

WRITE CREATIVELY TO THINK AND THINK CREATIVELY TO WRITE

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Note of Acceptance

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ABSTRACT

In Colombia's ESL teaching and learning domain, students' Creative Writing and how it can be fostered through Creative Thinking have rarely been explored. This Action Research looks forward to improving students' Creative Writing to express themselves while developing their Creative Thinking. The research will also apply the Visible Thinking routines. This study emerged from the observations carried out in the Language Centre from Universidad Pedagógica Nacional during the second semester of the year 2018. It was evinced that spaces for students to develop their creativity, especially in writing, were reduced and a culture of thinking is still to be fostered. This research is carried out with the purpose of developing a coherent praxis along with teaching strategies.

Key words: Creative Writing, Creative Thinking, Visible Thinking, English as a foreign language.

RESUMEN

En Colombia, en el ámbito de la enseñanza de inglés como lengua extranjera, se ha explorado poco la Escritura Creativa y cómo puede ser desarrollada a través del Pensamiento Creativo. En esta Investigación Acción se busca mejorar la Escritura Creativa de los estudiantes para expresarse desarrollando el Pensamiento Creativo. Esto a través de la aplicación de rutinas del Pensamiento Visible. Esta investigación surgió con base en las observaciones realizadas en el Centro de Lenguas de la Universidad Pedagógica Nacional durante segundo semestre del año 2018. Fue posible evidenciar que los espacios para desarrollar la creatividad de los estudiantes, especialmente en la escritura, son reducidos así como es necesario crear una cultura del pensamiento. Con el fin de proyectar una praxis coherente con estrategias de pedagógicas se realiza esta investigación.

Palabras Clave: Escritura Creativa, Pensamiento Creativo, Pensamiento Visible, Inglés como lengua extranjera

Chapter 1: Introduction.

Characterisation of the context and population are presented at the beginning of this chapter. Then, based on the results from the survey there is a description of the students' interests, habits and English level. After this, the statement of the problem and the rationale of the study in which, it is explained how the constructs of this research are related and benefit students. These elements contributed to create the research question and its objectives.

Contextualisation

This Action Research took place in 2019 the Language Centre (LC) from Universidad Pedagógica Nacional (UPN). The LC had two branches both located in the same area, Chapinero. The main branch was in Cl 79 # 16 – 32 not far away from the second one, which was in Cl 72 # 11 – 86 – La Porciúncula neighbourhood. The Institutional Education Project (IEP) of the Language Centre was focused on the construction of a discourse based on ethics, politics and aesthetics to form an identity and a critical thinker within a society. (Universidad Pedagógica Nacional, n.d).

The LC offered different types of English courses based on students age and level. *Kids*, students from 7 to 10 years old, *Teens* from 10-12 years old and *Adults*. These courses were sub-divided by six levels (Basic I, II, Intermediate I, II, Advanced and Conversational). The population of this research belonged to the category of *Kids*. Throughout the course of this research, students started at Intermediate II level (2019-1) and they finished in Conversational (2019-2).

The teaching methodology followed by the Language Centre was the Communicative Approach. It means, the LC foundation considered language as an active tool to communicate and understand *from* and *within* a culture. The writing and speaking practice were highly prioritised without neglecting reading and listening. In the Language Centre teachers were

seen as observers, researchers and guides that foster communication in the classroom, whereas students were active learners who were aware of their own learning process.

Population

In order to recognise students' characteristics, two tools were used during the first semester of 2019. The former being a *research diary* and the latter a *survey* (see annex 1). The research diary was written after each class and it included a description of what occurred throughout the course, reflections of the events, actions and it allowed the researcher to think on his teaching practice. Whereas in the survey, students were asked 13 questions regarding their personal information; perception on themselves; habits related to English language learning and their communication skills, among others.

The population of this research was divided into 8 girls and 6 boys, for a total of 14 students. According to the data collected in the survey, 60% of students were currently taking classes in private schools and 40% studied in public schools. Students were enrolled between 3rd to 5th grade. The most common grade was 4th within a 42%. In overall, the class distribution was well-balanced in terms of gender, type of education and grades.

Regarding the students' socio-economic background, the group was classified as compact. The neighbourhoods where students were living during the application of this research was classified by stratum. The data collected showed that 62% students lived in areas of third stratum and 38% fourth stratum, which means students came from middle class families. Moreover, students were divided into three groups according to their family composition. The most common were nuclear families (living with both parents) with a 69%, then a 21% stated that they lived with extended families and finally 10% of students had a mono-parental family.

Another information collected in the survey were students' interests. They were asked about their likes regarding different artistic expressions (music, cinema, photography, poetry

and tales). Students marked them from 1 to 5 how much they liked and then, where the number 1 was the lowest. The results from all the students were added. Therefore, 90 points is the pick sum (This number comes from the top number multiplied by the number of students 18). So, music was the most popular among students showing an interest of 85 out of 90pts, next, cinema with a 78pts, theatre 70pts and photography 58pts, whereas activities related to literature (poetry and tales) were below the median; poetry 28pts and tales 21pts. This shows students were very much open to various visual artistic expressions as portrayed in the survey. At the same time, it implied the need for teachers to start working with texts and work to engage them to read. In addition to this, through the observations carried out, students' behaviour evidenced their interest on audio-visual material. (See annex 2 – Aug 11th, 2018).

Students learning styles changed in relation with their gender (Annex 2 - Aug 4th, 2018). Boys tended to work individually but helped each other when needed. Girls, on the other hand, preferred working together or asked for feedback from their peers, which usually cause that they took longer to finish. Both girls and boys were accustomed to group work because most of the activities in the LC required it. However, they preferred working with someone of their same gender.

In relation to students' habits towards homework, they were favourable. 66.6% of students enjoyed doing activities, when English was required, at home. This might be due to the fact 82.3% students usually did homework accompanied by their parents. This was taken into account in the progress of the research, especially on behalf of the students' final presentation. In this way, students amused themselves by working in a final presentation while using the target language.

The students' final presentations, in the second semester of 2018, forced them to describe and memorise information about a country. Nevertheless, they were not asked to

give their opinions about it. They were given a country and were expected to talk about its culture. Just collecting and then presenting information. Missing an opportunity to explore students' views and understanding on different cultures and traditions.

Regarding students' cultural background, they had had experiences in a foreign or different cultural context. They had travelled to other towns, cities inside the country or abroad. In one of the activities in class, students mentioned that they don't like the hot weather, but they liked the pools when travelling to places as Melgar. When discussing about countries they had been the students said the United States was very clean, but they could not find enough fruits. And regarding rural areas, they said there were interested in insects like the beetles and millipedes. Within these statements, it was able to see students' judgements in relation with other places apart from Bogota. Whichever place they had been, it allowed them to expand their perception on different contexts.

Diagnosis results

In order to analyse students' usage of English language data was collected in 2018-2 (Survey) and 2019-1 (Exam and activities). During the survey, conducted in September 2018, students were asked about their perception on communicative skills, 38% of the students marked *writing* as the most problematic, followed by *reading* 30 % and *speaking* at 25% while, 7% of the students chose *listening* as being the least difficult.

Based on the first exam results, activities and observations taken in March 2019, the listening skill got the highest performance among the students. In the exam, students had to circle one imagen that matched one description from a recording played. The images showed young students in different school clubs i.e. sciences, newspaper, sports and drama. The students did not show difficulties identifying what school club the students matched. Therefore, students were able to recognise descriptive sentences of school activities, understanding conversations held in a specific context and related them with images. In class,

moreover, students responded positively to instructions, explanations and confirmation, very few times students asked for repetition.

As for Writing, learners were asked to write a composition answering the following question *Which school group below interests you the most? Why?*. The task was accomplished from an overall view, and the text was understandable. However, they faced issues conjugating verbs, the S was missing in the third person, the letter E was missing at the end of words like practice and because. Most of the words were basic (fun, funny, nice, boring). And some students wrote a list instead of a text. E.g. I like the drama club because is fun, I like the school band because is fun. When observing their writings, most of them were lists. For instance, students were asked to write a short text about their likes and dislikes and had to explain why. They named elements like travelling, playing soccer, sleeping and movies. Linking words and explanations were inexistent. It is imperative to highlight that their low writing skills interfered with the possibility to express their understanding and perspectives, therefore it was a crucial to work upon this skill.

As regards the speaking skill, students were asked questions related to their interests. *What are your hobbies?* Students could easily recognise the questions and produce correct stress patterns, pronunciation, and connected speech; however, their speech was not well articulated. Most of the sentences they produced were simple such as I like swimming or I like sciences; for this reason, it was decided to ask them why; most of their answers were mumbled and several students were able to explained why in a brief way, saying because it's fun, because it's interesting or because it's nice. They made mistakes regarding the usage of to be verb and the usage of gerunds.

Whereas the reading skills displayed the lowest performance in the exam and class activities. Students were asked to read a text about possible fundraising events to support the art department, then, answer three type of questions. 1. General idea – *What is the blog*

about? 2. Specific information – *What are they going to do with the money they collect?* and 3. Opinion – *What idea do you think is the best? Why? And what new idea do you have?* (to help the art department). Students mistakes were mostly found on the third question (Opinion): some of the students were unable to express their opinions and instead of proposing a new idea they used solutions mentioned in the text. In another activity (See Annex 2 – Apr 6th, 2019) students were supposed to read a short paragraph about Rajasthan, India and then, write a short opinion on it. Some of their answers were: “it was fun”, classifying the reading as a good story. However, the reading was not a story, and no student was able to support their perspectives, it was unclear what they considered beautiful, good or exciting and why.

Taking into consideration as stated above, students performed the best at listening skill and this matched with the results displayed in the exam and activities conducted in class. In the case of the writing skills, they remained in a very basic level and students used writing, mainly, to produce grammar structures or descriptions. In relation to students’ speaking, pronunciation was one of their strengths meanwhile, oral communication was not always achieved. Lastly, the reading skill performance was low, primarily, because of their lack of vocabulary.

Statement of the problem

Students stated in the survey that literature (tales and poetry) is less interesting activity; that is why it has been decided to tackle this problem. Students were only using writing to reproduce grammar structures. It was necessary to open new spaces and opportunities for students to explore writing from a different perspective, in this way their low performance in writing would increase and also their interest by reading. To appreciate reading, Creative Writing, is a need, as suggested by Broekkamp, Janssen, & Van Den Bergh

(2009). Moreover, A culture of thinking has not been considered, stopping students from developing creative skills; an essential tool to have in a globalised world.

Creativity is an essential element for students' writing development. This could be a base to communicate new ideas that go hand in hand within the critical thinking development. The students' creativity is not widely explored in similar contexts and EFL classroom, in comparison with critical thinking. Hence, a development of creative skill is required. According to Runco (quoted by Mossing, 2013) students who are only taught to be critical, do not have the same innovative skills, compared to those who were taught to think creatively.

As it was seen in the results of students diagnostic. Writing skills were not well developed, students could not link different ideas, and as Adair (2007) suggests, unclear writing interferes with student's ability to express opinions or personal views. Although the observations conducted showed that writing was used to communicate, it focuses on description. Students capacity to express their perceptions and ideas is not considered. Therefore, written expression was not developed and has been overshadowed by written descriptions. The teaching performance observed in the Language Centre was not looking to challenge students' writing skills, its development was rather driven by grammar application rules.

Rationale of the study

Creativity is one key aspect of language, especially in communicative skills. Children's learning process on how to communicate has creativity as one of its bases.

Language creativity (...) is central to children's emotional, cognitive and social development and education, as well as to communication in general. Linguistics and psycholinguists have shown that children naturally play and experiment with language sounds, structures and meaning, and it has been argued that this kind of

spontaneous, often playful creativity in language contains the seed of more prestigious poetic, literary and dramatic cultural forms. (Cremin, 2013, p. 275)

Notwithstanding creative skills or creative thinking are cross to any domain, it has been confined to the specific domains. Skills like curiosity, imagination, open-mindedness and problem solving, among others have not been deeply studied or fostered in EFL teaching. These skills (The Education Scotland, 2018) are required in the 21st century. Not only in areas such as economics, design or management but to any (Piirto, 2011) specially in child education.

That is why this research focused on the development of Creativity. Students who improve their Creative skills are able to create new ideas, concepts, principles and products within our society (Mossing, 2013). Critical Thinking requires a deep analysis during writing, while Creative Thinking pushes students to develop new ideas and express them.

According to Philominraj , Jeyabalan, & Vidal-Silva (2017) allowing students to predict, deduct and infer (processes that reside within communication) occur especially when learners have interactions with others or observations of objects/situations and therefore, memories can be established, furthermore, it moves subjectivity to a central place in learning and therefore can be put into words.

Regarding Visible Thinking techniques, these were created by the Harvard Project Zero and have two main objectives (Project Zero, 2016). The first one refers to visualise students' thinking and the second aims to develop students thinking creating a culture of thinking inside the classroom. For this study, three techniques were selected: See Think and Wonder; Colour, Symbol and Image and Option Explosion. All these techniques are called Thinking Routines because they were designed to teach and enhance the culture of thinking when learning. By making students thoughts visible, it eases the research to co-construct their creativity and thinking. An equally important outcome of these routines is the development

on their ability to observe, abstract and question information. These abilities should be encouraged in children during their learning process. Therefore, their aptitude to express their ideas and communicate them will be fostered.

By the end of this research, students are expected to improve not only their Creative thinking skills and Creative Writing but also a development in their written expression in the target language. All this through the application of the three visible thinking routines mentioned above.

Research Question

How EFL Advanced students improve their Creative Thinking through Creative Writing, inspired on videos portraying foreign cultures, when using the Visible Thinking techniques?

