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**COLLABORATIVE LEARNING FOR THE IMPROVEMENT OF CREATIVE
WRITING IN SOPHOMORE STUDENTS AT COLEGIO UNIVERSITARIO
UTN IN IBARRA**

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DEDICATION

Behind every achievement, there are people whose love and support make the journey possible. With all my heart, I dedicate this work to the following:

To God, for being my strength and my light in every step.

To my dear parents, Romel and Diana, thank you for your unconditional love, your sacrifices and the way you have always believed in me. Your support has been the foundation of everything I have achieved.

To my siblings, Evelyn, Kevin, and Melani, thank you for always believing in me and walking beside me.

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To my siblings, grandmother and friends, thank you for your advice and for making my days happier.

Finally, to my grandfather who I am sure looks after me and protects me from heaven.

ABSTRACT

The present research focused on improving creative writing skills through collaborative learning, which was carried out in sophomore students at “Colegio Universitario UTN” in Ibarra. This research was possible thanks to the collaboration of the authorities, teachers and students of the institution, who had a crucial role in its development. The main objective of this work is to implement collaborative learning as a pedagogical approach for the improvement of creative writing skills in sophomore students. A mixed methodology was applied in this research, with the use of an interview for teachers and a survey for students. The data collected provided valuable information for the elaboration of the academic proposal, which focuses on the design of a set of didactic activities based on collaborative learning techniques. These activities are specifically designed to improve creative writing skills among students, fostering a more dynamic and interactive learning environment.

Keywords: collaborative learning, creative writing, sophomore students, mixed methodology.

RESUMEN

La presente investigación se centró en mejorar las habilidades de escritura creativa a través del aprendizaje colaborativo, la cual se llevó a cabo en estudiantes de segundo año del “Colegio Universitario UTN” en Ibarra. Esta investigación fue posible gracias a la colaboración de las autoridades, profesores y estudiantes de la institución, quienes desempeñaron un papel crucial en su desarrollo. El objetivo principal de este trabajo es implementar el aprendizaje colaborativo como un enfoque pedagógico para el mejoramiento de las habilidades de escritura creativa en estudiantes de segundo año. En esta investigación se aplicó una metodología mixta, con el uso de una entrevista para los docentes y una encuesta para los estudiantes. Los datos recolectados proporcionaron información valiosa para la elaboración de la propuesta académica, la cual se enfoca en el diseño de un conjunto de actividades didácticas basadas en técnicas de aprendizaje colaborativo. Estas actividades están específicamente diseñadas para mejorar las habilidades de escritura creativa entre los estudiantes, fomentando un entorno de aprendizaje más dinámico e interactivo.

Palabras clave: aprendizaje colaborativo, escritura creativa, estudiantes de segundo año, metodología mixta.

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LIST OF ABBREVIATIONS

EP EPI: EF English Proficiency Index

CL: Collaborative Learning

EFL: English as a Foreign Language

EGB: Educación General Básica

BGU: Bachillerato General Unificado

CEFR: Common European Framework of Reference

ZDP: Zone of Proximal Development

INTRODUCTION

English has become the most widely spoken language in the world due to its expansion during the colonial era. Nowadays, it is considered a universal language. It facilitates communication, collaboration, and the exchange of ideas between different cultures or nations (Nishanthi, 2018). In other words, it is an important language that provides the opportunity to share knowledge, beliefs, and customs worldwide. English also allows communication with native speakers and helps in securing good employment opportunities.

The advantages of learning this language have encouraged different countries in Latin America to implement English as a subject in educational institutions. Based on Cronquist and Fiszbein (2017) in Latin America, the motivation and interest in learning English is increasing significantly. The population has made considerable efforts to learn English through different policies and programs. It has generated that more people in the region have access to learn English. The reason is the scope of this language, due to reviews and scientific articles of greatest global importance are written in English (p.2).

On the other hand, Ecuador is ranked among the countries with the lowest levels of English proficiency worldwide. According to the EF English Proficiency Index (EF EPI, 2023) Ecuador ranks 18th out of 20 Latin American countries, which were scored for their English proficiency. On a global scale, it ranks 80th out of 113 countries. Therefore, it is considered a country with a very low level of language proficiency. It is likely that the methods, approaches or resources used in the classroom for teaching this language may not be effectively utilized. Additionally, the different skills are not practiced equitably; therefore, students are not familiar with certain activities that could help them improve their language skills.

In this sense, collaborative learning has emerged as a pedagogical strategy, the main objective of which is to improve different language skills, including creative writing (Barkley et al., 2014). Therefore, the present research examines the effectiveness of collaborative learning in developing creative writing in sophomore students at Colegio Universitario UTN. Furthermore, it is based on Vygotsky's sociocultural theory, which highlights the importance of social interaction in learning and cognitive development (Vygotsky, 1978). It is also supported by Piaget's constructivism, which emphasizes that learning is constructed through interaction with the environment. Finally, this study aims to

determine how various collaborative learning strategies can help foster creativity, improve writing, and increase motivation towards creative writing in English.

BACKGROUND

In recent days, education has changed significantly toward more collaborative approaches, which focus on the student's construction of knowledge. Hence, the use of collaboration for the improvement of creative writing skills has been implemented in different educational institutions. Thus, the present research gives importance to the recognition of previous research that contributes to the advancement of this research. The exploration and collection of information from graduate works, journals, and articles assist in the theoretical construction or validation of the effects and benefits of using collaborative learning to improve students' creative writing. The following are some of the authors who contributed to this research.

Collaborative learning is a fundamental part of creative writing skills development. Prasaja et al. (2022) mention in their journal entitled "A New Decade for Social Change" that, in the opinion of the teachers in their study, collaborative assignments help generate greater student engagement, which allows them to develop creativity, perspective, and innovation. In addition, it fosters higher-order thinking skills and allows them to share knowledge more meaningfully, and to complete assignments more quickly.

Therefore, it should be implemented in the classroom for better performance in the writing activities. For, peer interaction is said to be one of the best ways to learn and expand knowledge. Amalia (2020) argued in her article entitled "Collaborative Learning: Concepts and Practices in the Classroom" that:

Communication and collaboration are considered part of the essential approach to preparing students for increasingly complex life and work environments in the 21st century. Collaborative skills are highly required by students to equip them with the ability to work effectively and respectfully with diverse teams in the future. For this reason, collaborative learning (CL) is considered crucial, as it is believed to help students achieve higher level thinking and retain knowledge longer compared to individual learning. (p.1).

In other words, collaborative learning also helps to develop interpersonal skills, achieve a better level of knowledge, and above all generate meaningful learning. According to Laal and Ghodsi (2011), the application of this educational approach aims to involve students in working together to solve problems, through communication and contribution of ideas. Furthermore, it aims to generate a single product made with the contribution and creativity of all members (p.1).

On the other hand, writing represents one of the most essential skills within the English language. Nevertheless, teaching creative writing skills is still a challenge for teachers. Acuin et al. (2018) argued in their article titled "Cooperative-Collaborative Learning in Enhancing Creative Writing Performance" that:

Nowadays, writing has a huge part in every student's life, starting with the simplest content to the most complex writing pieces. They are asked to craft different types of essays, research papers, and other kinds of creative writing tasks. It is a skill that students will need for the future which is why it is vital to develop. Unfortunately, the majority of the students still fail to improve their writing skills even after finishing school. (p. 165).

Therefore, collaborative learning has been seen as the best option in improving this skill; Since, by being in constant communication with class members, students feel more confident and motivated to work. Rojas (2021) argued in his graduated work titled "Assessment of Writing Strategies to Improve English Language Development in Children of 8th Grade. A Case of a Public School in Otavalo-Ecuador" that collaborative learning gives students the ability to receive feedback to improve their language skills, without fear of being judged. Also, it provides the opportunity to train leaders who can listen and solve problems (p.12). Moreover, they know that the success of the group depends on each member; therefore, they give their best effort in contributing to the group.

Regarding the application of this method to enhance creative writing has proven to be highly effective; since it has helped develop different skills. Fitria (2024) mentions in her article entitled "Creative Writing Skills in English: Developing Student's Potential and Creativity" that it allows students to develop their thoughts, emotions, and imagination using their language skills. One of these skills is communication in collaborative learning, which involves transmitting concepts or ideas. In addition, creative writing contributes to

the development of critical thinking, emotional awareness, talents, and imaginative abilities. It should be noted that this type of writing is unique and innovative, and aims to express ideas and creativity expressed through multiple types of fictional or non-fictional works.

RESEARCH PROBLEM

Through the observation carried out by the researcher in the teaching practice and conversations with the teachers in charge of the subject, it was possible to detect that one of the least developed skills among the students at Colegio Universitario UTN is creative writing and that collaborative learning is not used either.

There are some reasons that limit the development of creative writing. First, there are not many activities or assignments focused on exploring and expanding creativity. Students are used to writing short, precise sentences, which prevents them from experimenting with language and developing more elaborate texts. According to Charles MacArthur (n.d.) “writing requires a more varied vocabulary and more complex syntax, or sentence structure” (p.8). Thus, the few opportunities students have to practice prevent them from engaging in the creative writing process and developing the confidence to express their ideas or thoughts creatively.

Moreover, many students struggle with using their creativity and imagination in writing. Therefore, by not making use of collaborative learning, students lose the opportunity to share ideas, feedback, and support from their classmates. According to Abuhabil and Aswese (2018) “working collaboratively in writing tasks is seen as an effective strategy that helps learners improve their grammatical accuracy and increase their vocabulary growth” (p.45). In this sense, its use is necessary.

JUSTIFICATION

Creative writing is a fundamental skill that should be enhanced among students. It fosters critical thinking, self-expression, and the development of imagination. Mardiningrum et al. (2024) states that “creative writing serves as a valuable tool for emotional expression, a conduit for the development of creativity and imagination, and a means to refine writing and language skills” (p. 546). Therefore, it is of great benefit to put it into practice in the classroom. However, despite its contributions, some students find it difficult to make use of their creativity to develop and refine their creative writing skills.

Hence, collaborative learning emerges as a promising approach to address these challenges. Additionally, interaction and reflection among students is the best way to build knowledge for different reasons. Smith and MacGregor (2014) mention the following:

Collaborative learning encourages students to acquire an active voice in shaping their ideas and values and a sensitive ear in hearing others. Dialogue, deliberation, and consensus-building out of differences are strong threads in the fabric of collaborative learning, and in civic life as well. (p.3)

Thus, students can brainstorm, present their different points of view, collaborate on the creation of the product, and help each other as they develop creative writing. Then, they all work together for a common goal and feel more confident in doing so.

This work is essential, significant, and relevant. It is important for teachers to have a clear perspective on how collaborative learning aids in the improvement of creative writing, which will lead to the development and refinement of this skill. In other words, it is relevant because it examines the different effects of applying this learning in the classroom. It is valuable because it educationally addresses the problems students face in creative writing, which can be solved through collaborative work.

Regarding to the regional importance that this research generates is that it fosters collaboration and the exchange of thoughts. For, it contributes to the development of stronger and more collaborative communities, where society in general helps to build an atmosphere of safe understanding, without the fear of being judged by others. It also encourages positive interdependence, communication, and responsibility, thus achieving meaningful learning.

The second-year high school students of Colegio Universitario UTN will be the main beneficiaries for several reasons. Firstly, they will feel more confident working in groups when developing creative writing. According to McCain (2023) “students become increasingly aware of their abilities in a peer setting, which in turn increases confidence. Students take that confidence back into the classroom and continue to unlock even greater learning potential” (para. 14). Therefore, it is necessary to apply this approach to show improvements in their creative writing. Secondly, students will develop their imagination, creativity, critical thinking, and interpersonal understanding. Finally, writing something unconventional encourages students to learn and engage in the language.

Some of the indirect beneficiaries will include teachers and families. In the case of teachers, they will be able to have a good notion of the effects generated by using some collaborative learning approaches to improve creative writing in students. In this way, they can apply them in their classroom. Regarding to families, they will have the guarantee that their children are being trained as critical people, who contribute different ideas for a common good.

RESEARCH IMPACTS

Academic Impact

This research is expected to help sophomore students at Colegio Universitario UTN by implementing different collaborative learning strategies. As a result, the high school will see an improvement in the students' English creative writing skills. Therefore, teachers are encouraged to incorporate these strategies in their classrooms.

Linguistic Impact

This research aims to support sophomore students at Colegio Universitario UTN in improving their writing skills in English by implementing collaborative learning strategies. Furthermore, students will be exposed to diverse linguistic feedback from classmates, which will help to expand their vocabulary and better understand grammar.

Social Impact

This research is intended to help students develop interpersonal skills, with a greater sense of empathy and understanding for their peers. In this way, the collaborative environment will contribute to an inclusive school culture.

OBJECTIVES

General Objective

- Determine collaborative learning strategies to improve creative writing in sophomore students of Colegio Universitario UTN.

Specific Objectives

- Identify some collaborative learning strategies that help students develop writing skills in English as a foreign language.
- Diagnose what kind of strategies are used in the English classes of Colegio Universitario UTN to develop writing.
- Design a set of activities based on collaborative learning strategies for sophomore students to develop creative writing skills in English as a foreign language

CHAPTER I: THEORETICAL FRAMEWORK

This chapter discusses the most relevant theoretical concepts that support the present study on using Collaborative Learning for the Improvement of Creative Writing in Sophomore Students at Colegio Universitario UTN in Ibarra. Therefore, it will be important for the development of the present research.

1.1. Teaching English as a Foreign Language

English is regarded as one of the predominant languages spoken worldwide. It facilitates global communication and serves as the primary language for international business, science, and technology. According to Assi (2022) “English is the official language of 67 different countries and 27 sovereign entities in the world. But in addition to that, English is spoken in many countries where it is not the official language” (para.3). Therefore, having the ability to communicate in English is both essential and valuable.

Nowadays, English as a Foreign Language (EFL) has been implemented in the curriculum of all educational institutions. However, teaching the language effectively is seen as a challenge by some teachers, especially in contexts where English is not the primary language. Furthermore, students have to develop all four skills to achieve a high level of English, which may be difficult. In this sense, learning a foreign language is a complex process which involves constant practice, acquisition of different linguistic and intercultural competencies. Likewise, the development of social skills to generate an effective communication (Andrade et al., 2021).

