, but are mostly non- <u>impeding</u>  Requires some effort by the reader	Numerous errors, which sometimes impede <u>communication</u>  Requires considerable effort by the reader	Very poor control; difficult to <u>understand</u>  Requires excessive effort by the reader	Language impossible to understand, or totally irrelevant to <u>task</u>	
Taken from Cambridge Preliminary English Test (PET) from Cambridge University Press							

**Annex 6.** List of students who participated in the research study

**UNIVERSIDAD TÉCNICA DE AMBATO**

**LANGUAGES CENTER**

**B1 Pre-Intermediate level**

Chico Hurtado Carol Anahi

Contreras Suarez Leslie Valentina

Espinoza Moran Nicole Alejandra

Flores Chavez Ruth Eunice

Gaibor Vaca Katherine Elizabeth

Galeas Caiza Joand Andrés

Gamboa Villacis Maria Cristina

Gavilanes Salazar Leslie Dayana

Gavilanes Villacis Jonathan David

Guatumillo Trujillo Karen Michelle

Gutierrez Curipallo Ashley Romina

Idrobo Alban Joel Sebastian

Lozada Cruz Luis Patricio

Medina Sánchez María Emilia

Ocaña Flores Marjorie Nayeli

Ortiz Flores Domenica Salome

Perez Cardenas Mireya Karina

Poveda Sanchez Domenica Salome

Sánchez Meneses Stefani Giuliana

Sanchez Ortega Joselyn Aileen

Santana Solis Erick Gabriel

Serrano Manzano Amanda Nicole

Supe Amaguaña Angie Pamela

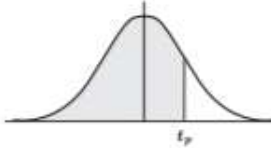
Villacreses Constante Virginia Micaela

Villegas Lopez Alan Steven

Annex 7. Student-t Distribution

**Apéndice III**

**Valores percentiles ( $t_p$ ) correspondientes a la distribución t de Student con  $\nu$  grados de libertad (área sombreada =  $p$ )**



$\nu$	$t_{.995}$	$t_{.99}$	$t_{.975}$	$t_{.95}$	$t_{.90}$	$t_{.80}$	$t_{.75}$	$t_{.70}$	$t_{.60}$	$t_{.55}$
1	63.66	31.82	12.71	6.31	3.08	1.376	1.000	.727	.325	.158
2	9.92	6.96	4.30	2.92	1.89	1.061	.816	.617	.289	.142
3	5.84	4.54	3.18	2.35	1.64	.978	.765	.584	.277	.137
4	4.60	3.75	2.78	2.13	1.53	.941	.741	.569	.271	.134
5	4.03	3.36	2.57	2.02	1.48	.920	.727	.559	.267	.132
6	3.71	3.14	2.45	1.94	1.44	.906	.718	.553	.265	.131
7	3.50	3.00	2.36	1.90	1.42	.896	.711	.549	.263	.130
8	3.36	2.90	2.31	1.86	1.40	.889	.706	.546	.262	.130
9	3.25	2.82	2.26	1.83	1.38	.883	.703	.543	.261	.129
10	3.17	2.76	2.23	1.81	1.37	.879	.700	.542	.260	.129
11	3.11	2.72	2.20	1.80	1.36	.876	.697	.540	.260	.129
12	3.06	2.68	2.18	1.78	1.36	.873	.695	.539	.259	.128
13	3.01	2.65	2.16	1.77	1.35	.870	.694	.538	.259	.128
14	2.98	2.62	2.14	1.76	1.34	.868	.692	.537	.258	.128
15	2.95	2.60	2.13	1.75	1.34	.866	.691	.536	.258	.128
16	2.92	2.58	2.12	1.73	1.34	.865	.690	.535	.258	.128
17	2.90	2.57	2.11	1.74	1.33	.863	.689	.534	.257	.128
18	2.88	2.55	2.10	1.73	1.33	.862	.688	.534	.257	.127
19	2.86	2.54	2.09	1.73	1.33	.861	.688	.533	.257	.127
20	2.84	2.53	2.09	1.72	1.32	.860	.687	.533	.257	.127
21	2.83	2.52	2.08	1.72	1.32	.859	.686	.532	.257	.127
22	2.82	2.51	2.07	1.72	1.32	.858	.686	.532	.256	.127
23	2.81	2.50	2.07	1.71	1.32	.858	.685	.532	.256	.127
24	2.80	2.49	2.06	1.71	1.32	.857	.685	.531	.256	.127
25	2.79	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
26	2.78	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
27	2.77	2.47	2.05	1.70	1.31	.855	.684	.531	.256	.127
28	2.76	2.47	2.05	1.70	1.31	.855	.683	.530	.256	.127
29	2.76	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
30	2.75	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
40	2.70	2.42	2.02	1.68	1.30	.851	.681	.529	.255	.126
60	2.66	2.39	2.00	1.67	1.30	.848	.679	.527	.254	.126
120	2.62	2.36	1.98	1.66	1.29	.845	.677	.526	.254	.126
$\infty$	2.58	2.33	1.96	1.645	1.28	.842	.674	.524	.253	.126

Fuente: R. A. Fisher y F. Yates, *Statistical Tables for Biological, Agricultural and Medical Research* (Tablas de estadísticas para la investigación biológica, agrícola y médica) (5a. edición), Tabla III, Oliver and Boyd Ltd., Edinburgh, con autorización de los autores y editores.

Source: (Spiegel & Stephens, 2009, p. 563)