Research Objectives

General objective

To improve EFL Advanced students' Creativity Skills through Creative Writing, inspired on videos portraying foreign cultures, when using the Visible Thinking routines.

Specific objectives

- To describe how Visible Thinking Routines are used to build Creative Writings.
- To analyse how Creative Writings displays EFL advanced students' Creative Thinking.
- To develop EFL Advanced students' Creative Thinking when using the Visible Thinking routines.

Chapter 2: Theoretical framework

The process of the search to find articles started in the Universidad Pedagógica Nacional database. Then, it was examined databases from different universities around the country and finally, international databases such as Scielo, Dialnet, World Wilde Science, and Eric. The search is centred in articles or thesis that had studied elements like Creative Thinking, Creative Writing and Visible Thinking Routines.

Literature Review

Title	Institution	Year	Author(s)
Habilidades del pensamiento creativo asociadas a la escritura de textos multimodales. Instrumento para su evaluación en la Educación Básica Primaria	Universidad Pedagógica Nacional	2017	Chaverra, Dora; Gil, Claudia del Carmen
Impact of the Visible Thinking Approach in the EFL class atmosphere	Universidad Alberto Hurtado	2017	Paredes, Juan Camilo
La estimulación de los diferentes tipos de pensamiento creativo en niños entre los 8 y los 11 años, a través de la escritura de mitos sobre el origen del universo	Universidad Nacional de Colombia	2016	Puertas, Silvia
Rutinas de pensamiento una estrategia para desarrollar el Pensamiento y la comprensión en los niños de preescolar.	Universidad de la Sabana	2015	García, Diana
Creativity in the English Class: Activities to Promote EFL learning	Universidad del Cauca	2015	Ávila, Hernán
Creative Thinking and Decision-Making Processes in EFL Creative Writing	University of Maribor	2015	Težak, Katja
Using Thinking Routines as a Pedagogy for Teaching English as a Second Language in Palestine	Walden University	2016	Dajani, Majida
Ekphrastic Practices in Catalysing Creative Writing in Undergraduate ESL Classrooms	International Islamic University	2014	Mansoor, Asma

Table 1 - Studies related to Creative Thinking and Writing or Visible Thinking routines

Throughout this study, Habilidades del pensamiento creativo asociadas a la escritura de textos multimodales. Instrumento para su evaluación en la Educación Básica Primaria. Cheverra and Gil (2017) developed a remarkable instrument to analyse several Creative Thinking Skills (fluency, flexibility, production and originality) It was built using theory, expert readers and statistics. Different to this study, they explored students writing in their native language and in the ICTs environment. As a result, they established the need to foster teaching techniques to develop these Creative Thinking skill when writing. Their study

contributes to the design of our instrument and to consider activities where students can create images along with their writing.

On the other hand, Paredes (2017) in his study, *Impact of the Visible Thinking Approach in the EFL class atmosphere*, conducted observations and interviews of teachers that applied for the first time thinking routines. Resulting in an improvement regarding students learning process in the English class. Teachers, he says, required further empowerment in their teaching strategies therefore, he engages teachers to apply the visible thinking techniques to make the language class less grammar-oriented and develop metacognitive process within students. Paredes' study showed the viability and necessity of current study in order to foster a culture of thinking in the English language classroom.

Additionally, Puertas (2016) studies how Creative Thinking could be fostered when children create myths. In her exploratory research *La estimulación de los diferentes Tipos de Pensamiento Creativo en niños entre los 8 y los 11 años, a través de la escritura de Mitos sobre el origen del universo*. Learners went through 4 phases, pre-test, writing workshops, post-test and illustration. She analysed elements such as the Narrative Superstructure, Creators, Characters, Space and Time in the students writings. Once the 4 phases were completed, Puertas established that students' Verbal, Visuomotor and Applied Creativity were expanded during the writing workshops. Moreover, writing affects learners' socio-affective, corporal, cognitive, communicative domains. Even though, her research analyses students' Creative Thinking and Writing in the students native language, it enriches the current research with useful procedures. Besides, it remarks on the need of developing the Creative Thinking in Language Learning.

The following research took place in Chia. *Rutinas de Pensamiento una estrategia para desarrollar el Pensamiento y la Comprensión en los niños de preescolar*. (García, 2015) it examined thinking skills through two visible thinking techniques; The former being

Colour, Symbol and Image and latter, *See, Think and Wonder*, with the purpose of describing learners' thinking skills, the researcher constructed a detail rubric in which, she assessed learners' abilities to think (naïve, beginners, learner, master). She stated that students' cognitive development improved as their thinking skills. Although the population was younger, the positive results from Garcia added value to this study on behalf of its viability. In relation to this study, Garcia's research provided an initial basis to analyse Creative Thinking. At the same time, Garcia's study was expected to expand knowledge in how students develop their writing skills –through Visible Thinking –something that was shown in the results, but not fully studied.

In relation to activities, Avila (2015) designed creative activities to improve students writing and speaking in his research *Creativity in the English Class: Activities to Promote EFL learning*. One of those activities was *creating a fictional story* where one student began a story with one sentence and then, his peers added more information to it. Another activity was *Promoting Creative Writing* where students had to write a short story in a limited time throwing good results. *Asking and Answering questions*, students were given 15 minutes to ask and answer their peers questions. They not only achieved the goal successfully but also were engaged, its criteria is coherence and the environment in the classroom is challenging. Both elements are useful and therefore considered in this study. Avila concluded, in his research, that students improved their communication (oral and written) when they were talking about themselves.

From a different perspective, Težak (2015) focused on how learners' Creative Process occurs when learning a foreign language. In her study *Creative Thinking and Decision-Making Processes in EFL Creative Writing*. Think-aloud protocols were carried out, Creative Writing and its preparation processes are analysed in order to comprehend learners' Creative Thinking. It was found that, when learners are asked to do tasks in which they needed to use

Creative Thinking, they gave importance to the creation of ideas, rather than grammar structures. Students were using the target language to communicate. Although the English Level of the population was higher, the researcher pointed out the need of studies about Creative Thinking. Especially when learning a foreign language, in lower levels (as the current one). The results of this study could contribute to the literature of Creative Thinking in the teaching and learning English field.

When it comes to the study of Visible Thinking, the following study found that the main problem is how students are not given enough spaces to think. Dajani (2016) in her study *Using Thinking Routines as a Pedagogy for Teaching English as a Second Language in Palestine* addressed how teachers could foster their learners thinking skills using Visible Thinking Techniques. She faced several challenges, that this study must consider for the benefit of ours. These are related to the development of Visible Thinking techniques application. Teachers were not experts applying them, therefore they were adapting them and analysing which techniques are more fruitful to develop thinking skills in learners. The results of Dajani's study showed that students used their mother tongue when activities require deep thinking and it fosters students' understanding and confidence. The research findings are relevant for the performance phase.

Last but not least, in the study *Ekphrastic Practices in Catalysing Creative Writing in Undergraduate ESL Classrooms* learners were shown diverse type of videos (documentaries, movie clips, advertisements) and then, the teacher asked them certain questions. Based on these, learners wrote a story as a response. Unlike Mansoor's research, learners were expected to create their own questions and therefore answer them. As it is looking forward to improving Creative Thinking. Equally important, one of the questions that emerged from the research is, how this methodology works in another population of students, the results of this research provide new knowledge in that issue.

To conclude, most of the previous studies have an exploratory character, given the fact the constructs have not been fully studied in the English as a Second Teaching and Learning domain. Although Creative Thinking and Creative Writing have been linked in several research, they have been examined in learners' native language. Despite that, all results are enlightening and productive which are an initial basis to the construction, application and further analysis of this study.

Theoretical Framework

In this section, the three constructs that led this study were Creative Writing, Creative Thinking Skills and Visible Thinking Routines. Firstly, as Creative Writing is a compound construct, to clarify its meaning Writing and Creativity were described separately and afterwards, build upon both definitions to elaborate on what is Creative Writing for this research. Through theoretical research the Creative Thinking Skills were defined and lastly, the Visible Thinking Routines whose foundation is the Making Visible Thinking Approach.

Writing

Writing have been studied from different perspectives. Hyland (2009) establishes three main approaches. In the first one, Writing is a product, linguistic elements are the focus. (Grammar, syntax, punctuation, spelling, coherence etc.) However, he highlights the problem of context in which neither the writer nor reader are considered.

In addition, the second approach is writer-centred, it takes three elements as pillars, Creativity, Cognitive Process and the Immediate Context. *Creativity* allows student to express their ideas or feelings. In the *Cognitive Process* writing is viewed as a task; learners use writing as a problem and researchers analyse the process of it, one of the most known models to analyse students' Cognitive Process was proposed by Hayes-Flower (Hayes, 1996). The last pillar, *Immediate Context* refers to how writers can be affected by several situations.

Their feelings, writing objectives, goals etc. Nevertheless, these aspects remain reduced and intimate. So, it is still centred in the writers' context.

The third perspective states that Writing is a social act. “[Meaning in writing] is not transmitted from mind to mind as in the model of autonomous texts, nor does it reside in the writer's cognition as in process models. Instead it is created between the participants themselves” (Hyland, 2009, p.31) It means writing is interactive, it allows writers and readers to communicate. In this approach, cultural identity is a key point because being from a social group and possible audience influence writing and texts.

Besides these approaches, another must be mentioned –hence, this research is performed in the Foreign Language Teaching and Learning field. *The Contrastive Rhetoric* which, as its name indicate, compares learners who use their native language and those, who write in a second or foreign language. From this perspective, L1 learners' texts are differentiated from L2, its potential differences are Individual (learners' language level); Language Difference (Interference L1 to L2) and Culture (Communication in a specific language).

The approach used for this research is writer-centred. This means, students go through a Cognitive Process to express themselves in Writing. Flower and Hayes (1981) establish three main sub-processes in their Cognitive Process of Writing: Planning, Translating and Revising.

From this perspective, the *Planning* sub-process is an internal representation. A network of ideas that might be organised, fragmented or unconnected. Writers generate those ideas from their long-term memory and are represented in key words, codes or non-verbal language. Once this sub-process is completed, they organise their ideas and form new concepts. All this is settled according to writers' goals and reasons to write.

The next sub-process is *Translating*, using visual representations (i.e. words) to express thoughts and ideas. For instance, using a written language to describe images or feelings students have in mind. In words of Flower and Hayes “if the writer must devote conscious attention to demands such as spelling and grammar, the task of translating can interfere with the more global process of planning what one wants to say” (p.373). Therefore, it is expected that inexperienced writers make mistakes during this process.

The last sub-process is *Reviewing*, writers evaluate and revise their own writing process. They review their planning and/or translating processes. They might change one initial idea or translate their thoughts using different words or structures. The Reviewing process leads, writers, to a new planning and translating making Writing a cyclical process.

The previous sub-processes constitute a basis for this research, especially in the construction of the activities. First, to *Plan*, the Visible Thinking routines were applied to explore students’ internal representations, making them perceivable and analysable. In this way, students represent their planning (ideas and thoughts) through visual or written expressions. Second, to foster the Organising process, activities force students to connect their ideas, originated in the Planning, and include them to their writings. *Translation*, additionally, is promoted using the Visible Thinking routines by which students represent ideas visually. And lastly, the Reviewing process is developed through Think-aloud protocols and short questionnaires that allow students to reflect on their writing process.

Apart from the Cognitive Process another important aspect must be pointed out, this research is carried out in English as a Foreign Language Teaching-Learning field.

Henceforth, the Foreign Language Learning term is a key point to elaborate.

From Cameron (2001) perspective learning a foreign language it is a different process in comparison with the learning of the first one. At the age of five, learners have already

constructed individual differences in specific domains; that is the reason some children find easier to learn vocabulary or communicate with others.

In the case of Writing in a foreign language, according to Uluşan (2018) the Cognitive Processing is more demanding in comparison to the first language Writing. One of the reasons is that Syntactic Processing force learners, who have a low English level, to verify grammatical information located in their long-term memory to produce written statements. Moreover, the author highlights the role of practice, stating that performing a task frequently leads to an automatization processing and therefore, a less cognitive demanding task resulting in a better performance. That is why, to improve students' cognitive process while writing continuous writing is needed, instead of working in a single writing piece again and again.

In short, Writing has been seen from different perspectives through time. The one used in this research is Writer-centred because writer's Cognitive Process is tackled (Planning, Translating and Reviewing). These sub-processes are addressed through Visible Thinking routines allowing the researcher to observe planning and develop Translating and Reviewing. Constant Writing practice is expected to decrease the demands in the EFL students' Cognitive Process.

Creativity

Creative people are not the result of any inborn trait, although it is a human characteristic humans developed through evolution (Nettle, 2009). On the other hand, Stenberg (2012) defines creativity as a habit. Problem responses are one of the most relevant features of Creativity. They are not generated automatically but, newly. Based on this quality, the author created the following theory.

Stenberg's Investment Theory of Creativity proposes six resources to develop Creativity when teaching. 1. *Intellectual Abilities*: First, the Syntethic Ability, to see problems where people commonly struggle to find one. Then, the Analitical Ability, to decide whether

an idea is worth or not and the Practical-Contextual Ability, to be able of persuading others to accept new ideas. 2. *Knowledge*: Regardless their understanding of a domain, the weight lays on “[The decision] not to let the knowledge become a hindrance rather than a help.” (p. 398). 3. *Thinking Styles*: Preference to think in new ways and be able to observe from global and local perspectives. 4. *Personality*: Property of willing to overcome an obstacle and skills such as being Sensible, Self-Efficient and Tolerant to ambiguity. 5. *Motivation*: Feelings towards tasks, or areas explored, influence Creativity. The more motivated someone is, the more creative he or she is. 6. *Environment*: Supportive ambience where creativity could be displayed.