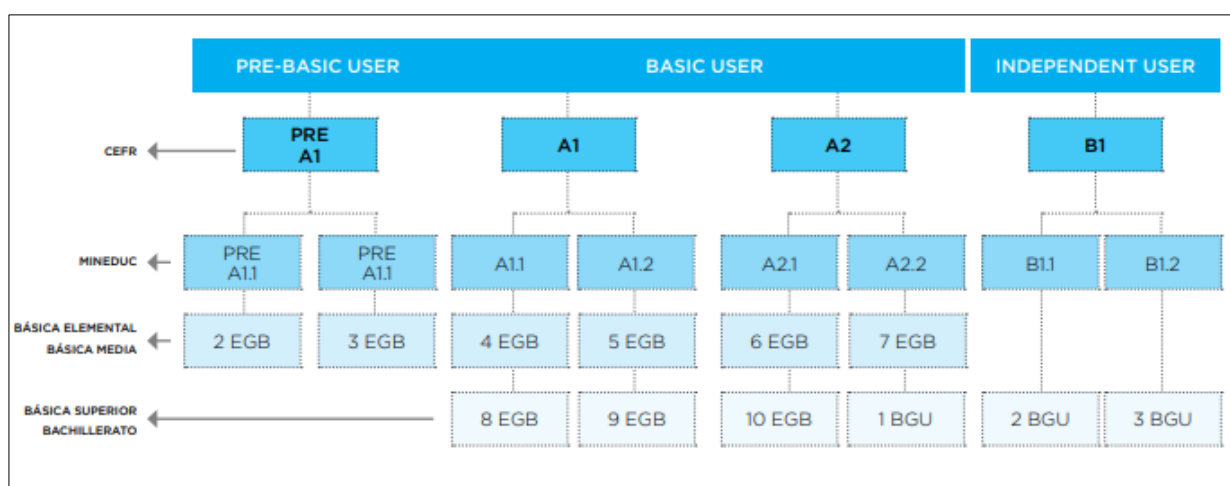
On the other hand, it is important to understand that every student learns in different ways. It is proven that some of them prefer to work alone, in groups, listening, watching videos, playing, and so on. Thus, teachers have to look for the best methods or strategies to apply in their classes. Consequently, students will have the possibility to enhance their competence across all four language domains and achieve a good mastery of the language.

1.2. Teaching and Learning English as a Foreign Language in Ecuador

English as a foreign language (EFL) has been implemented in the Ecuadorian curriculum in order to guarantee and improve bilingual education. In this sense, all students from second grade of Educación General Básica (EGB) to third year of Bachillerato General Unificado (BGU) receive English in their different institutions. In accordance with Ministry of Education (2016) “The Ecuadorian High School Exit Profile aims to prepare Ecuadorian high school students for successful participation in a globalized, democratic society in the 21st century by focusing on the development of life skills, work skills, and entrepreneurship skills” (p.7). In other words, it seeks to generate a holistic development of students.

On the other hand, it is said that in Ecuador, students in the second year of high school must reach level B1.1 by the end of the school year. So that, they demonstrate effective communicative skills in real-life contexts, understand texts and express their thoughts fluently. Therefore, the teachers play an important role in facilitating language acquisitions through interactive and engaging activities.

Figure 1
Proficiency Levels



Note: Levels of Proficiency: Branching Approach. Source: Ministry of Education (2016).

Besides, it is essential to recognize the importance of the curriculum in the development of the four English skills. According to Cadena et al. (2018) “if the curriculum design process generates understanding and participation, it is possible to

obtain educational improvements. From this perspective, it is a pedagogical and ethical challenge, rather than a mere technical fact to be accountable for the educational system” (p. 126). In this sense, the curriculum is more than a set of guidelines or instructions. Instead, it becomes a dynamic tool for encouraging student engagement, facilitating meaningful learning experiences, and promoting educational equity.

1.3. The Common European Framework of Reference (CEFR)

It is known to be a crucial tool in English language teaching, as it helps to describe and test language skills on different scales. Moreover, The Common European Framework of Reference provides clarity and consistency in evaluating learner proficiency levels, allowing educators to adapt teaching for each group of individuals. In accordance with The Council of Europe (n.d.):

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis. The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. (p.1)

In other words, the CEFR provides a common point of reference for language educators and learners, thereby providing an accurate and consistent assessment of learners' language skills. It also ensures that students receive equitable language instruction.

Furthermore, it is important to mention that it is organized into six distinct levels based on comprehension and difficulty. Thus, each represents a distinct stage in language proficiency. They also provide a structured framework for assessing learners' language abilities progressively, from the most basic to the most complex skills. Conforming to Common European Framework (2001) it is divided into six main categories ranging from A1 to C2. The first level indicates that students are beginners and can communicate basic

English. At the A2 and B1 level, they are said to have a higher level of proficiency, which allows communication in different situations. It also mentioned that at the B2 and C1 level, they have more advanced English, which facilitates participation in discussions and expressing their thoughts fluently. Finally, at the C2 level, students reach a high proficiency in the language.

Figure 2
International Scale.

Level		General description	Cambridge English Exam
Proficient user	C2	Mastery Highly proficient – can use English very fluently, precisely and sensitively in most contexts	Cambridge English: Proficiency
	C1	Effective Operational Proficiency Able to use English fluently and flexibly in a wide range of contexts	Cambridge English: Advanced
Independent user	B2	Vantage Can use English effectively, with some fluency, in a range of contexts	Cambridge English: First/First for Schools
	B1	Threshold Can communicate essential points and ideas in familiar contexts	Cambridge English: Preliminary/ Preliminary for Schools
Basic user	A2	Waystage Can communicate in English within a limited range of contexts	Cambridge English: Key/Key for Schools Cambridge English: Flyers
	A1	Breakthrough Can communicate in basic English with help from the listener	Cambridge English: Movers Cambridge English: Starters

Note: Source: Cambridge University Press (2013).

To summarize, second year students should reach level B1.1. Through this, they will develop the skills to communicate essential points and express ideas in specific contexts. For, this level of proficiency enables them to engage in basic conversations, understand simple texts and effectively transmit their opinions on a variety of topics.

1.4. Language Skills

Language allows to express thoughts in different ways and is considered a skill. In addition, through language we communicate ideas, emotions and intentions, giving meaning to interactions with other people. Husain (n.d.) mentions the following:

It is not a content-based subject like-Science, Social Studies, Commerce, Mathematics, etc., which aim is to imparting information and fill the human mind with knowledge. Since language is a skill, it naturally comes under psychomotor domain. A skill may be called the ability to do something well. (p.1)

Therefore, language teaching should focus on conducting activities that allow the students to participate and practice. In this way, different skills will be improved and students will become more proficient in the language.

Nowadays, the English language is divided into four important skills. These are listening, speaking, reading and writing. Thus, each skill holds significant importance in the acquisition of linguistic competence and effective communication. Husain (n.d.) states the following:

Speaking and writing are called productive skills because while using these skills a learner/user is not only active but also produces sounds in speaking and symbols (letters, etc.) in writing, on the other hand, listening and reading are considered receptive skills because here a learner is generally passive and receives information either through listening or reading. (p.3)

In other words, students have an active role in developing speaking and writing skills, as they produce the language in the different activities presented by teachers. Whereas in listening and reading they have a passive role, since they only receive the information.

Figure 3
Type of skills.

Language Skills	
Receptive	Productive
Listening	Speaking
Reading	Writing

Note: Own material (2024).

To conclude, listening and reading are classified as receptive skills, whereas speaking and writing are regarded as productive skills. Receptive ones involve receiving and understanding information. On the other hand, productive skills focus on creating and

transmitting information. Finally, both are considered important to generate effective communication, as they complement each other in the exchange of ideas and information.

1.4.1. Reading Skills

This process involves extracting the essential ideas and details to generate a clear and concise understanding of the text. Tarihoran and Rachmat (2019) say the following:

Reading may be defined as an individual's total interrelationship with symbolic information. Reading is a communication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns require practice to set them into the mind. (p.3)

Hence, it is evident that effective reading is not just about recognizing certain words, but involves a deeper cognitive process. The process requires identifying the most important ideas and details to understand the whole text.

On the other hand, Bojovic (2010) mentions that a reading skill is when a person uses his or her cognitive ability to comprehend a written text. In addition, some of its skills are said to include: identifying the main idea, the meaning of words, secondary ideas, inferring some parts of the text, finding answers to certain questions and so on.

1.4.2. Listening Skills

Listening skills refer to understanding important ideas and details of an audio. This involves easily understanding the pronunciation of words and interpreting the message. According to Adaeze and Agwuocha (2024) a good listener must have the ability to interpret the message delivered by the speaker. Moreover, to understand the essential meaning of the message. They also mention that four variables are involved in this communication process: the speaker, the message, the listener and the interpretation.

1.4.3. Speaking Skills

It represents a key component of the English language, allowing individuals to communicate with people from diverse geographical areas. Mishra (2017) mentions the following:

Speaking skills is the ability to express opinions or thoughts and feelings to a person or group verbally, whether face or by distance. Alternatively, speech is a natural means of communication between members of the public to express their thoughts and as a form of social behavior. (p.138)

Thus, clear and effective communication ensures that ideas are transmitted accurately. Therefore, it is important to make use of correct pronunciation and intonation of words.

1.5. Writing Skills

It is considered a productive skill, since it involves creating something. In addition, students actively participate in the writing process by organizing their thoughts, choosing appropriate language, and structuring their ideas coherently. Besides, through writing, they can express their understanding, creativity, and critical thinking. According to Ghosh et al. (2021):

Writing is the skill of expressing thoughts, ideas, feelings etc. in written form. For becoming a good and successful writer one must have to acquire mastery over the language and the skill of writing. But there needs extra effort and concentration if the language is other than the mother tongue. (p.26)

In this sense, students should spend more time and practice to develop this skill. For, it is not only necessary to learn grammatical rules, but also to perfect their ability to organize their thoughts and ideas.

1.5.1. Importance of Writing Skills

Writing skills are a fundamental part of effective communication. Moreover, it is essential for academic success, professional development and personal expression. According to Bora (2023) writing is important because it allows students to develop their thinking and imagination. He also says that it contributes to the coherent organization and presentation of thoughts. Finally, he mentions that it facilitates the student to apply cohesion and present complete ideas.

1.5.2. The Benefits of Writing

It is important for communication, since it contributes different and relevant benefits to the students. Based on Smith (n.d.) says the following:

Writing is a significant literacy activity in modern life that enables individuals to accomplish a variety of personal, intellectual, occupational, and recreational goals. It has been demonstrated, across a variety of investigations, that writing activities yield a number of intellectual, physiological, and emotional benefits to individuals. These benefits include improve memory function, decreased symptomatology, and greater feelings of happiness. (p.2)

From this perspective, improving writing skills in students not only helps their academic success but also supports their overall well-being and personal development. Therefore, it is essential to encourage writing practices in students so that they can take advantage of these benefits in different areas.

1.6. Types of Writing

Writing is widely recognized as a key component of human communication. Throughout time, it has allowed people to express ideas and share knowledge. For this reason, there are several types of writing, each with specific characteristics and purposes. Besides, these can be used in various contexts and audiences.

1.6.1. Narrative Writing

Narrative writing is said to allow telling stories and sharing experiences following a sequence. Indeed (2023) states the following:

It is a style that allows the writer to tell a story. It can include actual events told in chronological order or it may include imagined events told in a timeline that the author creates. Narrative writing can sustain the reader's attention and help them visualize a realistic experience from the words. (para.3)

In short, it is used to engage readers by creating actual or imaginary events following a structure. Thus, it helps people convey their ideas and emotions in an understandable way.

1.6.2. Persuasive Writing

It is a style of writing intended to influence the reader's opinions or beliefs. Based on Nippold (2005) "persuasive writing is a demanding task that requires the use of complex language to analyze, discuss, and resolve controversies in a way that is clear, convincing, and considerate of diverse points of view" (p.1). For example, in an advertisement, a clear, simple, striking and direct message must be written to attract the reader's attention. In this way, it is possible to persuade the reader to buy the product.

1.6.3. Descriptive Writing

It is known that descriptive writing is used to give a detailed description of a person, object or phenomenon. McCarthy (1998) states that this type of writing helps to develop images through the use of precise sensory words and phrases. To do so, it is necessary to use different resources such as metaphor and word sounds. She also mentions that descriptive writing generates a vivid and real perception in the reader.

1.6.4. Expository Writing

It focuses on informing and reporting important facts or data. Based on Byun (2024) expository writing is used to explain, describe, inform and provide relevant information about different topics. Generally, the text is organized around one topic and follows a pattern or a combination of patterns. He also states that it is necessary to provide a detailed explanation so that the reader can understand the text content.

1.6.5. Academic Writing

This is used in the academic area and is written in formal language. Thus, Oshima and Hogue (2007) mention that “academic writing is the kind of writing used in high school and college classes. It is formal, so you should not use slang or contractions. Also, you should take care to write complete sentences and to organize them in a certain way” (p.3). Therefore, in academic writing there are specific grammatical and structural rules that must be observed when writing a good text.

1.7. Creative Writing

This form of writing encourages freedom of expression by making use of the imagination and allowing emotions to flow freely when writing. Moreover, it also helps students to share their thoughts in a fun and exciting way. In accordance with Fitria (2024):

Creative writing involves nurturing students' ability to express their ideas, impressions, feelings, hopes, and imagination using the language they have mastered. As students develop their language proficiency in school, they learn to express their message fully, even if it's not perfect. Over time, they refine their skills by improving the structure, word choice, and sentence variety in their writing. Creative writing enables authors to convey their thoughts and stimulate readers' imagination. (p.4)

Stated another way, creative writing is relevant because it facilitates students to express their thoughts and imagination, while improving their writing skills in the English language. Besides, this practice not only strengthens language fluency and accuracy, but also fosters creativity and critical thinking in an integrated way.

1.7.1. Why is Creative Writing Important?

It is considered to be important for a number of reasons. For example, it enables students to do unique and creative work. Also, it allows them to express their thoughts while fostering their linguistic development. In addition, it is relevant because it enhances critical thinking. According to Wang (2019) creative writing encourages self-expression. That is, it supports the expression of thoughts, feelings, and ideas in a personal and innovative way. By doing so, she says it helps develop self-awareness in the process of people's growth. On the other hand, she mentions that teaching should be based on beauty education because this helps to generate inspiration and creativity. As a result, students will feel more motivated to learn the language, providing them with opportunities for self-expression and allowing them to appreciate the beauty of language.

1.8. Forms of Creative Writing

Creative writing has various forms for different purposes, through which creativity and imagination can be expressed. Among them are fiction, poems, comics, creative journaling and fanfics.

1.8.1. Fiction

This is known for writing by making use of imagination. In agreement with Kumar (2020), fiction relies on imagination and creativity to engage readers by creating fictional characters and worlds, providing an escape from reality. Furthermore, fiction has the ability to entertain, captivate, and evoke emotional responses in its audience. According to Ncelis (2014) these are the following types of fiction that you should consider:

- **Short Story**

It is a short narrative that has few characters. In addition, this story has a single effect conveyed in one or a few episodes.

- **Fairy Tales**

It is a magical story and belongs to the folklore genre. It is important to mention that these tales generally include fantastic elements, such as talking animals or enchanted scenarios.