Within this research, the selected resources are: *Syntethic Ability, Knowledge and Thinking Styles*. These three processes are smoothly connected to Writing from a cognitive perspective. Firstly, the Syntethic ability forces students to question, this is developed in the Planning process of Writing. Secondly, Knowledge demands students to apply their English language understanding in order to create texts during Translating Process. Lastly, students’ Thinking Styles allow them to express their perspectives on a context. Although Personality, Motivation and Environment are taken into account, are not intended to be fully studied.

Creative Writing

Leahy, Cantrell & Swander (2014) present three different perspectives. The first, being the *Romantic*, wherein talent is inherent and essential, inspiration drives creativity and creativity is valued, the same as beauty and originality. Thus, in practice students attitude ended up with “no lectures, no exams, decentralised authority, and student ownership of the learning process” (p.17). Then, the second perspective –call it within this research –*Reader-Writer*. From this learning view, writer-learners must read; it is through their readings they recognise elements and structures and therefore use them in their writing. In this approach, the writer-learner is seen mainly as a reader. Finally, the third perspective *Workshop-based*

writing, in this teaching approach learners perform different activities (cognitive as physical). Students are active writers and learners; their process and decision-making are analysed. These mental processes are viewed from a cognitive perspective and classes are based on discussions to provide feedback to the student-writers.

From the previous perspectives, the approach this research matched the best was *workshop-based writing*. Not only because students writing was developed through workshops, but also because the analysis centres on the Cognitive Process. This research focused on the *Syntethic Ability*, from students' Creative Writings, it implies problem-finding that was expected to be solved in writings. Their *Knowledge* of the English language to solve a problem when writing and their *Thinking Styles* to write original texts, as it forced them to explore different perspectives.

When it comes to the Creative Writing Process, different researchers have established various paths to achieve it. Morley (2007) describes seven processes; Preparing, Planning, Incubation, Beginning, Flowing, The Silence Reservoir and Finish Lines. Meanwhile, Lubart (2009) reduces them to three. *Planning*: the objectives the writer have in mind based in his or her knowledge; *Generation of Ideas*: Ideas that the writer has during the pre-writing and compositional phase and *the Revision*: "involves comparing an existing text to a writer's goals or ideal text" (p.152). In other words, how satisfied is the writer with his writing. This revision process occurs at dissimilar levels (Ideas, Sentences, whole text).

Similarly to Flower and Hayes Writing Cognitive Process, Lubart' bases of Creative Writing have three steps. For both authors *Planning* refers to ideas writers have in their minds before writing. *Generating Ideas*, in the case of Flower and Hayes, occurs when Planning whereas in Lubart is the continuous flow of ideas during writing. *Translating*, in Flower and Hayes, allows writers to express their thoughts using a written language. Lastly, *Reviewing or Revision* for both authors is the process of evaluation of one's writing.

In this way, the perspective of the Cognitive Process in this research combines the sub-process of Planning, Translating and Reviewing from Flower and Hayes and adds the Generation of Ideas proposed by Lubart. Besides the description of sub-process explained above (writing construct), Generation of ideas is fostered through brainstorming that students produce in the writing activities.

Apart from the Creative Writing perspectives and processes; one notorious skill should be mention, *Originality* as stated by Lipman (2003); Bohm (2005); Fasko; Feldhusen (2006); Runco (2010); Gardner & Weinstein; Mumford, Martin, Elliot, & McIntosh (2018). New ideas and ways to find or solve a problem varies from theory to theory. Its definition has been taken for granted. For this reason, it is described below.

According to Pope (2005), who proposes one definition that suits the best this research, the word Original has its roots in ancient times, origen. Albeit, original also means novel. In his words “Grasping the distinctions *and* connections between these two senses is crucial if there is to be an understanding of creativity that is itself both ‘old’ and ‘new’ (p.58). Thus, stories originality was assessed in the ability of students to connect previous information to new ideas in a coherent way and express it in writing.

Based on the information provided in the last two constructs, Creative Writing is defined as a self-discovery process in which Synthetic ability (problem-solving) and Knowledge (language usage) are the foundation, while originality (connection of ideas) is developed and analysed when composing. This research is founded under this view; far from oversimplified definitions, where Creative Writing is seen as a product, in which learners are asked to write poems, plays or stories (Harmer, 2001). Synthetic Ability, Knowledge, Originality are analysed within students’ Creative Writings in the framework of Planning, Generating ideas, Translating and Evaluating. As these processes are cognitive, Visible

Thinking routines are used to make them observables and therefore analysed in students' Creative Writing.

Creative Thinking Skills

Problem-solving (Synthetic Ability) and *Problem-finding* are Creative Thinking Skills applied in writing. For Collins (2014) Problem-solving is a skill that enables a person to find a solution to a problem that cannot be solved by memorising. While, Problem-finding requires to have a different perspective and enables a person to observe something that can be improved.

In this research both Problem finding and solving are seen under the term *Questioning*. By questioning, students either find a problem or solve one. As Nappi (2017) states that "Good questioning techniques need to be moulded in order for students to become skilled in both thinking and questioning. Because questioning leads to problem solving, quality questions will lead to quality decisions. (p.36)

In addition, *Questioning* guide students to problem finding, which means they develop an awareness about their own process or ability to be critical. Questioning is observed and analysed using the Visible Thinking technique *See, Think and Wonder*. As in this last step, wonder, students are expected to question.

Another key element taken in this study is *Connecting ideas*. According to Adair (2007) it forces creative thinkers to, as its name suggests, link ideas. Nevertheless, this connection of ideas is not seen as an amalgam of meaningless ideas. Connecting Ideas is the basis to write original texts where students take information and then, transform it instead of describing it. That is why, audio-visual material it is crucial tool as it contains visual information, but it can only be used to be further develop. Therefore, to consider a text original students have to connect ideas and transform what they have seen in the audio-visual material.

The last skill considered is *Hypothesising*. So-called *imagination*, creating images in the writers' mind. Adair (2007) describes this skill as the ability to give an explanation for a particular event, especially an unknown one. Students are expected to solve their own doubts. Hypothesising, this skill is developed when giving an explanation in their writing.

In conclusion, Questioning (Problem-finding and solving), Connecting Ideas and Hypothesising are the Creative Thinking Skills addressed in this research. Through them students are expected to improve their perception solving their own or others' doubts and to connect ideas to be original or hypothesis diverse realities. These skills are meant to be developed through constant writing applying the Visible Thinking Routines.

Visible Thinking Routines

Visible Thinking Routines were created within the *Visible Thinking Approach*. It was developed by Ritchhart, Church and Morrison in 2011 at Harvard Graduate School of Education, on Project Zero. Described as “an intellectual wellspring, nourishing inquiry into the complexity of human potentials – intelligence, understanding, thinking, creativity, cross-disciplinary and cross-cultural thinking, ethics – and exploring sustainable ways to support them across multiple and diverse contexts” (Project Zero, 2016)

Making Thinking Visible means thinking can be observed and therefore analysed. “The student, in turn, must make his or her thinking visible so that the teacher can coach, correct, offer feedback, and provide support as the student gradually takes on these moves.” (Ritchhart, 2015, p.148). This visualisation of the thought can be achieved through Thinking Routines. These are procedures, processes or patterns, whereby promote student' thinking (Visible Thinking, n.d.).

Thus, Thinking Routines are a set of questions or sequences; each one is looking forward to improving a type of thinking (Truth, Fairness, Creativity or Understanding). For example, to develop students' Truth Thinking one can apply the *Hot spots* routine, in which

students decide gradually if a statement is true or false. In order to do that, students have to, first, identify a situation and then, its level of truth. Each Thinking Routine fosters specific Thinking Skills depending on its setps.

In the case of this research three Visible Thinking Routines are used. 1. See, Think and Wonder. 2. Colour, Symbol and Image, and 3. Option Explosion. They forster different skills such as Observing, Hypothesising, Questioning, Representing Ideas and Connecting Ideas as explained below.

First of all, *See, Think and Wonder* Routine is used to explore works of art or objects. Its purpose is to encourage students to observe carefully, hypothesise and stimulate curiosity (Visible Thinking, n.d.). To develop these phases, the routine proposes three main questions. 1. What do you *See*? 2. What do you *Think* about that? 3. What does it make you *Wonder*? At the beginning, the teacher might ask specific questions to focus on one of the phases; for example, what is her facial expression? *See* phase. Using this technique it is expected that students develop their Observation (*See*), Hypothesising (*Think*) and Questioning (*Wonder*).

Regarding the *Colour, Symbol and Image* Routine, it is used to distil the essence of ideas no-verbally. Its objective is to identify and therefore represent ideas using Colours, Symbols and Images. Students are asked to select three ideas or elements, they considered important, and choose a Colour, Symbol and Image that represent them the best. The difference between Symbol and Image it is that “You might define an image as a visual image or metaphor that is more complex and fully developed than just a symbol”(Visible Thinking, n.d.) by applying this routine, students are expected to represent ideas visually and use those representations to write creative stories.

And the last one is *Option Explosion*, this Routine is used to improve decision making. Students explore hidden option choices through its application (Visible Thinking, n.d.). They list obvious options, then they brainstorm different ideas to find a hidden one

(connecting the existing ideas student are able to suggest ideas from different perspectives) and finally, reflect on what they have learnt. Therefore, students are expected to brainstorm to generate ideas and express their thoughts into words.

In sum, Visible Thinking Routines are designed and applied to visualise students' thinking skills and improve it. In this action research, the three Visible Thinking routines mentioned were applied to observe students' Thinking Skills when writing. Therefore, its evaluation centred on the triangulation of data from the Cognitive Process theory of writing, Creative Thinking skills applied to write and students' Creative Writing itself. Moreover, a modification, on the steps of the first two routines, (See, Think and Wonder & Colour, Symbol and Image) was made to describe how Visible Thinking Routines are used to build Creative Writings.

Chapter 3: Research Design

This chapter describes the methodology used in this research. It includes the type and approach this study was found on. Moreover, the study design, the three instruments and procedures followed, are also explained below along with the sampling, category of analysis and the ethical consideration taken.

Type of research

Different definitions of Quality Research have been stated from several scholars. According to Richards (2003), this type of research is not person-centred; which makes it suitable for language teaching. It draws strength from the researchers' experiences and understanding.

Richards proposes 5 characteristics, noted below, of the Qualitative Research; which in his theory he calls *Qualitative Inquiry*.

- The study of human actors in a natural setting
- See the understanding of actors' performances
- Usually focused in small groups
- The usage of several methods to establish diverse perspectives
- Might use quantification when is considered needed.

In sum, this type of research centres in both learning and teaching which ameliorates through strengths and classroom experiences. It encourages participants to be in their common settings (classroom) and researchers are invited to use diverse perspectives for its analysis.

Research Approach

The foundation for this study was Action Research. In order to define it, the path proposed by Phillips & Carr (2010) was taken; teacher and researcher become one to improve

one's teaching and educational quality. In this type of research learning and teaching are viewed from a dynamic perspective, it is crucial to understand school communities as complex spaces that need further analysis beyond quantitative and qualitative data and all members must be considered throughout it.

For this Action Research to be considered trustworthy, it includes the features established by Phillips and Carr, Multiple points of view of the data; thick description (contextual and situational details of the data collected); clarification of researcher biases and reflections. In addition, Kemal & Kotaman (2013) states that the action researcher should be an open-minded person who embraces democracy and applies it in his or her life. Therefore, participants (Action researcher and learners) should be mutually honest, open, and seen as equals.

Furthermore, Richards (2003) remarks that the aim of Action Research is not merely instrumental but, a cyclical process towards understanding and therefore improvement. Whose phases are Planning, Acting, Observing, Reflecting, Planning. It means, researchers set out ideas to foster teaching and learning, then they apply those ideas and contemplate its results to therefore, consider again changes the teaching practice and plan new ideas. Following this path, the researchers are expected to be empowered and expand and rethink their teaching performance.

Study Design

Instruments and Procedures

The data collection instruments are classified under three methods *Observation*, *Interview* and *Artifact* according to Phillips & Carr (2010). Complying with this classification, three instruments were chosen and are described below.

Research diary

(*Observation*) according to Newbury (2001) several aspects such as thoughts and reflections, issues and questions, keywords, observation and plans for action should be taken into consideration when observing and writing a research diary. The author says that one of the most important benefits is its coherence between the objectives and continuous ideas the researcher develops in his practice, information and activities, and its use as a stimulus for reflective thinking. Through this diary, students responses, when the Visible Thinking Techniques were applied, was collected as data. This, to observe and therefore, analyse students Creative Thinking and their Creative Writings.

Think-Aloud Protocols

Think-aloud protocols (*Interview*) are the verbalisation of thoughts during or after a cognitive task, such as Creative Writing in the case of this study. According to Cowan (2017) Think-Aloud Protocols are useful to collect information on how students are solving problems and the possible solutions encountered by them. In this research, think-aloud protocols were used after the writing process was completed. One facility that this instrument has, it is that verbalisation of thinking is recorded either by the researcher or the learner. This instrument allows the study to describe and afterwards analyse students Creative Thinking during, or after, the writing process.

Workshops

Workshops (*Artifact*) are defined as “a research methodology aim [sic] to produce reliable and valid data about the domain in question” (Ørngreen & Levinsen, 2017, p.73). This instrument is designed to amplify specific elements. In this research, workshops were created under the *making thinking visible approach*. That is why, students texts were created using questions from the routines (e.g. *What does it make you think?*). Another key element is

self-evaluation, from time to time workshops had a questionnaire for students to evaluate their writings.

Portfolio

According to Hyland (2009) portfolios can be either *Showcase*, containing the best works of students or the *Process Type*. The one used in this study was the process type, in which they included determined writings. In words of the author “assembling texts over time encourages students to observe changes and discover something about the entries and their learning.” (p.129). Therefore, students were expected to reflect on their process, at the same time they feel motivated, an important issue in Creative Writing.

Audio Visual Material

They were selected for three main reasons; artistical representations that served as an input for students to question, relevance in a globalised world, and as displayed the data collected from the survey and research diary (see annex 2 - Aug 11th, 2018) students were highly engaged when audio-visual representations were used. In addition, living in an era, where students are continuously exposed to visual stimuli, English teaching must consider its use -especially, in non-English speaking countries as states by Salazar and Larenas (2018). And lastly, Yoshida (2013) demonstrates its efficacy not only in terms of language skills but also, in an improvement in students’ understanding on foreign cultures.

Sampling

The universe of this Action Research is 23 EFL learners from 8 to 13 years old taking the conversational course at the Language Centre. The sample frame was shaped by the amount of creative writings students handed. For instance, the sample was formed by 18 students who handed more than the 70% of writing texts.

Category of Analysis

The unity of analysis of this research is Creative Writing. It is sub-divided in three categories 1. Creative Writing 2. Creative Thinking and 3. Visible Thinking Routines. Each one of these categories has indicators that are listed hereunder. The 8 indicators were designed based on the theory of each construct and its analysis provide this research with data to solve the research question and its objectives.

Unit of Analysis	Categories	Indicators
Creativity Writing	Creative Writing	Students write original stories Students write stories where they express their views. Students evaluate their written stories
	Creative Thinking Skills	Students are able to connect different ideas to write. Students are able to solve their own or others' doubts. Students detect problems in their writing process.
	Visible Thinking Routines	Students represent ideas visually. Students question visual material.

Table 2 - Indicators description

Ethical Considerations

Taking into consideration that students were minors, as suggested by Phillips & Carr (2010) some considerations were made. Parents were informed about the research, its objective and data collection instruments and procedures. A letter of permission was signed by them agreeing with the terms and students' names were changed to the first letter of their names to maintain students anonymity. For instance, if a students' name was Raul Benitez, it was changed to R.B.

Chapter 4: Pedagogical Proposal

In this chapter, it is displayed the teaching approach. First, the description of the vision of learning and language, within this action researcher. Then, the teaching methodology applied in this research that includes teacher and students' role, expected results, type of activities, content and resources. Also, a detail view on the steps all activities, especially those based on Visible Thinking routines. Additionally, a general presentation of the timeline and planning sample.

Teaching approach

The approach used for this research was Visible Thinking Approach, as stated in the second chapter. Visible Thinking Approach is found on a variety of techniques and routines, its main goal is to encourage, involve and support thinking among the learners (Richhart, 2002). The author also establishes six characteristics that a thinking routine must consider: 1. To have few steps 2. To be easily learnt and remembered 3. To be easily scaffolded 4. To be used repeatedly 5. To be used across a variety of contexts 6. To be applied in public or private practices.

Vision of learning

Within this research, learning is seen from the cognitive perspective. As explained by Suharno (2010). "We learn by thinking about and trying to make sense of what we see, feel and hear" (p.60). According to him, learning requires learners to think, to distil knowledge and therefore apply it when appropriated or useful; learning takes place when the learner has managed to interpret data.

Not far from this perspective, *the role of affect* proposed as one vision of learning by Vera, Chapeton & Buitrago (2018) states that learning cannot be mechanical, and it combines cognitive, psychological, experimental factors that interacts in the learning process. Learners express their own feelings and ideas, this is an individual construction where subjectivity

plays an important role. “A positive relationship between the learner and the learning material and the creation of supportive language classrooms should be fostered” (2018, p.90). Throughout this vision, the students were expected to have a relation towards audio-visual material used during the research application. Thinking and making sense of what they were seeing, language is the mean to express themselves.

To achieve this the learners were exposed, using the Visible Thinking routines, to audio-visual material that made them question and developed their creative thinking and therefore, used written language to express their doubts, ideas, feeling or thoughts.

Vision of language

Throughout this Action Research, language was seen as self-expression.

Self-expression is related to personal meaningfulness, how people make sense, construct their realities. It thus has a humanistic perspective where, as an integral part of the program, learners are encouraged to express their feeling and personal experiences in a supportive environment with no fear of judgment or rejection.

(Vera, Chapeton & Buitrago, 2018. p.88)

This vision of language took two crucial elements for this research. The former is learners’ personal experience through which, they interpreted what they saw (observed) in the audio-visual material thanks to their previous knowledge, and their personal aesthetical appreciation. The latter is self-expression. Learners used language to communicate their doubts, thoughts and reasoning regarding the audio-visual material input.

Teacher and student roles

Richhart (2002) explains, in a overall view, what the teacher’s role is. He or she learns and performs activities, mainly routines, to promote thinking. Answers are not considered wrong but, might be seen as incomplete. The teacher listens actively to students’

doubts and thoughts and asks specific questions, that allow students to be more active in their learning.

In the same way, Eragamreddy (2013) highlights the importance of techniques and its modification, if necessary. The authors affirm that to teach Creative Thinking skills the teacher needs to display creative characteristics. Both authors converge that teachers guide students to improve their skills using student doubts and exploring creativity. In addition, learners must be active, in their learning process, and respond positively to techniques. One of the main characteristics of students is their willingness to know new ideas. Therefore, in this research learners were seen as active learners who needed space to improve their thinking skills through questioning audio-visual material.

Expected results

By the end of this research, learners were expected to accomplish most of the indicators proposed. Such as, improving their Creative thinking through writing. Learners were envisioned to write original texts portraying their view, questioning ideas and solving problems. Furthermore, an improvement of their self-assessment is anticipated, particularly on writing.

Type of activities

The activities carried out throughout this research were mainly based on three Thinking Routines: *See, Think and Wonder*; *Colour, Symbol and Image* and *Option Explosion*. So, learners watched videos and then, did workshops along with the teacher. Workshops were selected because it facilitated learners to maintain their attention on the audio-visual material and throughout the class.

When these techniques were used, three main questions were asked, for example in *See, Think and Wonder*. 1. What do you see? 2. What does it make you say that? and 3. What does it make you wonder? Nevertheless, more questions were added within these routine

workshops in order to obtain more data and develop additional Creative thinking. These additional questions or instructions forced students to answer their own questions. For instance, in the black brain workshop a student wrote Q: Why is the cotton burning?
A: because he needs to dry the cotton. The application of these activities foster students' *questioning*.

Contents and resources

Another resource used was audio-visual material. Eragamreddy (2013) states that “The products of creative thought include some obvious things like music, poetry, dance, dramatic literature, inventions, and technical innovations.” (p.127). Considering this premise, the videos selection followed the next criteria: relation to arts (figure 1), displays cultural information (figure 2) and they require Creative Thinking (figure 3), as in the case of the Albatross soup an animated short-film.



Figure 1. Koto directed by the Strawhatz (2016)

Koto, a music video, possess several cultural aspects to study. Its name (koto) come from the instrument shown in the picture, it is played by a geisha as a tradition in the Japanese tradition. The videoclip is inspired in the *kiri nō* classical Japanese dramas that tells the story of a demon or supernatural character.



Figure 2. This Sahara Railway Is One of the Most Extreme in the World (2018)

This short film showcase, directed by Macgregor, describes and shows the Mauritania railway. Its characteristics, surroundings and communities (merchants, Berbers and Arab descendants) that inhabit the Sahara Desert.



Figure 3 The Albatross Soup (2019)

The Albatross Soup is an animated short-film created by Winnie Cheung. It is inspired on the responses of several people to a lateral-thinking puzzle. Their hypotheses are illustrated and then, mixed. By the end of the short film, the answer to the question (*Why did a man kill himself?*) is revealed.

Steps

The initial step, for most of the activities planned in this research, was to present a video to the learners and based on it they had to develop a workshop. Workshops were proposed to follow specific steps, designed upon a Visible Thinking Routine, and data

collection. In initial step, learners were asked to watch a video. They did not have to write or answer anything, just observe what happens throughout the video. Once the video was finished, they were given the workshops and were asked to develop it, little by little. Students, along with the teacher, followed each point until the whole workshop was completely finished.

For example, (See Annex 3). The first instruction the teacher asked students to follow was to observe the video, and write at least 6 actions they saw. Then, he asked them to synthesise their 6 ideas into 3. Later, he asked students to represent their ideas into *colour, symbol and image* and finally, based on those representations, students were expected to write a story using the colour, symbol and image they designed to represent an idea. After each instruction was developed, the teacher walked around the class clarifying doubts and checking students' work and providing feedback.

These steps can be classified into three stages. Throughout the two initial steps, observation was encouraged (planning and generating ideas). Then, the Visible Thinking Routine was applied, and its results were the groundwork for students to develop the Creative Writing stage. (Translating and Evaluation)

Chronogram

The following is a timeline constructed based on the indicators, a brief description of the activity and its objective, the audio-visual material and resources that were used, and which Visible Thinking routine was applied.

All activities proposed were designed to improve students' Creative Thinking and/or Writing. – which were the categories of analysis in this research. In relation to the Visible Thinking routines, in some cases these routines were adapted in order to vary the class development and to study and therefore describe how visible thinking routines are used to

write creative texts. Looking to simply the chronogram, only indicators numbering were used. its correspondence is written down below.

1. Students write original stories
2. Student write stories where they express their views.
3. Students evaluate their written stories
4. Students are able to solve their own or others' doubts.
5. Students are able to connect diverse ideas in writing.
6. Students detect problems in their writing process.
7. Students represent ideas visually.
8. Students question visual material.

Indicators	Activity	Objectives	Audio-Visual Material	Visible Thinking Technique & Dates
1 & 2	Selecting a character from a video and therefore, write a dialogue of his or her life.	To expand students' view on different lifestyles.	This Sahara Railway or Train surfers	See and Think 4 th May 2019
Resource	Sahara Railway: https://www.youtube.com/watch?v=jEo-ykjmHgg Train Surfer: https://www.youtube.com/watch?v=1S9hyT0QdUw			
1 & 5	Writing the story of a character inspired by the way it looks.	To create a text linking different ideas.	Koto - the Strawhatz	See and Wonder 13 th April 2019
Resource	https://www.youtube.com/watch?v=NPZEGtrkRH8			
1 & 5	Watching a video and understanding the yellowface look and therefore, writing a story where a character could stop it.	To solve problems thinking out of the box and represent them visually.	The yellowface is a bad look	Think and Wonder 20 th April 2019
Resource	https://www.youtube.com/watch?v=zB0lrSebyng			
1, 5, 7 & 8	Observing and connecting ideas to write.	To represent ideas visually and construct a story based on their observations.	Maasai life through a child's eyes	Colour, Symbol and Image 3 rd Aug 2019
Resource	https://www.youtube.com/watch?v=XQ7wV9DeEqw			
1, 4 & 8	Applying the VTT and writing a story to answer their own questions.	To improve their written communication by questioning visual material.	Ghommar	See, Think and Wonder 6 th April 2019

Resource https://www.youtube.com/watch?v=CU1tFtk_NFY

1 & 7	Reinterpreting visual ideas and therefore, express them through writing.	To include visual representations on students' creative writing.	Jamie xx - Gosh	Colour and Symbol 24 th Aug 2019
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Resource <https://www.youtube.com/watch?v=hTGJfRPLe08>

2	Writing to understand visual representations	To expand students' understanding on body expressions	Body Experimental short-film	Option explosion 14 th Aug 2019
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Resource <https://www.youtube.com/watch?v=m2ZXRoZ2w68>

2, 3 & 6	Expressing themselves in a monologue and evaluate the writing process	To allow students to express themselves through writing and reflect on its process		18 th May 2019
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Resource See Annex 4

3	Writing steps or suggestions they consider relevant to be creative or write creatively.	To reflect on the writing process and creativity.	How to be creative	16 th March 2019
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Resource <https://www.youtube.com/watch?v=1lTcgSzf0AQ>

3, 4 & 5	Watching a short film in order to solve a riddle.	To solve a problem by asking questions and observation.	The Albatross soup	See, Think and Wonder 28 th Sept 2019
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Resource <https://www.youtube.com/watch?v=SIIdHBjMZWe8>

3 & 6	Assessing their own writing at the end.	To foster students' self-assessment in their writing process.	All videos	5 th Oct 2019
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Resource See Annex 5

3 & 6	Assessing their Maasai writing workshop	To assess their writing process		17 th Aug 2019
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Resource See Annex 6

5	Reducing their Maasai writing to a short story.	To abstract written ideas		14 th Sept 2019
5	Proposing a solution (lack of water) through writing.	To become aware of environmental problems and ways to solve them		21 st Sept 2019

Resource See Annex 7

5, 7 & 8	Finding a problem and creating an object to solve it.	To solve problems thinking out of the box and represent them visually.	Yeye - Yurayura	See, Think and Wonder 27 th April 2019
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Resource <https://www.youtube.com/watch?v=StkLx0e4f6c>


4	Finding as many excuses to justify a situation	To use creative thinking to understand situations and possible problems.		11 th May 2019
4	Asking students to find problems about being students.	To find problem to therefore solve them		Option Explosion 25 th May 2019
4 & 8	Questioning visual material and therefore, find an answer	To observe visual representations and therefore question its content	Black Brain	Option Explosion 10 th Aug 2019
Resource		https://vimeo.com/38165695		
7	Drawing a short story, they were given.	To represent visually written content		Image 23 th March 2019

Table 3 - Chronogram

Planning sample

Below it is a planning sample, the main objective of the class is below the level, timing and number of students. Then, its divided into three main parts: Activities, Description and its objectives. It is important to highlight, that this lesson plan included activities that had to be developed to follow the chronogram proposed by the Language Centre and might not be part of the research. (To see the workshop created for this lesson plan see annex 14).