- **Fables**

This is known for being a short story and conveying a moral lesson. Besides, fables generally involve animals, inanimate objects or personified creatures of nature, who speak and act like humans.

- **Legends**

Legends are said to be traditional stories told about a specific person or place. In addition, they are known to reflect the cultural values or beliefs of a community.

- **Myths**

Myths are traditional narratives intended to explain natural or social events. Moreover, they include supernatural beings.

1.8.2. Poems

They are known to be a literary composition that uses sophisticated language. According to Etecé (2024), poems are literary texts that belong to the genre of poetry. They usually contain subjective description, in which emotions or experiences of the writer are expressed. In addition, poems are said to have different structure, tone and composition. However, they must always be elaborated in a body formed by verses so that they can be read one at a time.

1.8.3. Comics

It is stated that comics are an art form which has the objective of combining images and text to tell a story. Based on Hafizah et al. (2021) this approach can increase interest in learning a new language. Nowadays, students show different metacognitions and reactions to learning and their environment. Therefore, visual representations and the creation of short texts in the comic can be an effective tool to help students develop writing skills and creativity.

1.8.4. Creative Journaling

It is essential, since people have freedom of expression to write down their thoughts or personal experiences. Day (2024) mentions that it helps you explore your creativity,

express yourself and write about your innermost thoughts and emotions. She also says that by combining words, images and other visual elements you create unique art about what you think and feel.

1.8.5. Fanfics

It is argued that fanfics are narratives that provide an opportunity to explore creativity and imagination in a variety of ways. According to Thomas (2011) these are narratives created by fans, who modify the story or characters of original works. In addition, she says that they seek to explore new paths within the existing story world, often more entertaining or bizarre.

1.9. Competencies Developed Through Creative Writing

Creative writing in the English language is an essential tool for the development of different cognitive and emotional competencies in students, since it focuses not only on language proficiency, but also on useful skills for their personal development.

1.9.1. Communicative competence

It is said that creative writing enables students to enhance their communication competence in English. According to Bermúdez and Gonzáles (2011) “communicative competence is seen as a compendium of knowledge, abilities, skills or aptitudes that participates in the production of coexistence and interpersonal and intergroup relations, since human coexistence requires the mediation of effective communication” (p.2). In this way, by developing creative writing, students can practice grammatical structure and the appropriate use of vocabulary, thus developing greater fluency in the language.

1.9.2. Critical thinking

By developing this type of writing, critical thinking is fostered; since students have to reflect on how to structure their ideas in a coherent manner. Likewise, it is argued that

through creative writing, students learn to develop their ability to make their own decisions and apply their ideas in their writing assignments (Eberg, 2018).

1.9.3. Creativity

It refers to the capacity to create something original and meaningful. It is also to do something different from the traditional, to give form to regenerated ideas and to show a unique personal expression (Young, 1985). In this sense, it is evident that by elaborating creative writing, creativity is developed, as students can express their ideas in original and innovative way.

1.10. Collaborative Learning

It is considered that collaboration among students allows them to develop a better work, because they get different points of view to do something new and innovative. In this sense, they help each other and at the same time develop educational and social skills. Smith and MacGregor (2014) say the following:

Collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it. (p.1)

Therefore, it is relevant to apply this approach in the classroom, as all students will learn from each other. Thus, they will work towards a common goal and become more responsible. In addition, collaborative learning also helps to develop interpersonal skills, achieve a better level of knowledge, and above all generate meaningful learning. According to Laal and Ghodsi (2011), the application of this educational approach aims to involve students in working together to solve problems, through communication and contribution of ideas. Furthermore, it aims to generate a single product made with the contribution and creativity of all members. (p.1)

1.10.1. Importance of collaborative learning

Collaborative learning is a crucial component of the teaching and learning process for different reasons. Ibrahim et al. (2015) mentions that:

It makes the students depend on each other in their pursuit of knowledge and makes the learning process more meaningful and interesting. When students are learning in a group, they will not feel alone and insulated from the rest. Moreover, when students are working in groups, they will be a part of a community whereby everyone will lend support to one another. This will provide the academic and social support in learning that students need. When students of different performance level co-operate with each other in working towards achieving a desired goal, the students are not merely accountable for their own learning process as well. (p.1)

In other words, collaborative learning is essential because it creates mutual dependence in the pursuit of knowledge. In addition, it helps learners to feel part of a group and to share ideas, experiences or resources. Another important aspect is that group work offers the opportunity to gain academic and emotional support. As a result, their social and emotional skills will improve. Finally, it is widely believed that learning a language is based on its communicative use, and if studied individually through passive methodologies, the student is likely to remain at a basic level of knowledge (Betancourt, 2015). Therefore, collaborative learning is essential to avoid this stagnation, as it promotes active interaction and the exchange of ideas, which facilitates a deeper proficiency in the language.

1.11. Collaborative learning theories

It is known that collaborative learning is based on various psychological and educational theories, which acknowledge the essential role of social interaction in the acquisition of knowledge. Among the most relevant for this research are Vygotsky's sociocultural theory and Piaget's constructivist approach.

1.11.1. Vygotsky's Sociocultural Theory

The theory proposed by Lev Vygotsky, one of the main theorists of the sociocultural approach, states that learning takes place in a social environment and that interaction between individuals is essential for cognitive development. Therefore, its application in the improvement of a second language is important. For, it is said that learning is an interactive process, in which students can participate in various collaborative activities, which generate a more meaningful and constructivist learning (Alkhudiry, 2022).

Likewise, his concept of the Zone of Proximal Development (ZDP) is relevant to collaborative learning, since it refers to the space between what a child can do by himself and what he can do with the help of others (Ness, 2023). In a collaborative environment, students interact with people who possess different levels of knowledge, which allows them to help each other and improve their skills. In this sense, the ZDP is necessary for the development of creative writing; since, students can overcome their challenges with the help of their classmates or teachers.

1.11.2. Piaget's Constructivism

Constructivism refers to knowledge that is actively generated through the interaction of individuals with their environment. Jean Piaget says that students learn better when they play an active role in their own learning instead of just being passive receivers of information (Piaget, 1954). Therefore, in collaborative learning, in addition to interacting with the environment, students interact socially, which promotes the creation of new knowledge through sharing information and experiences. For example, in the development of creative writing, students can receive immediate feedback from their classmates and teachers, allowing them to reflect on and improve their ideas.

1.12. Collaborative Learning in Creative Writing

Collaborative learning is a pedagogical approach that fosters collaboration and innovation. It is highly relevant to employ this approach in creative writing. Consequently, students will have the opportunity to develop stories, poems, tales, and so on, benefiting from different points of view and perspectives. According to Acuin et al. (2018) Some teachers face difficulties in motivating students to write compositions in English. To address this challenge, educators have increasingly promoted collaborative learning due to its proven effectiveness in enhancing students' academic achievement. Through collaborative learning, students have the opportunity to work together in teams to write their compositions. They also state that this approach not only facilitates collaboration but also encourages students to take an active role in their own learning process, with the teacher serving as a facilitator who guides and supports the learning process.

1.13. Collaborative Activities to Develop Creative Writing

There are different collaborative activities that benefit the development of creative writing. These allow students to engage with one another and exchange diverse perspectives in order to construct knowledge collaboratively. In addition, it helps them to foster creativity and social skills for teamwork.

1.13.1. Shared writing

It is described as a process in which two or more students collaborate to produce a text. Also, all participants have an active role in all three stages: planning, drafting, and revising. According to Routman (2005) shared writing is known to increase students' enjoyment, confidence, and competence in writing, thus improving their language proficiency. In addition, he mentions that it involves both the teacher and students, with the teacher generally functioning as an expert or guide during the process of creating a text. Finally, each participant contributes different ideas, which enriches the final product.

1.13.2. Group discussion

It is important to organize group discussion spaces. Kumawat (n.d.) mentions that “group discussion is an interactive oral process where participants exchange views on an issue to develop a better understanding. Discussing differing perspectives provides clarity and enhances problem-solving abilities” (p.1), therefore, by implementing it, students have the opportunity to discuss ideas, analyze the texts and share their final products to receive feedback from their peers or teacher.

1.13.3. Literary workshops

Literary workshops are known for being spaces where students present their work to receive detailed and constructive criticism from their peers. In these workshops, students present stories, poems, memoirs, short stories, etc. Then, the others take the necessary time to review and give their opinion. Last, a group discussion is held to decide what works and what does not work in the writing (Beaston, 2024). In these workshops, students develop critical reading skills by analyzing the texts of their classmates.

1.13.4. Group brainstorming

Group brainstorming facilitates rapid and varied idea generation. It is generally used in the early stages of the creative process when choosing a specific direction for what to write about. Based on Smart (2024):

Brainstorming is a process of enabling people to think freely and creatively when trying to come up with ideas, solutions, or sharing knowledge. Brainstorming techniques are proven activities and frameworks for coming up with lots of ideas quickly. They’ll often include steps to shift perspective, facilitate team collaboration and refine initial ideas into something even better. (para.5)

In this way, by working as a team, the ideas of some inspire others, creating a collaboration that enriches the creative process.

CHAPTER II: METHODOLOGY

In this chapter, the methodology implemented in the research is presented, focusing on two specific methods used to address the challenges faced during the project.

“Collaborative learning for the improvement of creative writing in Sophomore students at Colegio Universitario UTN in Ibarra”. In addition, this segment shows the techniques and instruments such as interview and survey, which were used for data collection. Finally, the place where the research was carried out and the number of participants.

2.1. Type of Research

The present research has a mixed method since it was conducted based on the qualitative-quantitative approach. According to George (2023), “mixed methods research combines elements of quantitative research and qualitative research in order to answer your research question” (para.1). Furthermore, this method proved effective as it facilitated the collection of significant data from the perspective of the teachers as well as the students.

2.1.1. Qualitative research

Qualitative is an important approach for exploring complex and subjective aspects of human behavior and social phenomena, as it offers insights that quantitative methods alone cannot capture. Ugwu and Eze (2023) mention that qualitative research involves feelings, ideas, or experiences. Thus, the primary objective of data collection, often presented in narrative form, is to generate insights that may contribute to the development of testable hypotheses. That means that it was useful in the research to complement the information obtained.

2.1.2. Quantitative research

Quantitative is a useful design which is primarily concerned with the systematic collection and interpretation of numerical data. According to Oberiri (2017) quantitative approach implies the use and analysis of numbers involving main statistical techniques in order to develop the answers to different types of questions such as who, how much, what, when and where. In other words, it is the measurement of statistical data which helped to

determine a clear idea of the research. Additionally, Trujillo et al. (2019) mention that this approach is the most used in the research field. Since, it is based on the operationalization of variables, where statistics serves as the main tool to analyze the data collected and draw conclusions.

2.2. Method

This study employed both Statistical and Deductive methods.

2.2.1. Statistical method

This method is part of the quantitative approach and helps to collect data numerically. Indeed (2023) mentions that “statistical models are tools that help analyze data sets. Experts use statistical models as part of statistical analysis, which involves collecting and interpreting quantitative data. Using a statistical model can help you evaluate the characteristics of a sample size” (para. 3). Hence, the statistical method was used to make informed decisions based on quantitative information.

2.2.1. Deductive method

It is known that the deductive method begins with general concepts and moves toward particular details. Bhandari (2022) says that “an inference is made, or a conclusion is reached, by applying different premises. A premise is a generally accepted idea, fact, or rule, and is a statement that lays the foundation for a general theory or idea” (para. 2). In this sense, this method helped to analyze the results of the instruments applied to teachers and students to obtain conclusions.

2.2.2. Inductive method

Inductive method was helpful because it works with several specific details. It goes from the particular to the general. Many observations are made by researchers, who then discern patterns, generalize, and infer an explanation or a theory (Bradford, 2023). Therefore, it was relevant to use this method to from the details to reach a conclusion.

2.3. Techniques and Instruments

In this section, the research details the techniques and instruments applied to obtain relevant information, encompassing both interviews and a survey. On the one hand, the survey was applied to the sophomore students at Colegio Universitario UTN. On the other hand, the first interview was applied to the Vice-principal of Colegio Universitario UTN and the second to the coordinator of the English area and the English teacher of Sophomore students.

2.3.1. Interview

It is essential to consider the different viewpoints of educators regarding collaborative learning in the improvement of creative writing. Therefore, it was necessary to make use of two interviews with structured questions. Puri (2024) argues that “it is a formal conversation between two or more people, typically with one person, the interviewer, asking questions to obtain information, assess qualifications, or evaluate the suitability of a candidate for a job, admission, or other purposes” (para. 2). Thus, the structuring of six questions in the first interview and eight questions in the second allowed obtaining relevant information.

2.3.2. Survey

It is said that a survey is used to collect data from different people to find out information about a specific topic. McCombes (2019) mentions that “surveys are used as a method of data collection in many different fields. They are a good option when you want to know the characteristics, preferences, opinions, or beliefs of a group of people” (para. 3). The survey in this research included a questionnaire of ten informative, closed-ended, multiple-choice questions.

2.3.3. Research questions

- What are the effects of Collaborative Learning in the development of creative writing in EFL students?

- How can collaborative learning improve the creative writing skill in students at Colegio Universitario UTN?

2.4. Study Site

The site chosen for this investigation was Colegio Universitario UTN, which is located on Luis Ulpiano de la Torre street. It is in the province of Imbabura, canton Ibarra, parish El Sagrario, in an urban area. Moreover, it is a high school annexed to the Faculty of Education, Science and Technology of the Universidad Técnica del Norte. It is an experimental center for the integral formation of the personality of the students as well as for the preparation of future educators. Currently the educational offer includes Basic General Education and High school. Finally, this school is a face-to-face institution that works in morning session.

2.5. Population

This study involved a population of Sophomore students from Colegio Universitario UTN, located in Ibarra, Imbabura province, Ecuador. The group was divided into three parallels: “A”, “B”, and “C”, each consisting of 30 students, resulting in a total population of 90 participants. In addition, the vice-principal, the coordinator of the English area, and the English teacher of sophomore students also took part in the research.

2.6. Sampling

It was not applied in the investigation because the population size was under 100. It is not necessary to apply the sample, since being a small population, all participants can be included; in this way it is possible to obtain information about all the individuals (Singh & Masuku, 2014).

Table 1*“Colegio Universitario UTN” population*

Educational Institution	Course “A”, “B” and “C”	Vice-principal	English area Coordinator	English teacher for Sophomore students	Total
Colegio Universitario UTN	90	1	1	1	94

Note: Researcher elaboration.