LESSON PLAN IX		
Date:28th sept 2019	LANGUAGE CENTRE	
Teacher: Cristian Benítez		
Level: Conversational	Timing: 8-12 am	Number of students: 23
Obj: To differentiate real and hypothetical situations and how to express them. To solve a riddle to improve their creative thinking skills.		
Activities	Description	Objectives
	Students will answer the following riddles. 1. What is made of water but if you put it into water it will die? 2. I'm tall when I'm young and I'm short when I'm old. What am I?	To improve listening skills To apply See, Think and Wonder.

<p>The riddle (See, Think and Wonder)</p>	<p>Then, they will watch the short film based on a riddle and in group discuss <i>Why did the man kill himself?</i></p> 	<p>To observe students' creative thinking skills.</p> <p>To allow students to work collaboratively.</p>
<p>If you could become invisible...</p>	<p>The whole class will be asked:</p> <ul style="list-style-type: none"> . What would you do if you could become invisible? . If you had a superpower, what would it be? . If you spoke another language, what would it be? . what would you do if you were 20 years? 	<p>To use the second conditional</p> <p>To use it in a conversational situation</p>
<p>Reading</p>	<p>Students will find the sentences with the same structure on <i>Captain Allsafe</i> (p.56-57)</p>	<p>To clarify the form of the second conditional</p>
<p>1st conditional and 2nd conditional</p>	<p>The teacher will explain to students the difference between both structures. (P.59)</p>	<p>To clarify doubts among students.</p>
<p>Quiz</p>	<p>Real vs Hypothetical situations</p>	<p>To clarify doubts about the usage and form of conditionals</p> <p>To assess students in their learning process.</p>
<p>Book checking</p>	<p>Individually students will be called to discuss their process and homework from the book.</p>	<p>To assess students</p> <p>To observe students understanding of topics seen during the last month.</p>
<p>Resource</p>	<p>https://www.youtube.com/watch?v=SIIdHBJmZWe8&t=330s</p>	

Chapter 5: Data Analysis

This chapter provides a detail description of the data collected and the limitations the study faced during its application and analysis. Then, the indicators results are explained to therefore generalise the accomplishment of the study.

Data management

Creativity is developed throughout different domains. That is why, students' Writing and Thinking, in this study, was fostered through activities that require Creative skills. Both Creative Thinking and Writing challenged students to use English from a different perspective to the grammar-based. Below, the general achievements are described in relation to student-teacher rapport, students' motivation and their performance in workshops and the limitations faced in this study, lack of time to provide feedback and the Visible Thinking routines application.

Writing creatively allowed students and the teacher to create a better rapport. This was not envisioned previously. This written communication changed student-teacher relation. Students' writings portrayed their interests, desires or perceptions and the teacher used this knowledge to approach them or used examples they could easily understand. One example of this was when the teacher wrote a monologue sample, in which he stated his preference of being called Cris, and students started calling him by that name instead of the teacher's full name as they previously were used to.

Another positive finding was the increase of students' motivation. Although it was not studied in depth, their motivation was acknowledged throughout the course. Students' involvement and performance in activities grew faster among open-minded students that were willing to solve their own doubts. On the opposite, a minimum number of students, whose perspective was not as broad, showed a slower motivation improvement as describes Stenberg (2012). They were reluctant to solve their doubts as they considered them unreal.

Regarding students' development of workshops, they enhanced its fulfilment when Visible Thinking routines were applied. At first, students struggled carrying out the workshops properly. Those difficulties diminished gradually along the course. Given the fact, routines had sequences and similar steps. This allowed students to prepare themselves before and during the workshop course. Therefore, students anticipated to do a workshop after watching a video, they become familiar with the type of questions and it led them to a better understanding, development and improvement on their Creative Writing and Thinking skills.

The first limitation encountered within this research was the lack of time to provide one-on-one feedback. Each semester, students had to take three exams, each exam was planned for 2 hours and it was conducted in one class. Three parents' meetings were conducted to discuss the students' process during the level. Furthermore, the research application was in compliance with the chronogram proposed by the Language Centre. These situations affected and diminished the possible time to have a continuous feedback on students' strengths and weaknesses portrayed in their Creative Writings.

The next limitation was the Visible Thinking routines application. At first sight, these routines might seem easy to apply, however not being aware of information in the material and its connections affected the guidance process and workshop results. As Dajani (2016) explains, to master Visible Thinking routines practice is needed not only from students, but teachers. This limitation lessend throughout the course and both teacher and students improved their performance in it.

The findings of this study discloses success in terms of Creative Writing and Thinking. Both processes improved simultanisly, students were able to plan, generate, connect and evaluate their ideas in their Creative Writing resulting in coherent writings pieces where they could expressed themselves. Visible thinking techquines were of great help

because through them students Creative Thinking skills were made visible and therefore analysed.

Data analysis

Triangulation was used to analyse collected data. The combination of data collected, and theoretical resources provided this data analysis with different perspectives and increased the trustworthiness of this research. The data analysis was divided into three categories and each one had three or two indicators that allowed this study to delve into specific aspects.

In addition, the following scale was used to describe the number of students' that succeed in a particular activity. In this way, if students had a *low performance* it means only the 20% or below were able to achieve the activity. This, to describe and analyse students' performance in an activity and indicators findings.

CLASSIFICATION	PERCENTAGES
Low performance	If the 20 % or below of the creative writings, made by the students, reflected an articulated application of the thinking routines or creative thinking skills demanded.
Middle-low performance	If above the 20% and 40 % or below of the creative writings, made by the students, reflected an articulated application of the thinking routines or creative thinking skills demanded.
Middle-high performance	If above the 40% and 60 % or below of the creative writings, made by the students, reflected an articulated application of the thinking routines or creative thinking skills demanded.
Outstanding performance	If above the 60% and 80 % or below of the creative writings, made by the students, reflected an articulated application of the thinking routines or creative thinking skills demanded.
Faultless performance	If above of the 80 % of the creative writings, made by the students, reflected an articulated application of the thinking routines or creative thinking skills demanded.

Table 3 - Classification percentages

1st Category - Creative Writing

To write creatively several aspects were considered in this study. *Originality* and *Hypothesising* which are two of the Creative thinking skills depicted in Creative Writing. *Translating* which requires language Knowledge to express one's viewpoint and self-assessment. These elements are the basis of the three following indicators.

Indicator 1 - Students write original stories.

Originality, a characteristic of Creativity, is one skill where each student differentiate from others and reinterpret reality (University of Melbourne n.d.). It means, learners see realness from a different perspective. This view concurs with the one proposed by Pope (2005) in which originality is the transformation of a previous idea. At the same time, each writer (student) has a original personality and therefore, “writers have to represent themselves in their texts and establish their identities” (Zergollern Miletic & József, 2009, p.137). In the case of this research, students were able to take ideas, from the audio-visual material, to write a story to reach a determined goal.

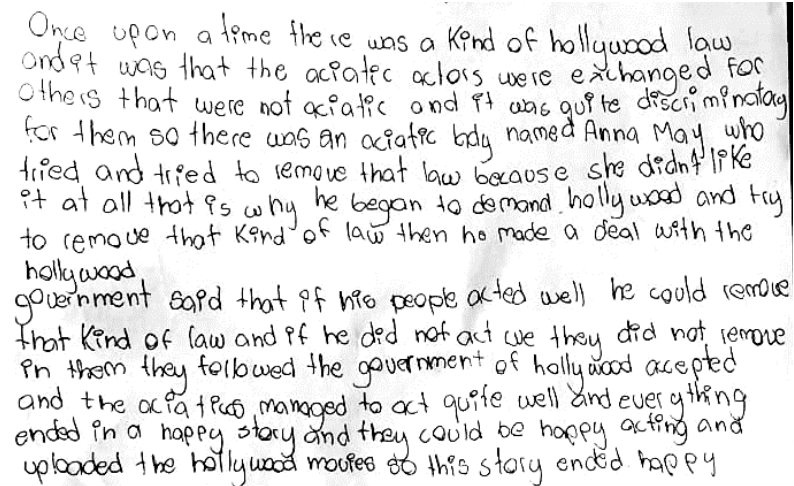
In the first activity, the Visible Thinking routine See, Think and Wonder was modified to *See and Wonder* to collect data to stablish whether these routines are useful to construct texts or not. Students answered questions related to their perception on the music video koto ([click here to watch](#)) and then, wrote a story based on them (See Annex 8). The results showed a low performance as it is appreciable below.

I think that every persons in this story are crazy because they dance so strange and the woman with the ~~the~~ mask is so scary

Figure 4 Koto writing by M.N.

Although the instruction was to write a story, most of the students wrote a comment or a summary of the video (description). This writing was similar to most of the students and in some cases, they wrote using Spanish words. However, students’ writing skills changed gradually, as it is seen below.

In the Yellowface activity, students were asked to write a story whose title was *How Anna May changed the yellowface look*. In this writing, students got a middle-high performance. The Visible Thinking routine was modified to *Think and Wonder*, therefore observation was not a focal point in the workshop.



Once upon a time there was a kind of hollywood law and it was that the asiatic actors were exchanged for others that were not asiatic and it was quite discriminatory for them so there was an asiatic bdy named Anna May who tried and tried to remove that law because she didn't like it at all that is why he began to demand hollywood and try to remove that kind of law then he made a deal with the hollywood government said that if his people acted well he could remove that kind of law and if he did not act we they did not remove in them they followed the government of hollywood accepted and the asiatics managed to act quite well and ever ything ended in a happy story and they could be happy acting and uploaded the hollywood movies so this story ended happy

Figure 5 Yellowface writing by S.B.

In the figure 5. The student took from the video Anna May profession ([click here to watch](#)), her ethnicity and assumed her disagreement (hypothesising) with the yellowface look. S.B. combined the previous information from the video then, added an imaginary law (connecting ideas) and an accord with the government. Therefore, this piece of writing was considered *original* as there is an adequate transformation of ideas. Its interpretation of reality portrays a belief in the legal system (personality). This individual representation varied from student to student, for example, J.R. showed a tendency to hard work. He wrote that Anna May pushed herself up to the point of stopping the yellowface look, because of her talent.

The next activity to analyse is a short monologue. Students wrote it based on one of two videos showing trains in Sahara and India (watch [Sahara video](#) and [Train surfing](#)). In this activity, the result is an outstanding performance. The Visible Thinking routine was modified, this time, to *See and Think*.

In the story below, A.S. included the context and the man's job (connecting ideas). Something to highlight is how the student A.S. transformed the man's job. As he proposed a previous one to justify the current one, and even expanded the character's feelings and thoughts. Aspects that were not in the video (hypothesising). Moreover, he turned over the

idea of berbers' migration into city dwellers moving to the desert. To read more students' writing on this matter (see annex 9.)

I am Kamandala, I am a merchant who always goes with his camels but it was never like that because I was a somewhat insecure businessman before but because of the conditions of my country I had to move and when I moved I lost everything and now I am where I am. I want to recover my old life despite the mistakes and I won't let them take it away from me again. I have always believed that everything happens for a reason, for a punishment or for a congratulation but everything has a meaning.

Monologue based on a merchant life by A.S.

In addition, as stated in one fragment of the research diary (See annex 2 – Sept 7th, 2019) “I’ve come to realise that some students prefer certain themes when writing (...) W.M. and M.B. spent most of the time together during class last semester and both girls would write love stories, however this one, M.B. spends more time with J.D. and her current topic is horror.” Thus, writers who go back to the same content reveal traits of their personality. This is a fact that should not be ignored by teachers, considering that they could provide students with more precise feedback in their Creative Writing process.

To conclude this indicator, learners were able to write original stories gradually. They took ideas and therefore developed them within their writings. In this way modifying reality, while showing a part of themselves. Students improved their originality in their Creative Writing throughout the course. Regarding the Visible Thinking routine modification, See and Think allowed students to build better texts in comparison with *See and Wonder* and *Think and Wonder*. Through this modification (See and Think) students' Creative Writings are guided by the teacher questions.

Indicator 2 - Students write stories where they express their views.

In Creative Writing, according to Wandor (2004) “the ‘self-expression’ notion owes more to developments in educational psychology, psychoanalysis and therapy” (p.116). Far from this perspective, the approach used to study expressiveness is closer to the one proposed by Sheth (2016). In which, he states that Vocabulary, Structural and Ortographical accuracy

are necessary to express a meaning. To have an expressive language students must: use words properly, structure their writing in a understandable manner and spell words correctly to convey a message. This is what Stenberg (2012) calls *Knowledge*.

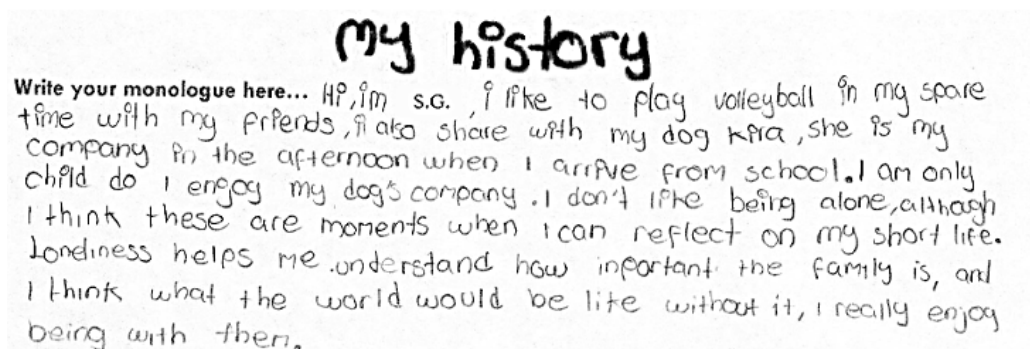


Figure 6 Monologue by S.G.