2.6. Procedure

It followed a sequence of steps. First, a theoretical foundation of all the relevant information to support this research was developed. Then, the research instruments were elaborated. Two interviews with open-ended questions were created. The first one was addressed to the vice-principal, and the other to the English area coordinator and the English language teacher. Subsequently, the survey for sophomore students with closed and multiple-choice questions was also created. Next, the research instruments were validated by the English teacher (See Annex 1). Subsequently, an authorization letter was requested from Universidad Técnica del Norte to contact the principal of Colegio Universitario UTN and obtain permission to apply the research instruments at the institution (See Annex 2). Following approval from the principal, the researcher coordinated with the high school administration to schedule a specific date for the application of the instruments.

Afterwards, the researcher went to Colegio Universitario UTN to collect the information in a face-to-face way. Before conducting the interviews and survey, a letter of consent was given to show the purpose of the research (See Annex 3). The first interview was with the vice-principal and lasted 10 minutes (See Annex 4). The second interview was with the English area coordinator and lasted 15 minutes (See Annex 5). Afterwards, the interview was with a teacher of the same subject and lasted the same time (See Annex 6). Finally, the guided survey was applied to Sophomore students in the application known as forms (See Annex 7).

After collecting the data and information, the researcher made the respective analysis of the survey results. She also detailed the information collected during the interviews. Subsequently, all the information was used to choose the best collaborative

learning strategies and design a set of activities to develop creative writing in sophomore students. To conclude, the proposal was socialized with the educational institution (See Annex 8).

CHAPTER III: DATA ANALYSIS AND DISCUSSION

This chapter presents the results obtained from the instruments applied to the participants. First, an interview was conducted with the vice-principal of Colegio Universitario UTN, where the points to be discussed were the impact of English language learning, the level reached according to the CEFR in terms of written expression, the resources that the institution has for teaching the language and the importance of diversifying teaching strategies. Next, the second interview was applied to English area coordinator and English teacher for sophomore students, who provided relevant information about the most effective teaching strategies to improve creative writing, the value of collaborative learning, the resources the institution has for teaching English, and the willingness to implement collaborative activities. Finally, the survey was applied to sophomore students of parallel “A”, “B” and “C”, to evaluate their perception of English learning and collaborative work in the improvement of creative writing. Therefore, this chapter displays the graphs and provides a comprehensive analysis of the obtained results.

3.1. Vice-principal’s Interview Translated into English

Question 1: From your perspective, how do you think learning English impacts students' future academic and professional development?

According to the vice-principal, English is nowadays an essential tool for achieving academic and professional development. In addition, she emphasized that the wide diversity of information available makes it indispensable for individuals to master at least reading or writing in English in order to be able to interpret relevant information correctly. In this way, proficiency in English greatly benefits both academic and professional progress.

Question 2: According to the Ministry of Education, the national curriculum for sophomore students aims to achieve a B1.1 level of the Common European Framework of Reference for Languages (CEFR). Do you believe students are reaching this level in terms of written expression in English?

The second question focuses on whether second year students are achieving level B1.1 in written expression in English, in accordance with the Ministry of Education's national curriculum objective. In this sense, the vice-principal mentioned that at least 80% of the students are achieving this objective, as it is a fundamental skill. She also emphasized that

teachers implement strategies to strengthen and develop this skill in students. Subsequently, they evaluate it in each of the trimesters.

Question 3: Do you consider the institution has sufficient resources to teach English effectively, or would it benefit from incorporating more innovative tools in the teaching process?

The third question refers to the resources needed for effective English language teaching. The Vice-principal said that the incorporation of various tools, especially those related to technology and the current environment, is extremely beneficial. Therefore, she highlighted that it would be positive to integrate new learning strategies that are adapted to the needs of the current context.

Question 4: Do you believe English teachers should diversify their teaching strategies to improve students' writing skills in English?

In response to the question focused on teaching strategies to improve students' written expression in English, the vice-principal commented that, as teachers, the individual differences of students must be taken into account when developing activities. Consequently, she emphasized the importance of diversifying learning strategies, especially in the area of English to improve this skill.

Question 5: In your opinion, would it be beneficial to have a set of didactic activities based on collaborative learning for teachers to apply in English classes, with the aim of improving the written expression of sophomore students?

In relation to this question, the vice-principal mentioned that collaborative learning is fundamental nowadays, since we are not isolated beings and our way of learning is always more positive and favorable when it is developed together with our peers. In this context, she emphasized that it would be good to have a set of activities focused on collaborative learning to improve written expression.

3.1.1. Vice-principal's Interview Interpretation and Analysis

During the interview, the vice-principal emphasized the significance of English in both the academic and professional growth of students, indicating that proficiency in the language is crucial for accessing and comprehending information available worldwide. In relation to the B1.1 level of written expression in English determined in the national curriculum, she mentioned that at least eighty percent of the students are achieving it, thanks to the strategies implemented by the teachers in the classroom. However, she also pointed out that there are some challenges, such as the need for more resources and technological tools to facilitate the teaching-learning process. In terms of pedagogical strategies, she stressed that it is important to diversify teaching methods in order to adapt to the individual differences of students and improve their writing skills. Finally, she highlighted that collaborative learning is a valuable strategy, which allows learning from each other. Furthermore, as Sidig (2022) states, this approach fosters the development of critical thinking skills, promotes active engagement in the learning process, and enhances classroom outcomes. Therefore, it would be valuable to make use of a set of activities focused on this type of learning to improve students' written expression.

3.2. English Area Coordinator's Interview

Question 1: According to the Ministry of Education, the national curriculum for sophomore students aims to achieve a B1.1 level of the Common European Framework of Reference for Languages (CEFR). Do you believe students are reaching this level in terms of written expression in English?

Regarding the achievement of level B1.1, I consider that students are not reaching this level. This is because the number of hours has been reduced compared to the previous schedule from Basic General Education to High school to only three hours of class. This reduction affects the development of the necessary skills. Therefore, it is important to make adjustments to the curriculum planning. In addition, we must prioritize content, but above all, focus on the development of key skills, such as writing, which is a productive skill and presents difficulties for students. If these aspects are not adequately addressed, it will be difficult for students to reach the level required by the Ministry.

Question 2: From your experience, which teaching activities or strategies have been the most effective in helping students develop their creative writing skills in English?

Language learning needs to involve learners in different activities. For example: relate them to the environment we are in, use very practical vocabulary, use common expressions, encourage constant practice with their peers and motivate them to use a new language, not only during class hours but also outside of class.

Question 3: In your opinion, how valuable is collaborative learning in improving students' creative writing skills? Why?

It is very valuable for students to help each other, as learning depends to large extent on repetition and practice. In this sense, collaboration with peers and teachers through reinforcement activities, such as dialogues, repetition, completion and writing exercises, proves to be a very effective tool in the process of learning a new language.

Question 4: Do you consider the institution provides enough resources to teach English effectively, or do you think there is a need for more innovative tools to enhance learning?

The resources we have include the text provided by the ministry as the main guide, as well as the audios and other materials available on the ministry's official websites. However, I believe that we could improve this aspect by requesting institutional support in terms of technological resources. This could include the use of a computer lab or additional multimedia equipment, which would allow us to better develop the skills necessary for learning.

Question 5: If a set of activities based on collaborative learning were provided to improve creative writing, would you be willing to implementing them in your classroom?

Yes, whenever we have additional support or an extra resource, it is a great help, as it supports learning in an efficient way. Moreover, students feel curious when they see something prepared by our student-teachers based on a study.

3.2.1. English Area Coordinator's Interview Interpretation and Analysis

In the opinion of the English coordinator, students are not reaching the B1.1 level of written expression in English, mainly due to the reduction of class hours, which affects the development of key skills such as writing. Therefore, they are forced to adjust the curriculum, prioritizing the most relevant content and essential skills. In terms of teaching strategies, she highlighted the importance of carrying out activities in which students play an active role, such as the use of practical vocabulary and common expressions, as well as encouraging constant practice both inside and outside the classroom. She also mentioned that collaborative learning is a key tool for improving writing skills, as it allows students to share ideas, receive constructive feedback from their peers, and generate more meaningful learning. On the other hand, she pointed out the need to improve resources, to support students' learning. Finally, she said that having a set of collaborative activities to improve creative writing would be of great help and that she would be willing to implement them in her classroom. She explained that such activities generate greater curiosity and motivation in students as they are related to their interests. In this sense, “didactic resources are essential and meaningful tools necessary for teaching and learning in order to promote teacher effectiveness and improve students’ performance” (Ajoke, 2017, p.36). Thus, making use of new resources creates more engaging and effective learning environments.

3.3. English Teacher's Interview

Question 1: According to the Ministry of Education, the national curriculum for sophomore students aims to achieve a B1.1 level of the Common European Framework of Reference for Languages (CEFR). Do you believe students are reaching this level in terms of written expression in English?

No, I definitely do not believe that students are reaching B1.1 level. This curriculum was originally designed to be taught in five hours per week, but the time load was reduced to three, which significantly affected students' skill development. In particular, written production is one of the most complex skills to develop, and with less time available, it is even more difficult to reach the required level.

Question 2: From your experience, which teaching activities or strategies have been the most effective in helping students develop their creative writing skills in English?

Motivation is one of the foundations for students to really acquire any of the skills, including writing. Secondly, I believe that providing good input on topics that interest them for writing is one of the most effective strategies. This input can be done through written material or listening material about a topic so that it catches their attention and generates interest. Finally, motivating them to research topics that interest them is also important.

Question 3: In your opinion, how valuable is collaborative learning in improving students' creative writing skills? Why?

Collaborative learning in the classroom arouses great interest, since listening to the ideas and opinions of their classmates fosters a better understanding and allows them to recognize that there are different points of view on a specific topic. In this way, students are enriched by the new perspectives that emerge during the exchange of ideas. Collaborative learning, therefore, is very effective in stimulating in them the desire to write, to share and express what they know about a topic, which can serve as the basis for a writing exercise. However, in my opinion, collaborative work is much more useful in pre-writing. The writing process, on the other hand, I consider to be an exercise that is done a little more individually.

Question 4: Do you consider the institution provides enough resources to teach English effectively, or do you think there is a need for more innovative tools to enhance learning?

Our institution, in reality, does not have technological materials that could help to motivate our students more. We work with the minimum and indispensable in terms of didactic material, due to several reasons, one of the main ones being the low socioeconomic level of our students. It is very difficult to ask them to have access to technological materials to practice more, since many of them do not have the resources to do so. Therefore, our institution does not have this type of materials to support learning more effectively.

Question 5: If a set of activities based on collaborative learning were provided to improve creative writing, would you be willing to implementing them in your classroom?

Of course, any material that is available to students is welcome, as long as there is a previous analysis of the content that is being provided. We are completely open to

implement any innovation in terms of teaching, always with the objective of improving the learning process.

3.2.1. English Teacher's Interview Interpretation and Analysis

The English teacher stated that students do not reach B1.1 level of written expression according to the Common European Framework of Reference for Languages due to the reduction of class hours, which negatively affected the development of complex skills such as writing. Despite this challenge, she stressed that motivation and the use of interesting materials are essential to improve creative writing skills, as they allow for generating interest in students. Furthermore, she stressed that collaborative learning is valuable, especially in pre-writing, as it encourages the exchange of ideas, joint reflection and discussion among students. This aligns with the idea of Rahayu et al. (2020), who mention that at this stage students can discuss together to solve pre-writing learning problems. Consequently, they become more confident in expressing their opinions, find solutions together and it makes the learning process more effective.

Nonetheless, the English teacher also mentioned that there are not enough resources to teach the language effectively, due to socio-economic constraints. Therefore, she showed willingness to implement the set of activities focused on collaborative learning to improve creative writing, which reflected an open attitude towards pedagogical innovation aimed at enhancing the teaching-learning process.

3.4. Results of Students' Survey

Question 1: Do you think that learning English will contribute to your future academic and professional development?

Figure 4

Learning English will contribute to your future academic and professional development.



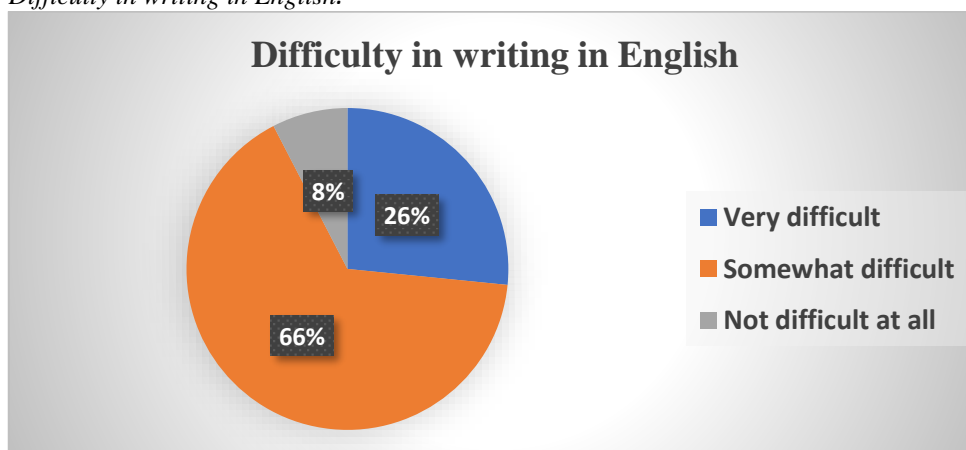
Note: Own material (2025).

This chart presents the percentage of students who perceive that learning English will contribute to their academic and professional development. Thus, it can be seen that 92% of the students answered in the affirmative, while 8% disagreed. These results evidence that English is considered by the majority of students as an essential tool in their education and future professional development. This finding is aligned with Nishanthi (2018), who mentions that English is necessary if one wants to progress in life. Since, this is the most spoken language worldwide, so it is essential to have knowledge in this language, as it opens greater opportunities both labor and educational.

Question 2: How difficult do you find writing in English?

Figure 5

Difficulty in writing in English.



Note: Own material (2025).

This graph displays the levels of difficulty students have when writing in English. It can be appreciated that 66% of the respondents indicated that they find writing in English somewhat difficult, while 26% perceive it as very difficult. In contrast, only 8% indicated that they have no difficulty at all in writing in English. These findings reveal that written production poses significant challenges for students. This is in agreement with Javed et al. (2013) who state that writing is considered one of the most difficult skills for foreign language learners to develop. Moreover, even native speakers face challenges in demonstrating good writing proficiency. Consequently, there is a need to strengthen pedagogical strategies to improve this skill.

Question 3: Do you believe that working in groups helps you learn more effectively?

Figure 6

Working in groups helps you learn more effectively.