In the previous figure, S.G. vocabulary and words were used correctly and spelled properly, but *important*. When it comes to the monologue structure, S.G. started describing her interests, then the idea of her dog was used to show her loneliness and lastly, her family. Few grammar mistakes were made. The Flawless Performance (See annex 10 to read students' monologues) students showed in this indicator allows the reader to understand what she likes and feels easily.

In the following example, students were asked to write the meaning of an experimental 1 minute silent short-film ([click here to watch](#)). The Visible Thinking routine applied was Option Explosion. Through it students suggested that the man, on the video, was sad because he missed someone or he was heartbroken. (See Annex 2 – Sept 14th 2019) A.C. explanation and language usage was effectively except for some mistakes regarding spelling and tenses combination. (to read students representation see annex 11).

It is a person that touches his, because the women (the wife of the man), dead and for this reason he is sad

Figure 7 Opinion based on the experimental short-film Body by A.C.

In this writing exercise (figure 7), A.C. writing structure is clear. One idea was taken from the video (the man touches himself) while, the second idea revealed her representation of the video in which she explained the man's feelings. A bit more than the half of students was able describe a fact and expressed their thoughts connecting both elements and using their *knowledge* on the English language. Less than the half of students, on the opposite, were unable to fully connect that information as an argument. For this reason, the writing was middle-high performed.

To conclude students were able to express their views using their English language knowledge. Although some problems in writing were perceived such as spelling, vocabulary repetition, and grammatical structures, they did not affect their students' expression. Regarding the Option Explosion application, it allowed students to generate ideas and perceptions on a topic and use them as a source to their Creative Writings. One aspect to mention, lastly, is when this routine is applied most of the text will have strong similarities.

Indicator 3 - Students self-assess their writing stories.

One process of Creative Writing its self-assessment. Lubart (2009) states that when students evaluate their writings, they modify aspects of it and it leads them to create more original stories. In a closer look to this, when students self-assess their writings "are better able to judge the effectiveness of their own performance and become aware of improvement in a particular skill, or set of skills, over time" (Bannister & Baker, 2000, p.7).

To analyse students self-assessment Think-aloud protocols and short questionnaires (See Annex 6) were applied, the former twice during the study and the latter after three writing tasks. According to J.M. assessment, her feeling towards her writing were positive and expressed that her writing could be better. Moreover, she stated that reading was also part of her writing process.

In the self-assessment questionnaires, students affirmed they were pleased with their writings. A very small number of students stated the opposite, to the question do you like your story? (during one think-aloud protocol) K.M. answered that she did not, because she was not motivated when writing. Additionally, she rated her story with a 3 out of 10. Whether students self-assessed their writings positively or negatively, it shows their clear perception on their writing.

Self-assessment in writing requires feedback, in which teacher-student discuss about students decision making throughout the writing process. Decision making, when writing, comprehends aspects about the language and how it is use to develop a story, a guidance to students in their personal process recognising their strenghts and weaknesses is required and suggested. This looking forward to improving students' reflection on their Creative writings or providing a solutions, if needed.

On the other hand, during Think-Aloud protocols it was found that students self-assess their writing considering the criteria they were giving.

T: What do you think of your story?

S: I like it because I finish with 205 [words]

T: And do you think you should change something ?

S: No

T: Why?

S: It's interesting.

(See Annex 2 – Aug 10th, 2019)

For this writing task students were asked to write a story with a minimum of 200 words. Analysing the activities performed by students, it is concluded that, in the initial self-assessments students overrated their writings; stating that it was fun, perfect or interesting. Having discussed this with the students it was found that “they thought that giving themselves a higher number will get them a better score” (see annex 2 – aug 7th, 2019).

Throughout this research application the teacher was active, asking questions to the students and guided them, so their self-assessment skills could improve eventually.

2nd Category - Creative Thinking Skills

Planning is the first step in Creative Writing. This process of planning, according to Lubart (2009), happens in the writers' mind and therefore cannot be observed. In this study, planning was made visible through the Visible Thinking routines. The planning process was driven through several Creative Thinking skills, questioning which means students had to question and solve their doubts.

In addition, to write original texts and answer their questions students have to connect ideas. Their hypothesising process requires to link information obtained from either students' observation or perception.

Considering the evaluation proposed by Lubart, students' reflection on their Creative writing was analysed in this action research. This evaluation process requires *checking* and *critiquing* according to Anderson & Krathwohl (2000). Throughout this process, students find problems in their Creative Writing skills and refine them over time.

Indicator 4 - Students are able to solve their own doubts.

In order to solve students' own doubts, they had to enquire about something, this implies *Questioning*. As Nappi (2017) states "questions are what stimulates the thinking process" (p.36). This was developed through several activities and its results indicates students were able to elaborate ideas to solve a problem, and through an evaluation process they accepted their results. Both problem-solving or finding and hypothesising are Creative Thinking traits according to Tsai (2012) referring to Treffinger and Isaksen theory.

To analyse the problem-finding, the visible thinking technique of option explosion was used. Students were asked to find as many problems as they could in 10 minutes. The first time this routine was applied, students found from 1 to 4 problems. The most common

were to get up early, studying a lot, homework. In comparison with the last time this technique was used, in the Black Brain workshop (see annex 12), students had to watch an art video directed by Dimitri Fagbohoun ([click here to watch](#)) they had, the same amount of time, 10 minutes to write as many questions they had. The number of responses increased substantially in relation with the initial results. Students were able to create from 7 to 13 questions. Such as, is cotton delicious? why the man burns cotton? why the man in the forest?

These questions expressed their doubts mainly about the cotton, the man, its surroundings and the title from the art video. Students had an outstanding performance. Although all students were able to question, a few questions did not reflect a Questioning process. Students were not writing their doubts but, writing questions randomly about the colour of the table, or if the cotton was in fire. The difference between this type questions relies on whether the question can be answered by watching the video or required thinking skills.

Hypothesising, a creative thinking skill, was analysed in the same activity. Once students finished their questions, they had to answer them briefly (see annex 12) and then, selected one of their question to solve it in a story. In the following example, A.S. question was *why the person eats the cotton?* in his brief response stated, that the man was eating the cotton because was an important ritual in his religion. This information was found in his writing, where he told the story of the *strange culture*, a people that eats brains of dead people as a ritual. At a glance, his story does not fully match his question, however the student added further information he previously provided, in his brief responses. The student stated that the burned cotton represents the black brain.

The Strange Culture

once upon a time when was a strange culture that destroy the others culture and do a strange ritual (that) in the ritual the person eats the brain of the other person that was dead, they do it normal but one day the others culture see the ritual and the ritual was terrible then the others culture try to destroy the culture but they can't then the strange culture begin to destroy the others culture but the strange culture can destroy the others culture ^{they} (and) in the world only have one culture and nobody like that but the strange culture was very big and have much power

Figure 8. Questioning process based on The Black Brain, The Strange Culture by A.S.

From this perspective, students' questions and answers cannot be classified as wrong. However, they are considered accurate or inaccurate based on their argument. In sum, students were able to solve their own doubts (as shown in the figure 8). Through their Questioning process, students questioned what they saw and hypothesised a solution. Students' hypothesising process had a better performed rather than problem-finding. In other words, students were better answering their own questions than asking them.

Indicator 5 - Students are able to connect diverse ideas in writing.

Originality, according to Pope (2005), is born from the relationship between previous and new ideas, this implies a connection. In order to write original stories, students have to connect diverse ideas. From a closer perspective, Adair (2007) explains that connecting ideas lays on a the questioning process, as students make the decision whether to link or not, combine or delete information.

In the Albatross Soup Workshop (see annex 2 - Sept. 28th). A lateral-thinking puzzle was presented to students; in order to solve it, they had to collect information hypothesised solutions and then, collect oral and visual information from the riddle video ([click here to](#)

[watch](#)). And finally, evaluate their hypothesis. In this activity, the routine See, Think and Wonder was applied as it fostered observation, decision-making and hypothesising. Some of their initial hypotheses were that the man did not have enough money, the soup was poisoned or simply that the man was crazy. The oral information, student took, varied depending on their listening skills. Whereas the visual information depended on their observation skills.

Consequently, students had an outstanding performance in this activity. They were able to solve the riddle through observation, given the fact oral information was not enough to solve it. For example, the group of J.M, M.P, and M.S. hypothesis was that the man was in a restaurant and he had to pay a debt but he did not have money, so he went into depression and killed himself. By analysing their own hypothesis and their final idea (figure 9.), students decided not to use their initial information nor oral information but, visual information. In this case, students were able to solve the lateral-thinking puzzle.

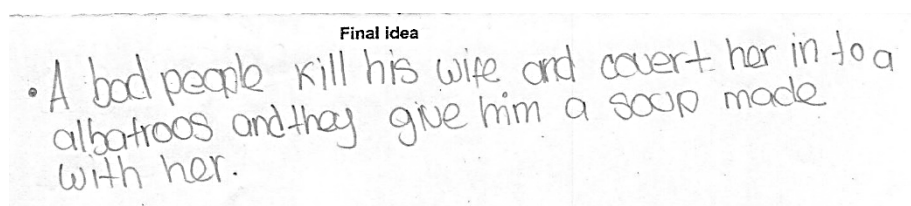


Figure 9 Final idea on the Albatross soup by J.M, M.P, and M.S.

To illustrate further this indicator, in the lack of water workshop, students had to write a tale, story, or monologue, where they met a character from another workshop, to solve the lack of water in the planet. Throughout this workshop their ability to connect ideas is addressed. Read the two following examples below.

The experiment of J.R.

J.R. is a child, he is 12 years old, he likes all the topic bout the earth and the nature. One day he was in a travel, when he saw that in this place hasn't enough water. He thinks that he has the solution for this problem, because if the plaber hasn't enough water the life is impossible. He is worried because the food will be changing, because the crops haven't water and these would not grow. J.P. in his studies remember that he discovered an animal, it is called ALBATROSS. It was fabulous because the soup of the albatross has an infinite water then he separates the ingredients and he created a bacterium that if he puts in the grass appeared some water.

J.R. creative writing from the lack of water workshop

The water problem by D.M.

We talk about it for hours and finally we said the solution for it was bring water from another planet. The next day we decided that we need talk with an important person of the government about the solution of the problem, when we was talking the scientist find a planet with water and that was why the important person accepted the solution and in one week the first spaceship would go out to the new planet to bring the water from the new planet. Five years later the people drink water and didn't fight for that and the water didn't miss again.

Fragment of D.B. creative writing from the lack of water workshop.

Students had a middle-high performance in this activity. J.R and D.M., examples above, were able to connect ideas to solve the problem of two character meeting. In the case of J.R. he mentioned the albatross and use it to solve the lack of water and D.M. added his character from the trains workshop. Both students solved the problem of lack of water. In the event of some students who were not able to fully connect ideas, it was due to their inability to link both character within the story, but solving the problem or unresolve the lack of water problem but including both characters.

During this workshop no Visible thinking routine was applied, therefore all the information used in their creative writings was generated by the instructions forcing students to use their problem-solving skills. Their performance was lower in comparison with the albatrous workshop, the fact no routine was applied is considered a meaningful variable that enriched the research data and understanding of how these routine are helpful to build creative texts.

In conclusion, students were able to connect ideas by hypothesising and then evaluating the accuracy of their hypotheses (ideas). The connecting ideas process, as observed in the analysis above, requires other several Creative Thinking skills. In this way, connecting ideas, among students, improved their: observation, decision making (e.g. discarding their initial ideas) and also their hypothesising process. This, especially when visible thinking routines are applied, such as See, Think and Wonder.

Indicator 6 - Students reflect on their writing.

During the course, students were asked to fill out short assessment grids once they have finished their writings, and also a final portafolio page. (see annex 4). Students' evaluation were classified by the theory of Anderson & Krathwohl (2000) *Checking* means students to detect mistakes whereas, *Critiquing* force students to judge their writing.

Question	Yes	No
Did I re read my story while I was writing it?	X	
Did I read my story after I have finish it?	X	
Did I check my punctuation?	X	
Did I verify words and meaning?	X	
Did I modify words or sentences?	X	
How did I create this story?	I thought about how I felt and what my life was like, and wrote it in a brief review	
Do I like my story?	yes because even if it's a little how much my life	

Figure 10 Monologue Self-assessment by W.M.

All *yes* boxes were marked, W.M. *checking* implies that she followed a successful writing process. Throughout her monologue, punctuation was well used, except in one prepositional phrase. *Almost everyday I get up early for my school and English course.* (to read a fragment of her monologue see annex 13) Her use of vocabulary showed an effective use of language. Modification was seen, mainly in form, in words like *-I'm your sister – I'm her sister*; she *envided – she envy*. In most cases, students detected at least two problems in their texts, in the monologue assessment, and were able to correct them.

On the other hand, taking W.M. descriptions, as a sample, it can be stated that students' were able to reflect on their writing process; They stablished a writing plan and developed it. In her case, she thought about her life and her feeling as can be read in figure 6. Another example is M.J. questions, she used the following questions and then, wrote her monologue through her answers.

What is your routine in the morning?

What is your favoirute food in the afternoon? Why?

What country do you want to travel when you work?

What do you want to be when you grow up?

What is your favorite sport and subject?