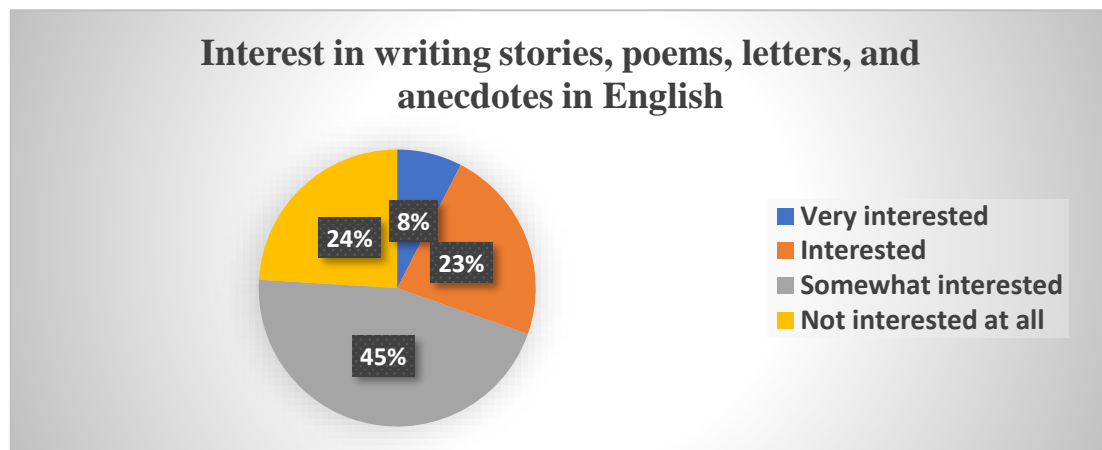
Note: Own material (2025).

The pie chart presents the percentage of students who consider that working in groups helps them to learn more effectively and those who do not. According to the data, it can be observed that 73% responded affirmatively, whereas 27% indicated that they do not believe that working in groups helps them learn better. These results show that the majority of students value collaborative work as a strategy that helps positively in their learning process. Li (2023) mentions that “the use of group work in the classroom has become an indispensable part because it better creates opportunities for students to take the initiative to learn and effectively helps students to take the leading position in the classroom” (p. 255). Therefore, collaborative learning becomes a crucial approach to encourage student participation and improve writing skills.

Question 4: How interested are you in writing stories, poems, letters, tales, or anecdotes in English?

Figure 7

Interest in writing stories, poems, letters, and anecdotes in English.



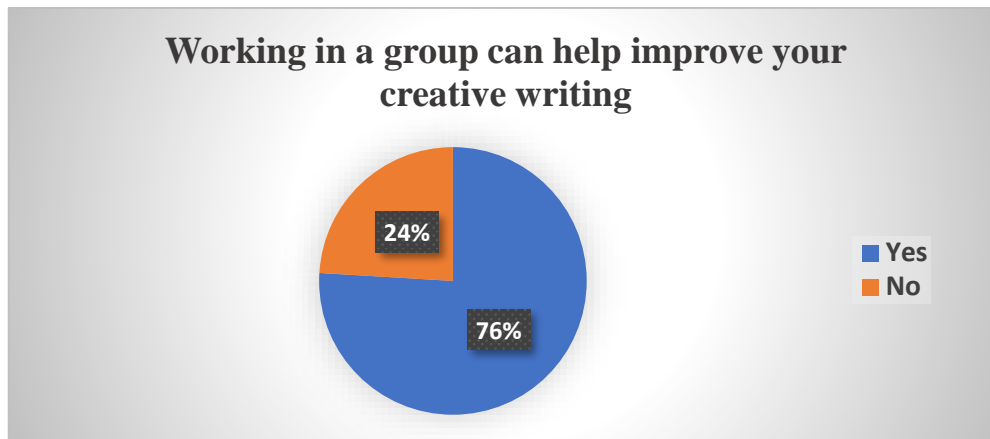
Note: Own material (2025).

The pie chart shows participants' levels of interest in creative writing in English, including stories, poems, letters and anecdotes. Firstly, it can be seen that 45% of respondents are somewhat interested, which suggests a moderate willingness to engage in such activities. Secondly, 24% of students indicate that they are not at all interested, which indicates that almost a quarter of them do not show any interest in this type of activity in English. Finally, 23% said they were interested and 8% were very interested, indicating a good willingness of students to engage in creative writing. This interest is significant, as creative writing not only improves their writing skills, but also fosters personal expression and imagination (Algons, 2020).

Question 5: Do you think that working in a group can help improve your creative writing in English?

Figure 8

Working in a group can help improve your creative writing.



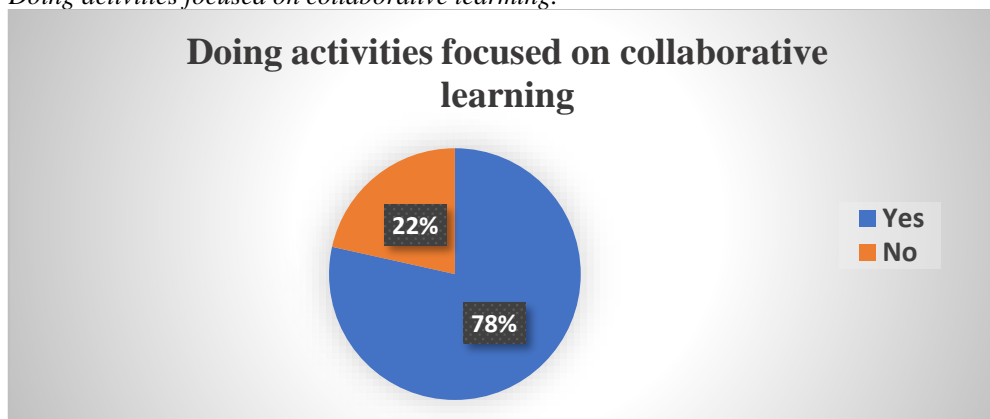
Note: Own material (2025).

This graph analyses the participants' perception of the impact of group work on the improvement of creative writing. Specifically, 76% of the students consider that working in groups can help to improve their creative writing skills, while 24% do not share this opinion. Therefore, a large majority consider that working collaboratively is a useful strategy to enrich their written production, as it gives them the opportunity to share ideas and thoughts. This is consistent with what Ramauli et al. (2023) state, as the application of the group work strategy showed an improvement in the students' writing skills. Moreover, it was observed that they felt more motivated and interested in actively participating in the writing activities.

Question 6: Would you like to do activities focused on collaborative learning to improve your creative writing?

Figure 9

Doing activities focused on collaborative learning.



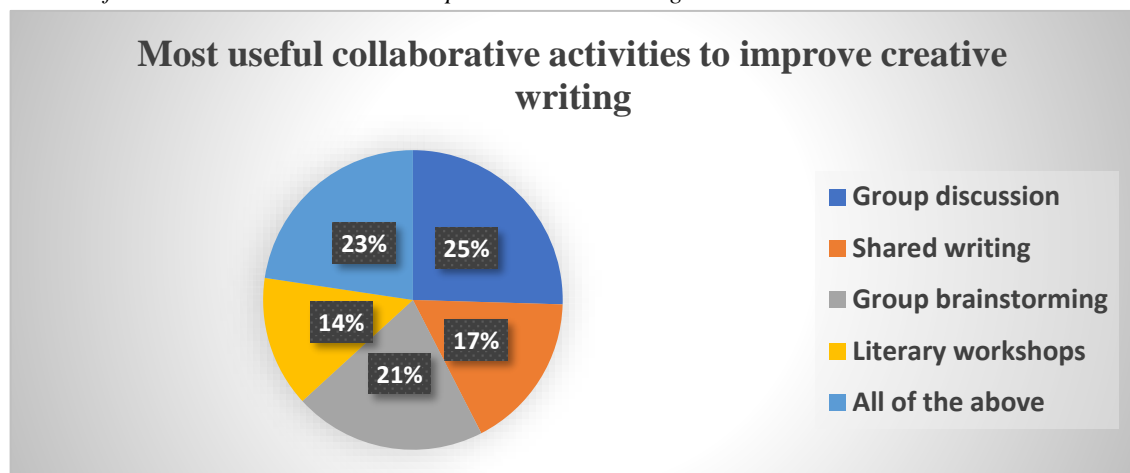
Note: Own material (2025).

This figure illustrates the opinion of the respondents regarding the implementation of activities focused on collaborative learning. In this case, 78% of the participants stated that they would like to carry out such activities, while 22% indicated that they would not. Consequently, the majority of students show a positive attitude towards collaborative work as a strategy to improve their creative writing. Thus, it can be said that this methodology is attractive and useful, as it promotes interaction, joint construction of knowledge and the development of various skills. Recent research supports this, indicating that students who participate in collaborative writing activities have seen an improvement in their writing proficiency as compared to those who work individually (Bhandari, 2022).

Question 7: Which of the following collaborative activities do you think would be most helpful in improving your creative writing?

Figure 10

Most useful collaborative activities to improve creative writing.



Note: Own material (2025).

The pie chart shows the collaborative activities that students consider most useful for improving their creative writing. First, 25% of them selected group discussions, indicating that students have a strong preference for dialogue and exchange of ideas. Second, 23% of the participants chose all of the above, showing that many students find the combination of various collaborative strategies beneficial. Third, 21% of respondents chose group brainstorming, reflecting that students value generating group ideas. Finally, 17% chose shared writing and 14% chose literary workshops, despite being the lowest percentages, they are still considered useful by a significant number of participants. Engaging in collaborative activities such as group discussions, brainstorming, or shared

writing has been shown to foster critical thinking and improve student writing outcomes (Storch, 2014).

3.4.1. Students' survey summary

This survey, conducted with sophomore students, intended to gather insights into their perceptions of learning English, in particular about creative writing and collaborative learning as pedagogical strategies. In this sense, the results obtained reflect that the majority of students share similar perceptions about the value of the English language and the methodologies they consider most effective for their learning process.

Firstly, 92% of the students mentioned that they consider that learning English will contribute to their academic and professional development, which shows a high valuation of the language as an important tool in their future. However, it could be identified that writing in this language represents a challenge for most of them, as 66% indicated that they find it somewhat difficult and 26% considered it very difficult, which reflects the need to implement strategies to strengthen this linguistic skill in the classroom. Regarding group work, 73% of respondents believe that it improves their learning, and 76% believe that it also enhances the development of their creative writing in English. Furthermore, 78% expressed interest in collaborative learning activities to improve their written production, which shows a positive disposition towards methodologies where everyone plays an active role.

On the other hand, regarding interest in creative writing in English, 45% of the participants said they were somewhat interested, while 23% said they were interested and 8% were very interested, which indicates a good willingness to engage in this type of activity. Finally, when asked about the collaborative activities that could be most useful for improving writing, group discussions, combining strategies, and brainstorming were highlighted, reflecting a preference for the exchange of ideas and a variety of strategies.

3.5. Discussion

The findings obtained from the interviews with the vice-principal, the English area coordinator and the English teacher, as well as the results of the survey applied to sophomore students of Colegio Universitario UTN, allowed to identify important aspects of English teaching, the level of written expression achieved by the students and the willingness to implement collaborative learning strategies.

On the one hand, the opinions collected from the vice-principal, the English coordinator and the English teacher agreed on the importance of English for the students' future academic and professional success. In addition, they expressed the need to implement varied and innovative teaching strategies that encourage learning. Regarding the level of writing, the vice-principal stated that most of the students are reaching the expected B1.1 level. However, both the coordinator and the English teacher expressed doubts about this achievement, due to the reduction of the time load and the of resources, which in their opinion hinder the development of productive skills as well as writing. Finally, all three highlighted the value of collaborative learning, especially during pre-writing activities, as a way of encouraging participation, exchange of ideas and a more engaging learning environment. This insight relates to what Charoenchaikorn (2022) observed in his study, where he found that collaboration during the pre-writing stage allows learners to conceptualize their ideas more effectively by exchanging thoughts and receiving feedback from peers.

On the other hand, the students' responses showed a positive attitude towards learning English and working collaboratively, although they also recognized certain challenges. First, most students recognized the importance of the English language for their academic and professional growth. They also expressed interest in participating in creative writing activities, such as stories, letters, and anecdotes. Nevertheless, a large number of them emphasized that writing in English is difficult, which indicates the need to implement different teaching strategies in this area. Finally, many students expressed their interest in participating in collaborative activities to improve their creative writing, showing their willingness to approaches that foster interaction, creativity, and peer support. The use of strategies such as group writing and peer review can create a supportive environment in which students help each other to improve their writing skills (Helaluddin et al., 2023).

CHAPTER IV: PROPOSAL

This chapter introduces the proposal incorporating collaborative learning strategies for the improvement of creative writing in sophomore students of Colegio Universitario UTN.

SET OF ACTIVITIES



COLLABORATIVE LEARNING FOR THE IMPROVEMENT OF CREATIVE WRITING

B1.1

AUTHOR
SAULY PUPIALES



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INTRODUCTION

Creative writing allows students to explore their imagination, develop critical thinking, and express ideas in unique ways. In addition, by engaging in this type of writing, students not only improve their proficiency in the language, but also strengthen their ability to communicate emotions, narrate experiences, and explore topics of interest in an original way.

On the other hand, collaborative learning promotes interaction among students to achieve common goals through teamwork. In fact, this methodology is known for creating an environment where students play an active role in their learning process, as they have the opportunity to exchange ideas, provide feedback and build knowledge together.

This approach has proven to be effective in several areas. Petrescu et al. (2017) mentions that "collaborative learning is seen as an interactive strategy, a participatory one that promotes teamwork, roles assuming, constructive exchange of ideas and personal involvement" (p. 327). Thus, it not only improves academic performance, but also develops social skills.

In this context, the present proposal provides a set of activities designed with collaborative learning strategies to improve creative writing in English. The topics addressed have been selected based on what is suggested by the Common European Framework of Reference for Languages (CEFR) for level B1. Finally, it aims to encourage the active participation of students in a dynamic and motivating environment.

JUSTIFICATION

Given the difficulty students have in writing in English, it is essential to determine activities that promote collaboration and encourage the exchange of ideas. In this sense, collaborative learning provides students with opportunities to interact, give and receive feedback, and co-construct written texts in a meaningful way. Therefore, this project presents a set of activities with collaborative learning strategies such as group discussion, group brainstorming, literary workshops, and shared writing as a support for teachers who are looking to improve creative writing of their students. In this way, it is intended to make this process more engaging, while fostering creativity, critical thinking, and communication.

OBJECTIVES

General:

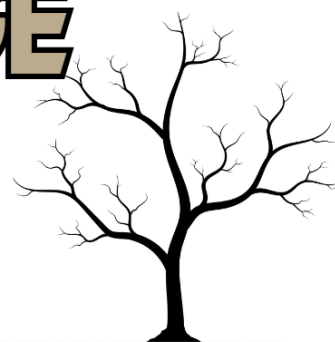
- Design a set of activities based on collaborative learning strategies to improve creative writing skills for sophomore students at Colegio Universitario UTN.

Specific:

- Identify collaborative learning strategies to improve creative writing skills for sophomore students.
- Create activities based on collaborative learning to improve creative writing skills.
- Provide opportunities for students to develop creative writing skills through group work.