M.J. questions to guide a monologue about herself

The evaluation made by the students shown in the figure 10 were made towards one specific writing piece. In the portfolio page, on the contrary, students were asked to reflect on their writing process during the course in a broader way -*Critiquing*. S.G. compared her first and second writings. Story by story she described, in a brief way, her thoughts. As it was stated previously, at first students overrated their writing texts and little by little they were able to observe their work from a more accurate perspective. These results, indicates that students were able to reflect about their writing. These reflections were determined by the students' level, so *checking* requires a closer guidance by a teacher. In order to facilitate students to detect problems and thus, correct them. Meanwhile, *critiquing* analysis displayed a fruitful reflection among the students and can be done independently.

3rd Category - Visible Thinking Techniques

The two following indicators centres on Visible Thinking Routines. The first one being *Color, Symbol and Image* and the second *See, Think and Wonder*. Both routines were applied in this research to therefore describe their efficiency to construct Creative Writings and improve students' Creative Thinking skills.

In this research, the *Colour, Symbol and Image* routine forced students to transform visual information into written ideas. Using one (or more) of these elements as a basis to write creatively. Whereas, the *See, Think and Wonder* routine demanded students to question (Creative Thinking skills) in the planning process, one of the foundation of their Creative Writings.

Indicator 7 - Students reinterpret ideas from visual to written forms.

Throughout the *Colour, Symbol, Image* Thinking Routine, Ritchhart, Church, & Morrison (2011) affirm that students identify and break down ideas from visualisation. This reinterpretation allow students to change from one form of representation (visual) to another (written) or vice versa. (Anderson & Krathwohl, 2000).

In the following example, J.D. represented 3 ideas from the Maasai short documentary ([Click here to watch](#)) 1. In africa there are lions (Colour) 2. Naresiah likes Tomatos (Symbol) and 3. She loves rice (Image). In this step students sucessfully were able to reinterpret visual information to short sentences.

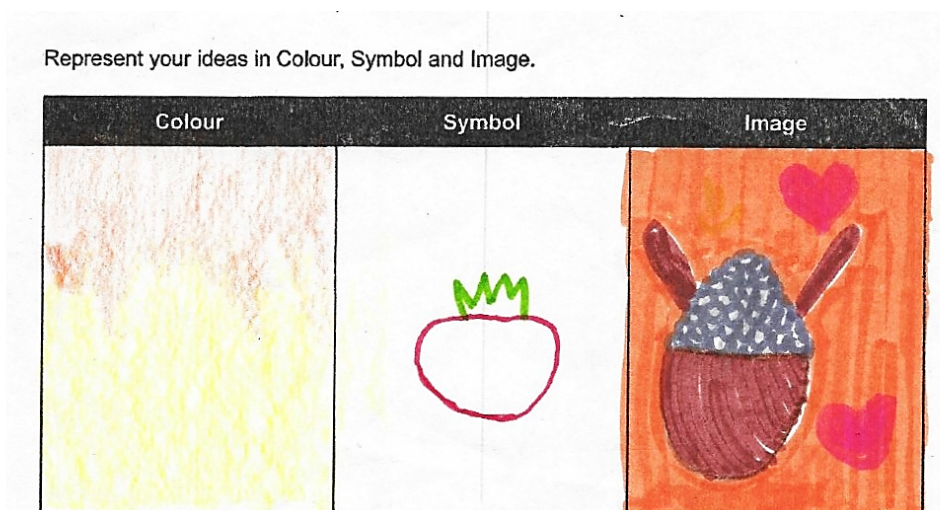


Figure 11 Colour, Symbol and Image based on the Maasai Culture by J.D.

Nevertheless, when students were using this information as a basis to write their Creative stories they faced some issues. In the case of J.D. writing it was mentioned that a king loved tomatos but, it was not relevant to the development of the story. This workshop, (first time that this routine was applied) got a low performance from the students, given the fact almost every student wrote a story that did not connect any representation from the thinking routine.

This changed gradually, as it can be observed in the following example when the routine was applied for the last time. This time the routine was reduced to Colour and Image. In the figure 11, J.R. used white in the first box *Colour* to represent the boy from the video

clip Gosh by Jamie xx ([Click here to watch](#)). While, his *symbol* represented, in words of the student, the spirit of the boy.

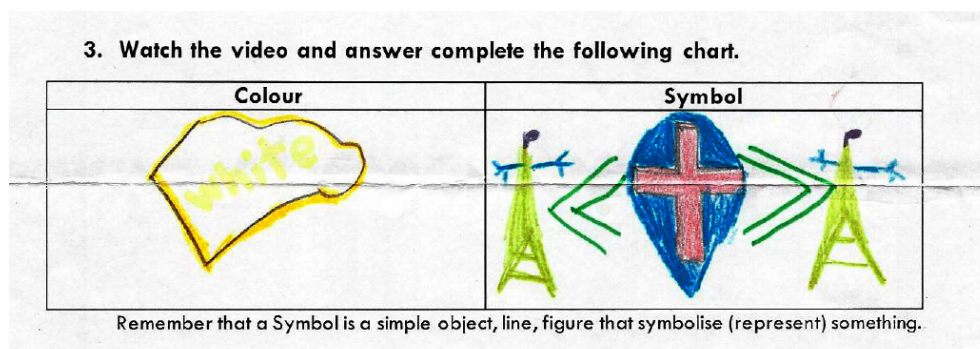


Figure 12 Colour and Symbol by J.R.

To analyse his reinterpretation from the previous Colour and Symbol application, visual to written form, his story *Whitness* is found below. The colour white that J.R. choose was used as the name of the character and also, at the end of his story the boy became a white spirit. Meanwhile, the symbol created by the student, within his writing, was represented by the boy's spirit that hunted disturbing children.

On an afternoon like every day, a boy named Whitmess. He liked to visit the Efel tower After going to school. One day he left school and was in the tower, some children began to annoy him by his name, after the discussion he decided to Kill himself for by name. When he killed himself, he become a white spirit and he promised that if he saw children disturbing others, he would suffer them until the end of time.

Figure 13 Whitmess by J.R.

Therefore, it is observed how student represented information in colour, symbol and image and then, reinterpreted it in their Creative Writing. In this indicator, the class started having a low performance and increased to a middle-high performance. At the beginning of the research, students were able to represent ideas from the material into colours, symbols and images but, had problems reinterpreting them when writing creatively, it means no

connection was made between the elements. Their performance improved to a point where they were able to represent ideas from the video into colours, symbols or images and use them as a basis to create their texts.

Indicator 8 - Students question visual material

The routine *See, Think and Wonder* Thinking, according to Ritchhart, Church, & Morrison (2011) develop students' inquiry-based thinking. Throughout the observation of students, they were able to think and therefore question. To analyse the application of the thinking routine the focus was in the last step, wonder. To clarify what was expected from the students the term *wonder* was changed to *question* as it seems more appropriate from this research perspective. Taking into account most of the questions were expected to be answered by the students themselves.

In the first activity, groups of students had to make a list of possible problems after having watched a music video portraying the daily routine of a Japanese girl. ([Click here to watch](#)). Most of students were able to find problems (questioning) in the video. The most common answers were related to her loneliness, her lack of awareness of how to dress or arguments with possible boyfriend.

she was lonely
 - she was in a dream I
 she only sees mother
 she is not social
 she sleeps a lot.

Figure 14 Possible problems by A.S; M.N & J.P.

Initially, students included descriptions from the See step into the Question phase. For that reason, sentences in the figure 14 described a situation from the video instead of a problem. *She was in a dream*. It is important to highlight that all questions were related to the visual information shown in the video.

Once the See, Think and Wonder routine was applied several times. Students were asked to write down questions regarding the Ghoomar song video, from a bollywood film, Padmavaat ([Click here to watch](#)). All questions that students asked were based on their observations. Some examples are below.

J.R : Why the people dress like that?

M.N : Where is this place?

M.P : Why there are statues of elephants?

J.D : Why are they dancing?

A.B : Why the man is seeing the woman dancing?

Students were able to observe elements from the Ghoomar video, and stated that women were dancing, wearing a red dress and that the king was staring at one of the dancers. Later, they asked questions taking into consideration those elements, that time descriptions were transformed into questions in comparison with previous application of the routine.

Although, this process might seem simple, it implies that students are developing thinking skills (Richhart, 2002). Their *questioning* process, in this case, is focused on foreign contexts (Asian or African). The results showed that students improved their observations and used it to question visual information (as sustained also the 4th indicator). This routine can be used to explore different cultures as students demonstrated curiosity, through their questions, about abroad realities.

Chapter 6: Results

This chapter presents the results of the study. First, how the elements from students creative writing that changed after the study application. Then, a description of the creative thinking skills students developed through the activities carried out and finally, the findings of the application of visible thinking techniques to write creatively.

Creative Writing

From the data analysis, students showed an improvement in their Knowledge of language. Aspects such as a reduction of Spanish vocabulary in their writing, spelling and logical structure. Comparing the students' level at the end of the research with their initial writing skills, in which they usually wrote unlinked ideas or lists; students were able to construct texts with meaning and easy-to-read after this study application.

Additionally, students were able to express their ideas or visions using the English language. Therefore, students' writing was a mean to self-express. They communicated their personal views driven by the audio-visual material. For instance, they described a fragment from the video and then, give an opinion about it. In addition, their dreams, habits, lives were expressed successfully in writing tasks such as the monologue.

Equally important, the evaluation process pointed out that students developed an awerness about their Creative Writing skills. In most part, their evaluation was addressed by their feelings, they did not modify their writings because they felt it was good enough. Within this research, students evaluated their Creative Writings effecively, once the criterion was stated and understandable. Evaluation based on feeling is fruitful, and it can be considered an initial basis to be, further, developed and explored.

In essence, students presented original ideas created upon previous information. Which means that students imagined and developed Creative Thinking skills, represented in their Crearive Writings; whereas their effective language improved smoothly in. Students

ability to evaluate, guided by their feelings, suggested an useful starting point to be led by a teacher.

Creative Thinking Skills

Students Questioning skills improved in terms of quality and speed. Their questions reflected their doubts, most of the time, and not were not used to describe information already seen (memory) on the audio-visual material shown. Speed improvement during questioning illustrates a faster Creative Thinking response. Both aspects were analysed based on problem-finding and solving.

The former reflected that students were able to, as its name suggests, find a problem or question. In case of this research, students questioned audio-visual material reflecting diverse realities (Asian or African representations). Although the latter requires a complex process where students hypothesise connecting ideas, their fulfilment was higher in comparison with the former. The steps of this process was scaffolded, allowing students to scale gradually. A fluorescing connection of different thoughts enhanced meaning on their Creative Writings. In other words, by using the correct combination of ideas learners' Creative Writings improved in coherence and plot.

Concerning students' reflection process, their English level is a key element when *Checking*. They were able to spot writing mistakes (punctuation, grammar and words meaning) when they were asked by the teacher, some writing mistakes were not corrected because students did not perceive them as mistakes due to their proficiency. Regarding their *Critiquing*, it showed a better performance in relation with their *Checking*. Students were able to reflect on their writing stories and even compared them. Which led to a development in their metacognition. In a overall, students' Creative Thinking skills improved along with their Creative Writing. This is stated considering students' Creative writing where they processed

information, organised and discarded ideas to either question, express their views or solve their own doubts.

Visible Thinking Techniques

When applying the visible routine *Colour Symbol and Image* students reinterpreted ideas visually. They were able to abstract information in visual representations, transforming ideas into colours, symbols or images. And therefore, using those representations to build a Creative Writing text. The reinterpretation of that visual information was found within their writings in most cases. It is important to mention, this technique can be easily modified without affecting the results.

In relation with *See, Think and Wonder* students' observation was enhanced. They identified how diverse objects interact among them. And therefore, were able to question the characteristics of those objects e.g. *where was the person?* (location) and in some cases, its interaction e.g. *Why the person burns his food before he eats it?* (subject and food). Contrary to the previous technique, the modification of this routine generates meaningful changes in students Creative Writings, this is explained in further detail in the next chapter.

When applying *Option Explosion* students brainstorming was used to create their writing. It means their Creative Writing tended to share similar perspectives, for example after students watched the experimental short-film *Body* and the application of this teaching routine students' writings conveyed the man from the video was sad because he had lost someone he loved. Thus, students took elements from the material presented through the visible thinking routines. This visualisation of their thinking made possible not only to analyse students' Creative Thinking but, to develop it.

Chapter 7: Conclusions

In order to describe how Visible Thinking Techniques were used to build creative writings, the techniques were slightly modified to analyse possible variables. The performance of students was seen as a result of this application.

The visible routine that presented meaningful changes was *See, Think and Wonder*. This technique was applied 4 times with differences in its procedure. The modification of its structure is shown as it follows: 1. See and Think 2. See and Wonder 3. Think and Wonder and 4. See Think and Wonder. Based on the performance of students' Creative Writings, the best structure is the fourth. Asking students to observe audio-visual material allowed them to learnt vocabulary, and the information displayed in the material was linked in a coherent way during the thinking process. In the *Wonder* step students questioned the video and this questioning directed them to the observation phase again. Which means, this routine is circular and can be used to dig deeper in specific contents.

On the other hand, *See and Think* was also fruitful to write creatively as in the Sahara workshop texts. Students Creative Writings indicated an imaginary (hypothesising) process but, not always as some of them wrote descriptions similar to the information presented in the short film. In the case of *See and Wonder* students struggled during the writing process. However, they managed to write creatively but lacking one important aspect, connecting ideas which resulted in an unclear story. *Think and Wonder* demanded an attentive and higher creativity among students. This is to say, modifications of the visible routines can be made but, it requires a higher development within the steps used.

When it comes to the *Colour, Symbol, and Image* its application showed that students easily represented ideas in Colours. When students were asked to represent ideas through Symbols, it forced them to use a simplified representation when writing; and in relation to Images, students could not convey a complete message, just a fragment of it. In either case,

students' coherence between their Creative Writings and the representations they created improved gradually.