ACTIVITY Nº1

A STRANGE DAY



Has a normal day ever turned into something totally unexpected? In this activity, you will write a short story about a strange or unusual day using the past tenses. You will use your imagination, work in a group to share ideas, and create your own story.

Objectives

- Use the past simple and past continuous correctly in a story.
- Organize a story with a clear beginning, middle and end.
- Include time connectors (suddenly, then, after that...) to guide the reader.


Language Focus

- Past Simple
- Past continuous
- Time Connectors

PRE-WRITING

- 1 In groups of 3 students choose at least three elements from the following table (a person, a place, an object and/or an action) to create three strange or funny situations. 

PERSON	PLACE	OBJECT	ACTION
A policeman	The park	A talking cat	Flying in the sky
A teacher	The cinema	A magic phone	Making a strange discovery
A famous singer	A museum	An invisible hat	Disappearing suddenly
A lost tourist	The school	A suitcase full of spiders	Turning into someone else

- 2 Write 3 strange situations your group came up with. 

1. - *Example: A policeman saw a talking cat flying in the sky.*

2. -

3. -

4. -

WHILE-WRITING

Past simple: we use for actions ending in the past.

Structure: Subject + verb in past form (regular or irregular)+c.

Example: The cat flew away.

Past Continuous: we use for actions in progress in the past.

Structure: Subject + was/were + verb-ing+ c.

Example: I was walking to the park.



3

Read each sentence carefully and circle the correct verb tense: past simple or past continuous.

1. Karla (walked / was walking) to school when she saw a cat wearing sunglasses.
2. Allison (was opening / opened) the fridge when she saw it was full of frogs.
3. Suddenly, the lights (were turning off / turned off).
4. While Andrea (was eating / ate) her cereal, the spoon started floating.
5. A man (danced / was dancing) in the middle of the street as if nothing was wrong.
6. We (watched / were watching) a movie when the characters started talking to us.

See Answer Keys
page. 45

5

4

Look at the pictures and correct the sentences using the past simple or past continuous.



The dog were swimming in the sky.

Example: The dog was flying in the sky.



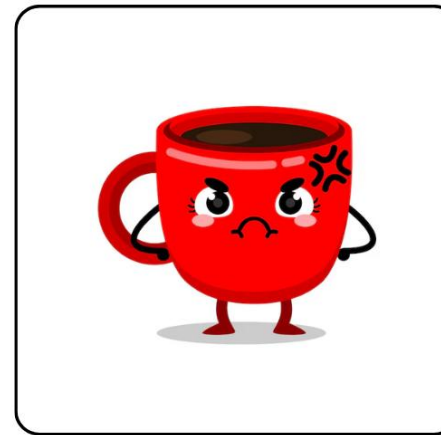
The girl were singing happily.

.....
.....



The cat swim last week.

.....
.....



The cup complain because the coffee were extremely hot.

.....
.....

See Answer Keys
page. 45

6

5

Use this graphic organizer to brainstorm and prepare your story.

PART OF THE STORY	QUESTIONS	YOUR NOTES
BEGINNING	Where were you? What were you doing?	..... ..... ..... ..... .....
PROBLEM	What strange event happened?	..... ..... ..... ..... .....
REACTION	How did you feel? What did others do?	..... ..... ..... ..... .....
ENDING	How did the story fisinish?	..... ..... ..... ..... .....

See the Useful Vocabulary
on pp. 39–40.

7

6

Now write your strange story (120–150 words), including the following:

- Use the past simple and past continuous tenses.
- Include time connectors such as first, suddenly, while, then, after that, etc.
- Organize your ideas with a clear beginning, middle, and ending.

Title:.....

Beginning:

.....

.....

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.....

Development:

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.....

.....

.....

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Ending:

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.....


See the Useful Vocabulary
on pp. 39–40.





8

POST-WRITING

PEER REVIEW CHECKLIST

6 Check your classmate's story and mark ✓ what is included: 

ITEMS	 / 
It has an introduction, development and ending.	
Uses past simple and past continuous.	
Uses temporal connectors.	
It is interesting or creative.	
It has good spelling and punctuation.	

Comments:

Something I liked:

.....

Something that could be improved:

.....

ACTIVITY Nº 2

MY LIFE IN THE FUTURE



What do you think your life will be like in the year 2050? In this activity, you will write a fanfic where you are the main character living in a future world inspired by your favorite series, movie, book, or video game.


Objectives

- Use future tenses (will, going to, present continuous) to describe actions and plans in a narrative.
- Structure a story with a logical sequence of events: introduction, development, and conclusion.

Language Focus

- Future Tenses
- Time Connectors
- Vocabulary of future technology, places, professions.

PRE-WRITING

- 1** In teams of three, match each word to the correct image. Then talk about what each one could mean. 

a. Teleport

b. Smart house

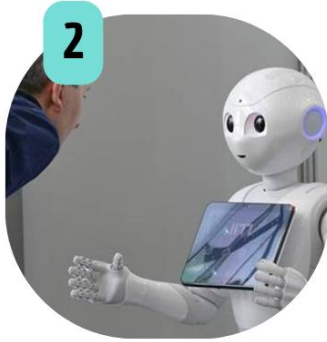
c. Robot assistant

d. Flying car

e. Eco-city

f. Space-station














See Answer Keys
page. 45

11

2 In the same group, discuss and answer these questions together. Share your ideas and listen to your classmates' answers. 



What fictional world will inspire your fanfic? (e.g., Star Wars, Stranger Things, Harry Potter, Spider-Man, etc.)

.....
.....



Who will be you in that world in 2050?

.....
.....



What will your daily life look like?

.....
.....



Where will you live?

.....
.....



What will you do?

.....
.....



WHILE-WRITING

Will

For predictions or spontaneous decisions.

Structure: Subject + will + base verb+c.

Example:

I will live in a smart house in Tokyo.

Be going to

For future plans or intentions.

Structure: Subject + am/is/are going to + base verb+c.

Example:

I am going to be a space pilot.

Present continuous

For fixed future arrangements.

Structure: Subject + am/is/are + verb(-ing)+c.

Example:

We are having a virtual meeting.

3 Read each situation and write what you will do.

1 You win a lot of money.

Example: I will buy a new camera.

2 Your best friend feels sad.

I will

3 You forget your homework.

I will

4 You lose your phone.

I will

5 A new student arrives in your class.

I will

6 You find a computer.

I will

4 Look at the pictures and write what each one is going to do.



Example: The girl is going to cook.



.....



.....



.....

See Answer Keys
 page. 45

5 Read each sentence about a future plan and match it with the correct reason.

a. I am wearing my formal clothes tonight.

b. We're meeting at the airport at 6 a.m.

c. She's studying all weekend.

d. They're taking their dog to the vet this afternoon.

e. He's cooking a big dinner for his family.

1. Because her final exams start on Monday.

2. Because they are flying to Spain.

3. Because he wants to celebrate his parents' anniversary.

4. Because the dog is feeling sick.

5. Because there's a school dance.

See Answer Keys
page. 45

6 After the group discussion and grammar practice, use these questions to write down your own ideas and plan your story:

B	Where will you wake up?	
	What will you do in the morning?	
	What will your job or mission be?	
M	What exciting or strange event will happen?	
	Who will be with you?	
E	How will the day end?	

15

- 7** Write your fanfic between 100 and 130 words. Include the following:
- Use future tenses (will, going to, present continuous).
 - Include temporal connectors (first, then, while, after that, finally).
 - Organize your story with a clear beginning, middle and end.

Title:

Beginning:

.....
.....
.....
.....
.....

Middle:

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

End:

.....
.....
.....
.....
.....
.....
.....
.....



See the Useful Vocabulary on
pp. 39, 40, and 41.

Draw a scene from
your fanfic!

16

POST-WRITING

REFLECT AND SHARE

8 Read your story again and complete the reflection below:

The best part of my story is:

.....

.....

One thing I found difficult was:


.....

.....

If I could add one more detail, it would be:

.....

.....

9 Share your story with a classmate. Read each other's work and give honest feedback. 

My classmate used:

- ☐ Future tenses correctly
- ☐ Creative ideas
- ☐ Clear structure
- ☐ Good spelling and punctuation



One thing I really liked:.....

.....

One thing that could be improved:

.....

ACTIVITY Nº3

THAT DAY I WILL NEVER FORGET!



Everyone has unforgettable moments in life. In this activity, you will write a personal anecdote about a surprising or meaningful experience using the present perfect and past perfect tenses.

Objectives

- Write a personal anecdote about a surprising or meaningful experience.
- Use present and past perfect to link events in time.

Language Focus

- Present perfect
- Past perfect
- Time Connectors


PRE-WRITING

- 1 In groups of four, each student chooses a bubble and writes a brief personal memory. 

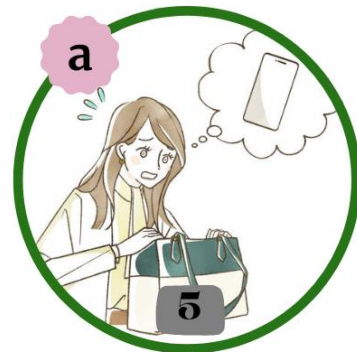
IMPORTANT!

Once all the bubbles have been completed, each student chooses one idea that you feel personally identified with or that you like the most. This idea you will use later to write your own anecdote.

2 Look at the images carefully and match them with the correct situation. Then, discuss with your classmates if you have ever been in a similar experience. 

- a. Lost my phone
- b. Found money in my pocket
- c. Missed the bus
- d. Got an unexpected message
- e. Met someone I hadn't seen in years
- f. Forgot my homework at home
- g. Got lost in a new place

See Answer Keys
page. 46



WHILE-WRITING

Present perfect

Structure: Subject + have / has + past participle + c.

Use: Actions that started in the past and continue.

Common time expressions: since, for, already, yet, just, ever, never

Example:

I have lived here since 2020.

Past perfect

Structure: Subject + had + past participle + c.

Use: An action that happened before another past action.

Common time expressions: before, after, when, by the time, already, just

Example:

I had left the house when it started to rain.

3

Look at the images below. They show things that one person has recently done. Choose a name for the character and write five sentences in the present perfect describing their recent experiences.



Example: Lucia has eaten sushi with a celebrity.

1.
2.
3.
4.
5.

4 Read each sentence and write the verb in parentheses in its correct past perfect form.

1. She was tired because she had not slept (not/sleep) well.
2. We missed the bus because we _____ (leave) too late.
3. He didn't want dessert because he _____ (have) a big lunch.
4. The teacher was angry because the students _____ (not/do) their homework.
5. Julia felt sad because her friend _____ (move) to another city.
6. The park was wet because it _____ (rain) all morning.

See Answer Keys
page. 46

5 Use this graphic organizer to brainstorm and prepare your anecdote. You can use an idea from your group's work or your own personal experience.

BEGINNING

Where were you? When did it happen?
Who were you with?

.....

.....

.....

.....

.....

.....

.....

.....

END

How did it all work out? What did you
learn or how did you feel?

.....

.....

.....

.....

.....

.....

.....

.....

MIDDLE

What happened first? How did you or
others react? Which problem or situation
occurred?

.....

.....

.....

.....

.....

.....

.....

.....

- 6** Write a short anecdote (200–250 words) about a moment you'll never forget. Include the following:
- Use present perfect and past perfect at least twice.
 - Include time connectors.
 - Organize your story with a clear beginning, middle and end.

Title:

Beginning:

.....
.....
.....
.....
.....

Middle:

.....
.....
.....
.....
.....
.....
.....

End:


.....
.....
.....
.....
.....



See the Useful Vocabulary
on pp. 39, 40, and 42.

POST-WRITING

Peer Assessment Rubric

- 5 Exchange the draft of your anecdote with a partner. Read it carefully and complete the following rubric. Assign a score (1-3) to each category and write a comment. 

CRITERIA	3= EXCELLENT	2= GOOD	1= NEEDS IMPROVEMENT	YOUR SCORE
GRAMMAR Uses present perfect & past perfect	Correct and clear use of both tenses	Some mistakes or one tense missing	Many mistakes or tenses not used	.....
CONNECTORS Uses time words (before, after, when, etc.)	Used correctly and naturally	Some missing or unclear	Few or none used	.....
ORGANIZATION Clear beginning, middle, and end	Structure is logical and easy to follow	Some parts confusing	Difficult to follow or disorganized	.....
CREATIVITY The story is interesting or original	Very engaging and creative	A bit basic	Not engaging or very common	.....

Something I liked:

.....

.....

.....

One suggestion to improve:

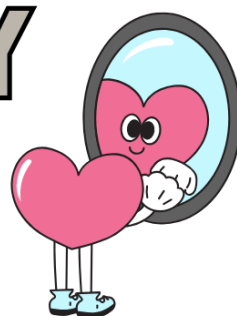
.....

.....

.....

ACTIVITY Nº 4

A LETTER TO MY FUTURE SELF



Have you ever imagined what your life will be like in 10 years? In this activity, you will write a letter to your future self, sharing your hopes, dreams and possible plans. You will use the first conditional and modals such as could, might and should to express your expectations and give advice to yourself.

Objectives

- Reflect on personal plans, dreams and expectations.
- Use the first conditional and modals.
- Encourage written expression with personal and creative meaning.

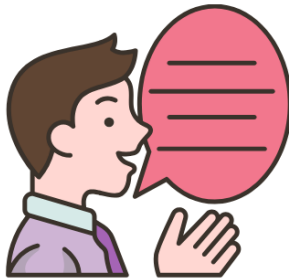
Language Focus

- First conditional
- Modal verbs (could, might, should)

PRE-WRITING

1

Work in groups (2-3 students) to create a brainstorming cloud of ideas about how you imagine your future. Talk, share your dreams together and write one or two ideas per question.



DISCUSS:

- Where will I live?
- What will I have achieved?
- What challenges might I face?
- What will make me happy?
- What would I like to remember about my present?

Work/ Profession

Family/ Friends

Travel/ Places

Personal growth

26

WHILE-WRITING

MIGHT/ COULD

Structure: Subject + might/ could + base form+ c.

Use: To talk about possibilities in the present or future.

Example:

We might go to the beach tomorrow.
She could be at home now.

SHOULD

Structure: Subject + should + base form+ c.

Use: To give advice or recommendations.

Example:

You should study English.

FIRST CONDITIONAL

Structure: If + subject + simple present, subject + will + base verb+c.

Use: To talk about real or possible situations in the future if a condition is met.

Example:

If she studies, she will pass the exam.

2 Read each sentence and choose the correct option.

1. She looks sick. She ____ see a doctor.

a) might

b) should

c) could

2. In the future, I ____ live in another country.

a) should

b) might

c) must

3. If I work hard, I ____ become a great professional.

a) will

b) might

c) should

4. You ____ take more time to enjoy life.

a) could

b) should

c) might

5. If you travel more, you ____ learn about new cultures.

a) will

b) might

c) should

6. I ____ be married in ten years — who knows!

a) will

b) could

c) should

7. If you don't give up, you ____ achieve your goals.

a) should

b) will

c) might

8. You ____ remember to take care of your mental health.

a) should

b) might

c) will

9. They ____ be at the museum, but I'm not sure.

a) should

b) could

c) will

10. If I save money now, I ____ travel the world later.

a) might


b) will

c) should

See Answer Keys
page. 46

27

- 3** Use the ideas from your brainstorming cloud to write one mini postcard to your future self. Write in a fun and reflective way to practice might, could, should and first conditional.

<p>Dear future me,</p> <p>I might live in</p> <p>.....</p> <p>If I.....</p> <p>.....</p> <p>I could.....</p> <p>.....</p> <p>I should always remember</p> <p>.....</p> <p>.....</p> <p>With hope,</p> <p>From your past self</p>	
--	---



Decorate your postcard with a small drawing of your imagined future.

4 Write a personal letter to your “future self”. Use the template below and your previous ideas (idea cloud and postcard) as a guide. Include the following:

- Your dreams and goals for the future
- Possible challenges or important decisions you might face
- A tip or message you want to remind yourself
- Use of the structures: might, could, should and First Conditional.

Dear future me,

I hope this letter finds you well in the future.

Currently, I am

I have many thoughts, dreams and questions about the person you have become.

One of my biggest dreams is to

I think you might

You could also

Maybe you should

In the next few years, I hope to

and I believe that if I

I will

I know life isn't always easy. You could face difficult situations such as

But don't worry, remember that if you

you will

There's something I want you always remember:

You should never forget to

And if things get hard, just

because I know you will

Take care of your health, your dreams, and the people you love. Keep believing in yourself and stay true to who you are. I'm proud of you.

Sincerely,

.....

See the Useful Vocabulary
on pp. 39, 40, 42, and 43.

POST-WRITING

Peer Review Exchange

4

Exchange your letter with a classmate. Then, read his or her letter carefully and use the format below to write kind, helpful, and clear feedback.

Name of the writer:.....

Name of the reviewer:.....



What I liked:

.....
.....



Suggestion to improve:

.....
.....



Grammatical and spelling correction::

.....
.....
.....



ACTIVITY Nº5

BETWEEN SHADOWS AND LEGENDS



Have you ever wondered what secrets are hidden behind old legends? In this activity, you will create your own mysterious story full of adventures and surprises. You will use the simple past tense and modals in the past.


Objectives

- Use correctly the simple past tense and past tense modals.
- Develop imagination and creativity through the elaboration of a legend.

Language Focus

- Past simple
- Modals in the past

PRE-WRITING

- 1 Discuss with your group about legends, mysterious places and supernatural events. Use your imagination and local knowledge to complete the following table: 

ELEMENTS	GROUP IDEAS
MYSTERIOUS PLACE	<div></div> <div></div> <div></div>
MAGICAL CHARACTER	<div></div> <div></div> <div></div>
TRADITIONAL CELEBRATION OR CUSTOM	<div></div> <div></div> <div></div>
OBJECT OR SYMBOL WITH POWER	<div></div> <div></div> <div></div>
STRANGE OR LEGENDARY EVENT	<div></div> <div></div> <div></div>
TIME PERIOD	<div></div> <div></div> <div></div>



WHILE - WRITING

MODALS IN THE PAST

Structure: Subject + modal verb+ have+ past participle+c.
Use:

- **Should have:** giving advice or expressing regret.
Example: They should have respected the rules.
- **Could have:** talk about past ability or possibility.
Example: You could have warned them.
- **Might have:** express uncertain possibility.
Example: She might have seen the spirit.



2 Read each piece of legend and write a sentence with **should have** or **shouldn't have** to indicate what would have been the right thing to do.

1. The soldiers crossed the frozen river without checking the ice.

Example: They should have checked the ice before crossing.

2. The thief took a jewel from the statue of a snake.

.....

3. The princess followed a shiny animal into the dark forest.

.....

4. The guard opened the secret door without reading the old book.

.....

5. The villagers left the town even though the sky turned black.

.....

See Answer Keys
page. 47

3 Rewrite these sentences using **could have** to indicate the alternative option.

1. I entered the dark forest. (explore the abandoned castle)

Example: I could have explored the abandoned castle.

2. I faced the shadow beast. (hide in the secret cave)

3. She followed the glowing path. (wait by the ancient tree)

4. He opened the big door slowly. (close the door quickly)

5. I walked into the dark forest to find the treasure. (stay near the village)

See Answer Keys
page. 47

4 Look at the following mysterious scene and write 3 possible explanations with **might have**.



Example: A ghost might have turned on the light.

5 Take ideas from the group discussion and grammar practice to write the first version of your legend (130–160 words). Include the following:

- Use the past simple and past modals.
- Include time connectors.
- Organize your story with a clear beginning, middle and end.

Title:

Beginning: Place and characters

.....
.....
.....
.....
.....
.....

Development– Mysterious event:

.....
.....
.....
.....
.....
.....

Climax– The most intense or surprising moment:

.....
.....
.....
.....
.....
.....


Ending – How the story finishes:

.....
.....
.....
.....
.....
.....

See the Useful Vocabulary
on pp. 39, 40, 43, and 44.

POST-WRITING

Literary Workshop

- 3 Exchange your legend with another group. Read their story carefully and write your suggestions in the space below. 

QUESTIONS

What was most interesting?

What could be improved?

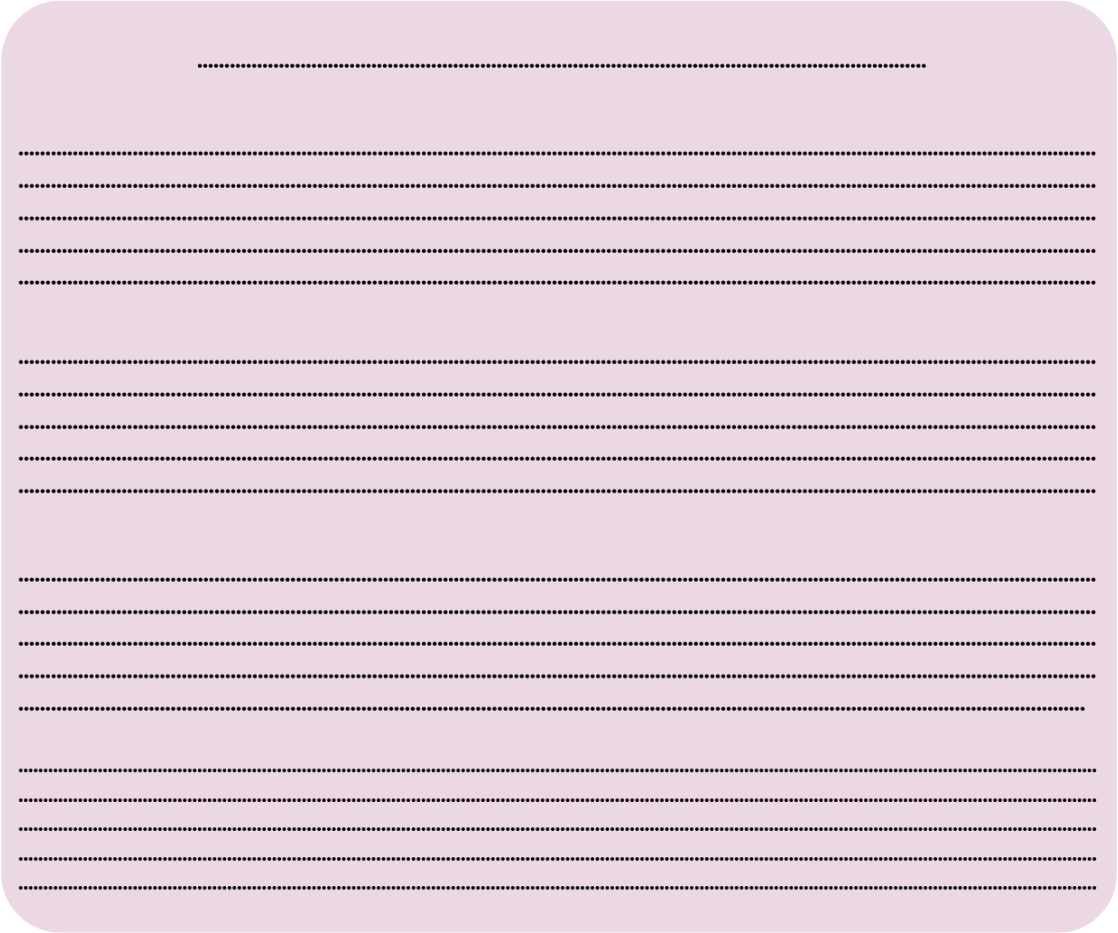
What alternative ending do you suggest?

COMMENTS



4 Use your classmates' suggestions to improve your legend. You can rewrite any part of the story. Create a more creative version with an unexpected twist.

- The character discovers that it was all a dream.
- The spirit was actually protecting something.
- The lake speaks.
- The protagonist travels to the past or future.



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- 5 Draw the most interesting part of your legend.



Self-assessment

I wrote a legend using past Simple and modals in the past.	
I participated in the literary workshop.	
I rewrote with creativity.	
I illustrated the new version.	



USEFUL VOCABULARY

Time connectors

BEGINNING

- At the beginning
- One day
- A long time ago
- In the year 2050
- It all started when...
- First
- Early in the morning
- Once upon a time (for a fantasy tone)
- At that time
- That day



DEVELOPMENT

- | | |
|---|-----------------------|
| • Then | • At the same time |
| • After that | • Just when |
| • Suddenly | • A few moments later |
| • While | • Later that day |
| • Meanwhile | |
| • As I was (walking / exploring / talking...) | |

ENDING

- Finally
- In the end
- At last
- Eventually
- After all that
- After everything
- That's how...
- To my surprise
- From that day on
- Since then

Activity N° 1

FEELINGS AND REACTIONS

- | | | |
|-------------|----------------|---------------|
| • Thrilled | • Scared | • Surprised |
| • Relieved | • Worried | • Confused |
| • Grateful | • Angry | • Shocked |
| • Hopeful | • Frustrated | • Embarrassed |
| • Proud | • Disappointed | • Curious |
| • Calm | • Nervous | • Anxious |
| • Energized | • Guilty | • Amazed |

STRANGE OBJECTS- EVENTS

- A flying bike
- A talking backpack
- A portal in the bathroom
- A cat with sunglasses
- A magical phone
- A snowstorm in summer

Activity N° 2

DAILY LIFE IN THE FUTURE

- Wake up in a capsule bed
- Drink a vitamin shake
- Take a flying bus
- Work in a virtual office
- Attend holographic school
- Cook with a food printer
- Travel by teleport
- Train with a robot coach
- Recharge your energy suit
- Talk to your digital pet

JOBS OF THE FUTURE

- Space doctor
- Virtual teacher
- Drone pilot
- Climate engineer
- Time-travel guide
- AI programmer
- Robot designer
- Intergalactic trader

CHARACTERS

- Spider-man
- Shrek
- Cinderella
- Sonic
- Mario
- Elsa
- Hulk
- Edward Cullen
- Toretto
- Ariel
- Buzz Lightyear
- Megaman

Activity N° 3

USEFUL PHRASES

- I had never felt so...
- I've always remembered that moment.
- It all started when...
- By the time I realized it...
- What surprised me the most was...
- I couldn't believe what had happened.
- Luckily, someone had already...
- Since then, I've always...
- That's why I'll never forget that day

Activity N° 4

EXPECTATIONS FOR THE FUTURE

- I hope that you...
- I wonder if you...
- I imagine you might...
- You could be living in...
- You might have achieved...
- Maybe you've already...
- I believe you will...

RECOMMENDATIONS

- You should remember to...
- You could try to...
- Don't forget to...
- You might want to...
- I hope you've kept...
- You shouldn't give up on...

PLANS AND GOALS

- If you keep working hard, you will...
- If you travel, you might...
- If life gets hard, you should...
- If you follow your dreams, you could...
- If you make good choices, your future will be...

Activity Nº 5

PLACES

- | | |
|------------|----------------|
| • Lagoon | • River |
| • Lake | • Valley |
| • Mountain | • Ruins |
| • Village | • Hidden path |
| • Forest | • Sacred place |
| • Cave | |

CHARACTERS

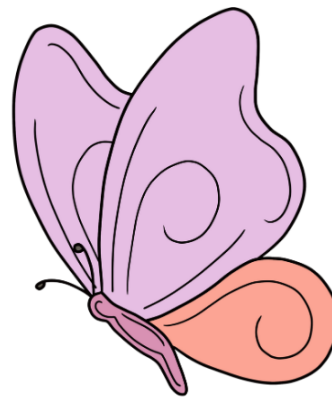
- Spirit
- Ghost
- Witch
- Shaman
- Hunter
- Old woman
- Warrior
- Creature
- God
- Stranger
- Vampire
- Wolf man

MAGIC ELEMENTS

- Curse
- Blessing
- Spell
- Prophecy
- Treasure
- Portal
- Hidden secret
- Mysterious noise

TIME EXPRESSIONS

- Long ago
- One night
- Suddenly
- Years later
- Every full moon
- At midnight
- Once upon a time



ANSWER KEYS

Activity 1

Question N° 3

1. Was walking
2. Was opening
3. Turned off
4. Was eating
5. Was dancing
6. Were watching

Question N° 4

1. The dog was flying in the sky.
2. The boy was singing happily.
3. The cat swam last week.
4. The cup complained because the coffee was extremely hot.

Activity 2

Question N° 1

1. Eco-city
2. Robot assistant
3. Teleport
4. Smart house
5. Space-station
6. Flying car

Question N° 4

1. The girl is going to cook.
2. The boy is going to sleep.
3. The child is going to eat.
4. The children are going to swim.

Question N° 5

a5, b2, c1, d4, e3

Activity 3

Question N° 2

a5, b1, c4, d6, e3, f7, g2

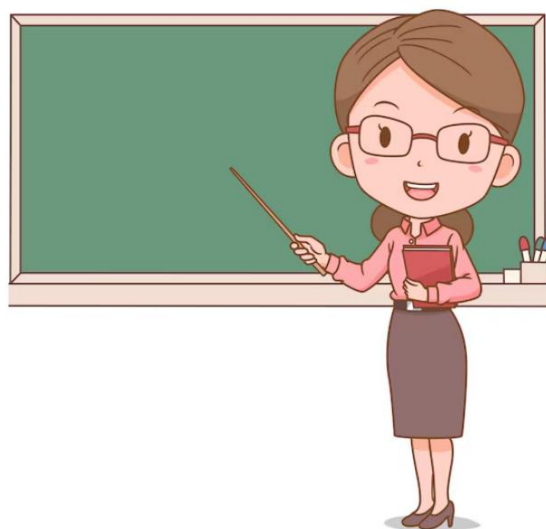
Question N° 4

1. Had not slept
2. Had left
3. Had had
4. Had not done
5. Had moved
6. Had rained

Activity 4

Question N° 2

1. Should
2. Might
3. Will
4. Should
5. Might/ will
6. Could
7. Will
8. Should
9. Could
10. Might



Activity 5

Question N° 2

Possible answers:

1. They should have checked the ice before crossing.
2. The thief shouldn't have taken the jewel from the statue/ The thief should have left the jewel where it was.
3. The princess shouldn't have followed the animal into the forest/ The princess should have stayed near the castle.
4. The guard should have read the book before opening the door.
5. The villagers should have stayed in the town/ The villagers shouldn't have left the town when the sky turned black.

Question N° 3

1. I could have explored the abandoned castle.
2. I could have hidden in the secret cave.
3. She could have waited by the ancient tree.
4. He could have closed the door quickly.
5. I could have stayed near the village.

ASSESSMENT RUBRIC

CATEGORY	EXCELLENT (5 PTS)	GOOD (4 PTS)	SATISFACTORY (3 PTS)	NEEDS IMPROVEMENT (1-2 PTS)	SCORE
Content and Creativity	The idea is original, clear, and well-developed. Furthermore, the text is interesting and creative.	The main idea is clear, and there are some creative elements.	The content is understandable but lacks detail or is repetitive.	Ideas are unclear, unrelated to the topic, or too simple.	.....
Grammar and Structures	Correct use of target structures (e.g., could have, might have, verb tenses).	Appropriate use of grammar with a few errors that do not affect comprehension.	Several errors, but the overall message is understandable.	Many grammatical errors that affect understanding.	.....
Vocabulary	Uses useful vocabulary related to the topic (e.g., technology, future, mystery).	Appropriate vocabulary with some repetition.	Simple and somewhat repetitive vocabulary.	Very limited or inappropriate vocabulary for the topic.	.....
Organization and Coherence	Clear structure (beginning, middle, end) with appropriate and varied time connectors.	Good overall organization and some connectors are used.	Unclear organization and repetitive connectors.	No logical sequence or connectors in the text.	.....
Spelling and Punctuation	No spelling or punctuation errors.	Few minor errors that do not affect understanding.	Frequent errors, but the message is still understandable.	Many errors that make the text difficult to read.	.....
Collaborative Participation	Actively participates in group discussions and tasks (brainstorming, shared writing, etc.). In addition, he/she respects others' ideas and collaborates well.	Participates appropriately and respects group work.	Limited participation or only contributes when prompted.	Does not participate or disrupts group work.	.....

Total score:/ 30

SCORE RANGE	PERFORMANCE LEVEL
26–30 points	Outstanding: demonstrates exceptional performance and exceeds all expected standards.
21–25 points	Proficient: meets the expected standards with an effective performance.
15–20 points	Developing: partially meets expectations and needs improvement in several areas.
Below 15 points	Beginning: does not reach expected levels and requires significant support.



CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations derived from the research.

CONCLUSIONS

- It is concluded that collaborative learning strategies are effective for the improvement of creative writing skills in English. For, students have the opportunity to exchange ideas, express opinions, and make joint decisions. In this way, the writing process is enriched and active participation is promoted.
- Different collaborative learning strategies were identified which contribute positively to the development of writing skills in English. Among them, the most relevant are group discussion, shared writing, group brainstorming, and literary workshops. These strategies not only encourage student participation but also stimulate their creativity. Furthermore, during the interview conducted with the teacher of sophomore students at Colegio Universitario UTN, it was highlighted that the use of these strategies is especially useful during the pre-writing phase, as it allows them to organize their ideas, expand their vocabulary and plan their texts collaboratively.
- In the interviews conducted with the teachers, it was mentioned that writing is developed through strategies that connect learning with the students' environment, encourage peer collaboration, and promote student motivation. Although these practices have been effective, the need to incorporate more collaborative strategies to enhance creative writing was emphasized.
- A set of activities based on collaborative learning strategies was designed to improve the creative writing skills of sophomore students at Colegio Universitario UTN. The activities were organized in three phases: pre, during and post, highlighting the importance of using collaborative strategies during the pre-writing and post-writing stages.

RECOMMENDATIONS

- It is encouraged that English teachers regularly apply the different collaborative learning strategies to enrich the creative writing process and encourage students' active participation.
- It is suggested that collaborative learning strategies be prioritized during the pre-writing phase. Since, this helps students to better organize their ideas, enrich their vocabulary through exchange with their peers, and plan their texts in a more structured way.
- It is advised to incorporate more collaborative activities that connect writing to interesting topics. In this way, students will be more motivated and writing outcomes will improve.
- The implementation of the set of activities with collaborative learning strategies will serve to improve the creative writing skills of sophomore students at Colegio Universitario UTN.

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Annexes

Annex 1. Validation of research instruments



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 03 de febrero de 2025
PhD

Sandra Guevara
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto "Collaborative Learning for the Improvement of Creative Writing in Sophomore Students at Colegio Universitario UTN in Ibarra" Previo a la obtención del título de licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto los Cuestionario y los instrumentos de validación.

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

Atentamente,

A handwritten signature in blue ink, reading "Sauly Araceli Pupiales Villacis".

Sauly Araceli Pupiales Villacis
100506972-7



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

QUESTIONNAIRES

PROJECT: Collaborative Learning for the Improvement of Creative Writing in Sophomore Students at Colegio Universitario UTN in Ibarra

Objective: Determine collaborative learning strategies to improve creative writing in sophomore students of Colegio Universitario UTN.

INTERVIEW FOR THE VICE- PRINCIPAL

1. From your perspective, how do you think learning English impacts students' future academic and professional development?
2. According to the Ministry of Education, the national curriculum for sophomore students aims to achieve a B1.1 level of the Common European Framework of Reference for Languages (CEFR). Do you believe students are reaching this level in terms of written expression in English?
3. Do you consider the institution has sufficient resources to teach English effectively, or would it benefit from incorporating more innovative tools in the teaching process?
4. Do you believe English teachers should diversify their teaching strategies to improve students' writing skills in English?
5. In your opinion, would it be beneficial to have a set of didactic activities based on collaborative learning for teachers to apply in English classes, with the aim of improving the written expression of sophomore students?

Fecha de envío para la evaluación del experto:	03 de febrero de 2025
Fecha de revisión del experto:	18 de febrero de 2025

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			

INTERVIEW FOR THE TEACHER

1. According to the Ministry of Education, the national curriculum for sophomore students aims to achieve a B1.1 level of the Common European Framework of Reference for Languages (CEFR). Do you believe students are reaching this level in terms of written expression in English?
2. From your experience, which teaching activities or strategies have been the most effective in helping students develop their creative writing skills in English?
3. In your opinion, how valuable is collaborative learning in improving students' creative writing skills? Why?
4. Do you consider the institution provides enough resources to teach English effectively, or do you think there is a need for more innovative tools to enhance learning?
5. If a set of activities based on collaborative learning were provided to improve creative writing, would you be willing to implementing them in your classroom?

Fecha de envío para la evaluación del experto:	03 de febrero de 2025
Fecha de revisión del experto:	18 de febrero de 2025

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		

Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			

SURVEY FOR STUDENTS

1) Do you think that learning English will contribute to your future academic and professional development?

a. Yes ☐

b. No ☐

2) How difficult do you find writing in English?

a. Very difficult ☐

b. Somewhat difficult ☐

c. Not difficult at all ☐

3) Do you believe that working in groups helps you learn more effectively?

a. Yes ☐

b. No ☐

4) How interested are you in writing stories, poems, letters, tales, or anecdotes in English?

a. Very interested ☐

b. Interested ☐

c. Somewhat interested ☐

d. Not interested at all ☐

5) Do you think that working in a group can help improve your creative writing in English?

a. Yes ☐

b. No ☐

6) Would you like to do activities focused on collaborative learning to improve your creative writing?

a. Yes ☐

b. No ☐

7. Which of the following collaborative activities do you think would be most helpful in improving your creative writing?

a. Group discussion ☐

b. Shared writing ☐

c. Group brainstorming ☐

d. Literary workshops ☐

e. All of the above ☐

Fecha de envío para la evaluación del experto:	03 de febrero de 2025
Fecha de revisión del experto:	18 de febrero de 2025

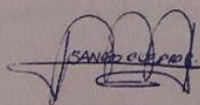
En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			




Firma del Evaluador

C.C.: 1002503520

Apellidos y nombres completos	GUEVARA BETANCOURT SANDRA MARIANA
Título académico	PhD
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	smguevara@utn.edu.ec
Teléfono	0992408560

Annex 2. Authorization

 **UNIVERSIDAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA**
DECANATO

Oficio nro. **UTN-FECYT-D-2025-0027-O**
Ibarra, 18 de febrero de 2025

PARA: MSc. Verónica Zambrano
RECTORA DEL COLEGIO UNIVERSITARIO UTN

ASUNTO: Trabajo de integración curricular Srta. SAULY ARACELI PUPIALES VILLACÍS

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle su autorización para que la Srta. PUPIALES VILLACÍS SAULY ARACELI, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, obtenga información y aplique los instrumentos de investigación (entrevistas y encuestas) que se requieren para el desarrollo del trabajo de integración curricular con el tema: "COLLABORATIVE LEARNING FOR THE IMPROVEMENT OF CREATIVE WRITING IN SOPHOMORE STUDENTS AT COLEGIO UNIVERSITARIO UTN IN IBARRA".


Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ
Firmado digitalmente por
JOSE LUCIANO REVELO RUIZ
Fecha: 2025.02.18 15:07:28
+05'00'

MSc. José Revelo
DECANO DE LA FECYT

JLRR/M.Báez

 **COLEGIO UNIVERSITARIO UTN**
Fecha: 20-02-2025
Hora: 08:45
Recibido por: [Signature]

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001
www.utn.edu.ec

Página 1 de 1

Annex 3. Consent Letters



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigación, conducida por PUIALES VILLACIS SAULY ARACELI estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. He sido informada de que la meta de este estudio es recolectar información sobre el Aprendizaje colaborativo para la mejora de la escritura creativa en estudiantes de segundo año del Colegio Universitario UTN en Ibarra.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

MSc. Rosa Almeida

Vicerrectora

Sauly Pupiales

Estudiante de la UTN

Firma del participante

Firma del investigador



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Msc. Sandra Chamorro

Coordinadora de área de Inglés

Saully Pupiales

Estudiante de la UTN

Firma del participante

Firma del investigador



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Lic. Gladys Vallejos

Docente de Segundo Año

Firma del participante

Sauly Pupiales

Estudiante de la UTN

Firma del investigador



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigación, conducida por PUIPALES VILLACIS SAULY ARACELI estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. He sido informada de que la meta de este estudio es recolectar información sobre el Aprendizaje colaborativo para la mejora de la escritura creativa en estudiantes de segundo año del Colegio Universitario UTN en Ibarra.

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Patricia Loja

Estudiante de Segundo Año

Firma del participante

Saully Pupiales

Estudiante de la UTN

Firma del investigador

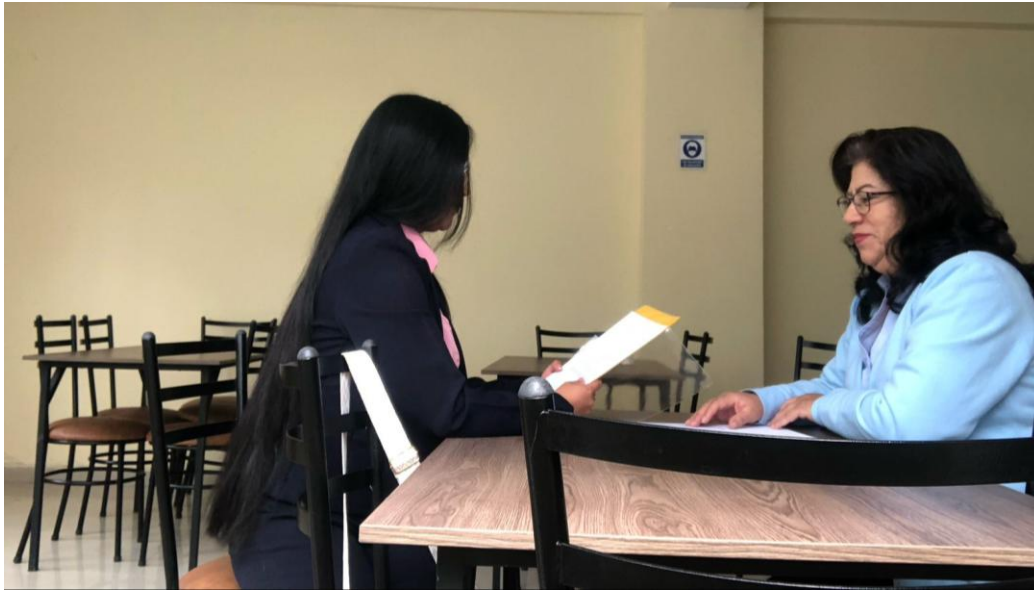
Annex 4. Interview with the Vice-principal



Annex 5. Interview with the English area coordinator



Annex 6. Interview with English teacher




Annex 7. Survey with Sophomore Students




Annex 8. Evidence of Socialization

REPÚBLICA DEL ECUADOR



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO



Oficio Nro. UTN-FECYT-D-2025-0114-O
Ibarra, junio 09 de 2025

PARA: MSc. Verónica Zambrano
RECTORA DEL COLEGIO UNIVERSITARIO UTN

ASUNTO: Socialización propuesta de la Srta. Sauly Araceli Pupiales Villacís

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.


Me dirijo a Usted de la manera más comedida, con la finalidad de que autorice, se brinde las facilidades necesarias a la Señorita SAULY ARACELI PUPIALES VILLACÍS, portadora de la cédula de ciudadanía 1005069727, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta del trabajo de integración curricular con el tema: "COLLABORATIVE LEARNING FOR THE IMPROVEMENT OF CREATIVE WRITING IN SOPHOMORE STUDENTS AT COLEGIO UNIVERSITARIO UTN IN IBARRA".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ
MSc. José Revelo
DECANO DE LA FECYT
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Ibarra, 16 de junio del 2025

En calidad de Rectora del Colegio de Bachillerato Universitario UTN

CERTIFICO

Que la señorita **PUPIALES VILLACIS SAULY ARACELI** con C.I. 1005069727 realizó la socialización de su proyecto de investigación en el Colegio de Bachillerato Universitario UTN en el área de **Inglés**, actividad que se desarrolló de manera responsable.

Es todo cuanto puedo certificar



MSc. Verónica Zambrano
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