Now, to observe how this technique was used to write creative texts, the research analysed the connection between students' representations and their creative writings. Students used images they had created or scenes and therefore transposed them within a creative writing. Then, Symbols were also connected, students used them to describe, especially, a trait from a character; family shields, someone's death etc. in their stories. However, Colours were not fully used, in some cases. Students had problems using colours and adding meaning in their stories. In some cases, students included the colours but, its usage was forced, and did not match in the writing content.

Last but not least, *Option Explosion* was effective when writing creatively. It allowed students to connect ideas facilitating their writing process, avoiding creative slowdown. When this Visible Technique was applied Creative Writings shared common features, especially in hypothesising, which means students gave similar explanations to a specific event. It is a good start point to thrive students Creative Writing.

To analyse how Creative Writings displayed students Creative Thinking, common steps were studied from both constructs. As a result, students developed Creative Thinking in order to write creative texts. Given the fact, writing creatively requires students to observe, connect ideas, questioning, making hypothesis, and evaluating.

Almost all students' creative writings, elaborated in class, demanded students to observe audio-visual material and as it can be read in students works, elements of the material were present in their writings. Workshops were designed to guide students when connecting ideas; students achieved this in their writings because elements of description were present, and also a transformation of those elements and their perspectives were included. Questioning was used as a pre-writing step, it permitted them to express their

doubts (problem-finding) and therefore hypothesise to give an answer (problem-solving).

Evaluation was a post-writing step meant to guide students in their process of self-assessment.

Evaluation was developed, in comparison with the other steps it was not that successful. It required a higher level of English and time to have one on one feedback sessions. To clarify, students do not have to follow the same pattern presented in this research. Nevertheless, all steps are highly recommended to co-construct students' Creative Writing and Creative Thinking.

Looking at the third objective, students developed their Creative Thinking when using the Visible Thinking routines. Creative Thinking Skills were promoted by the visible techniques. When applying See Think and Wonder, students developed their observation, ability to connect ideas and questioning. In the case of Colour, Symbol and Image students improved their capacity to represent ideas in a visual way and reinterpret them in creative writings. And using option explosion enhanced students brainstorming ability, and occasionally a connection of ideas.

Chapter 8: General recommendations and further research

In this chapter, researcher thoughts are exposed in relation to the Language Centre, Teaching Practice and future researchers that are willing to study Creative thinking/writing or the Visible Thinking routines previously mentioned.

Firstly, the Language Centre is encouraged to apply the Visible Thinking Techniques in future years. Certainly, these routines should be adapted to their curriculum and objectives. With a proper training, teachers would not only expand their knowledge in teaching strategies but also, will develop students creative thinking. Although the population of the Language Centre is fairly similar, differences are found within classes. In order to acknowledge this trend, a *differentiation* policy should be included in their programme and fostered by teachers.

In relation to the practice, one suggestion has to be made regarding collaborative work among the student-teachers. It would be worthwhile from time to time. This with an aim of reflecting on the research being conducted and expand the researchers view on teaching strategies, methodologies and techniques.

Another general recommendation to the Universidad Pedagógica Nacional and its teaching practice is to encourage creativity among students. Although monographs have a particular structure and implies certain procedures, to research different paths can be taken. By the same token, students (as active members of the university) should explore diverse ways of conducting studies and proposing their perspectives on research to nourish the educational community in the country.

For future research, it is advised that the material meant to be used is selected based on a specific content, it will ease the data analysis and will allow researchers to describe students' Creative Thinking on an event or cultural matter. On the other hand, researchers must consider the time relation between writing process and feedback provided. Therefore

feedback time should be two times longer than the writing process (depending on the number of students).

Lastly, students cultural skills should be considered for future studies. Their openmindedness to different cultures and diverse perspectives. Therefore, researchers are encouraged to study those when planning and carrying out a research on a similar topic. Moreover, aspects such as: students' motivation, a challenging environment and students' personality influence creative writing and thinking and it should not be ignored.

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Annexes

Annex 1 – Survey

Below you find the survey, it was conducted to characterise students and their needs and therefore, used the information collected as guidelines to carry out the research. It was constructed in order to collect the following data page 1. Personal information, hobbies, motivations. Page 2. Demographic information, interests. Page 3. Family, Language skills Page 4. Languages interests.

UNIVERSIDAD PEDAGÓGICA
CUBANA

Edad: ____ Fecha de Nacimiento: _____
 Lugar de Nacimiento: _____
 Género: Masculino ____ Femenino ____
 Barrio: _____
 Escuela a la que asisto: _____
 Curso: _____

1. Escribe 4 palabras que te describan



1. _____
 2. _____
 3. _____
 4. _____

2. ¿Cuáles son tus actividades favoritas?

3. ¿Cuál es el nombre de tu personaje favorito (Video juego, literatura, TV, Familia etc.)?

4. Selecciona las razones por las que estás tomando clases de inglés en el Centro de Lenguas. puedes marcar más de una.

____ Me gusta el inglés
 ____ Conocer gente
 ____ Refuerzo escolar
 ____ Mis padres creen que es una buena idea
 ____ No estoy segura(a)
 ____ Otras ¿Cuáles? _____





5. Indica con qué frecuencia ocurren las siguientes actividades.

	Nunca	Algunas veces	A veces	Casi siempre	Siempre
Mi madre/padre o familiar me ayudan con las tareas.					
Mi madre/padre o familiar revisan mi cuaderno.					
Termino las tareas que me dejan en el Centro de lenguas					
Disfruto realizar trabajos fuera de clase.					

10. Selecciona las actividades que se te dificultan más en Inglés. puedes marcar más de una.

a. Hablar
 b. Escribir
 c. Leer
 d. Escuchar
 e. Otra ¿Cuál? _____



11. ¿Cómo te sientes cuándo hablas/escribes/lees/escuchas en inglés?
 Empareja las **letras** y las **cajas**, las letras pueden ser utilizadas varias veces.

LETRAS
 A. Muy tranquilo B. Cómodo C. Normal
 D. Incomodo E. Nervioso

____ Hablar	____ Escribir	____ Leer	____ Escuchar
Caja 1	Caja 2	Caja 3	Caja 4

____ Otras ¿Cuáles? _____

Actualmente vivo con:
 Madre ____ Padre ____ Hermano(a)s ____ Otro/otras ¿Quién? _____


5. Si vives con tu madre responde la siguiente pregunta, de lo contrario sigue a la pregunta número 5.
 ¿A qué se dedica tu mamá en la actualidad? _____

6. Si vives con tu padre responde la siguiente pregunta, de lo contrario sigue a la pregunta número 6.
 ¿A qué se dedica tu papá en la actualidad? _____

7. Clasifica los siguientes elementos de 1 a 5, 5 siendo el que más te llama la atención y 1 el que menos te llama la atención.

	1	2	3	4	5
Cine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cuentos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fotografía	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jugar con amigos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Música	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poesía	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teatro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. ¿Cuáles son las festividades/Celebraciones más importantes para tí? ¿Por qué?




12. Tacha con una X la casilla que se acerque más a lo que piensas.

Me gustaría...	SI	MÁS O MENOS	NO	NO SÉ
Entender cuando alguien me habla en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresar mis sentimientos y pensamientos en inglés con facilidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entender historias escritas en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escribir historias reales o imaginarias en el idioma inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tener una conversación fluida con alguien en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. ¿Te gustaría realizar otras actividades durante las clases de inglés?

SI ____ NO ____ ¿Cuáles? _____

¡MUCHAS GRACIAS!



Annex 2 – Research Diary

The research diary was written after classes, based on observations of activities, students' behaviour, engagement and results. Reflections were also included, to keep it brief only the aspects related to the research are included below. They are organised by dates in a chronological order.

Date: Aug 4th, 2018.

The teacher asked them to form groups of 6 people. The students' organization did not change much, they seemed more comfortable with someone from their gender, and it means groups of boys and group of girls. I think this is common, however I didn't expect this preference will be so evident. Some students even said, "only boys in this group" and one girl said the same, "only girls in this group". Students were supposed to write sentences in the board using words given by the teacher (Tall, good, fat, crazy). They can help each other within the groups, if the sentence is grammatically correct, they get a happy face. One girl, who we will name J.D. seemed very confused when writing on the board even if all her group friends were telling her what to write she seemed very nervous.

Date: Aug 11th, 2018

The last activity proposed by the teacher was concerning a video. All students were organised in a semi-circle watching at the TV (About flatmates). The video lasted until the end of the class. The teacher didn't ask any question so, is it not clear if they were amused by the video or the dialogues. It makes me think that ICTs and audio-visual material can be used with them and it can probably work because students were highly engaged watching the video and even laughing about it. It is important to develop certain strategies in order to check students' understanding and thinking. It would have been interesting to explore their

opinion about the video, characters or scenes as the teacher just asked them to write a summary.

Date: April 6th, 2019

Students were asked to write what they knew about India on the board. Most of them seemed insecure, and three students wrote on the board the following sentences: *India is a country; Bombay is in India and Rats are worship in India.* Then, they were supposed to read a short paragraph about Rajasthan. and then write a short opinion. Some of their answer were: *I think it was an interesting history, good and exciting; I think is very interesting and good to learn, is good and beautiful; It was interesting and the same time boring.* It is important to link their initial ideas they wrote on the board and therefore, ask them questions that allow them to develop their Creative thinking skills.

On the other hand, their answer regarding the reading mismatched the reading itself, given the fact it was not even a story. So, I imagine students had problems understanding and decided to write it was interesting. One adjustment that should be made is asking questions based on their answer e.g. Do you know other cities in India?

Students responded well to the Sense, Think and Wonder Technique. However, it is crucial to be more precise in term of the activities, times, and the format they hand. As students are accustomed to use a book during this class, a writing workshop is would be a better option. It clarifies the activities and facilitates the data collection.

Date: Aug. 10th, 2019

Students wrote stories about the Maasai culture last class, and I conducted the Think-Aloud protocol to gather information about their writing process. At first, I asked students to tell me about their process. Asking them questions like: what was your first idea when you started to write? Did it change?

Given the students English level, their answers were short. Yes or no. so I decided to ask them three specific questions. What do you think of your story, Do you think you should change something? Why?

Most of the students agreed that their stories were good because they achieved one of the instructions. It was to write a story of minimum 200 words. Below is a transcription.

T: What do you think of your story?

S: I like it because I finish with 205 [words]

T: And do you think you should change something ?

S: No

T: Why?

S: It's interesting.

Date: Aug. 17th, 2019

Students self-assessed their writing during last class, I realised many of them evaluate their writing as “perfect” “funny” “fun” “interesting”. So, I decided to talk with some of them randomly. When I asked them again about their writing one student said “I rate 8 my story because my note is good” this implies students overrated their writing because they thought that giving themselves a higher number will get them a better score. Thus, clarifying that the rate they give to their writing won't affect their score is a must.

Date: Sept. 7th, 2019

While I was walking around the room, checking students process I saw M.B's writing and I've come to realise that some students prefer certain themes when writing and this might be influenced by their peers, W.M. and M.B. spent most of the time together during class last semester and both girls would write love stories, however this one, M.B. spends more time with J.D. and her current topic is horror. Also, I remembered her telling me she loved the film La Llorona. On the other side, boys preferred superheroes although, this topic isn't common in their writings.

Date: Sept. 14th, 2019

After the body short-film was played, I guided a brainstorming to guess what it was about. At first, students described the video. They said “The man is touching himself” then, I played the video again and asked them about the elements. What do you think about the sounds and colours? They said it was sad and soft. While they were answering I was writing these their ideas on the board. I asked them questions constantly. Do you think it’s a happy video? Is the man excited? Why do you think he’s laying on bed? Why is he sad?

Their answers: It is a sad video, the man is sad. He’s sad because his wife left him. He’s sad because someone died, and he misses the person. He touches himself because he misses the touch of someone he loved.

In students Creative Writings they connected the ideas mentioned with slight variations. Most of the stories are related to sadness or loneliness.

Date: Sept. 28th, 2019

In the Albatross Soup Workshop, two boxes were designed to place students first *hypothesis* and *ideas from the video*. Both ideas have the same goal, to solve a lateral-thinking puzzle *A man gets off a boat. He walks into a restaurant and orders albatross soup. He takes one sip... pulls out a gun, and shoots himself to death. So... why did he kill himself?*

The type of hypothesis students wrote, where students did not have any information, were “he didn’t have money”, “the soup had venom”, “the person is crazy”, “he is in depression”, “the soup has drugs”. Whereas in the box *ideas from the video* they wrote “he wasn’t someone important” “he was not a criminal” “he is married”.

Half of the class solved the puzzle with small changes, so for example A.S, J.R, and S.B. wrote the man’s wife had reincarnated into an albatross whereas, J.M, M.P, and M.S. suggests that the wife was turn into an albatross by people living in the island. A.B, D.M. and A.C. wrote that his wife converted her into an albatross. Despite those changes this group of

students found the answer to the puzzle, the man killed himself because he ate his wife in a soup.

Annex 3

This workshop was designed to apply the Visible Thinking routine Colour, Symbol and Image. Moreover, it forced students to observe, connect ideas represent them visually and use those representations on their writing about the Maasai Culture.

Maasai Culture

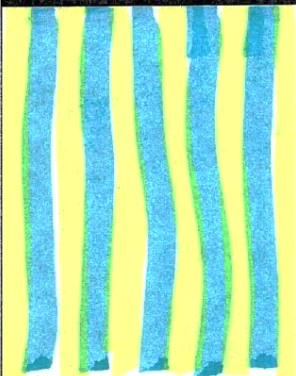

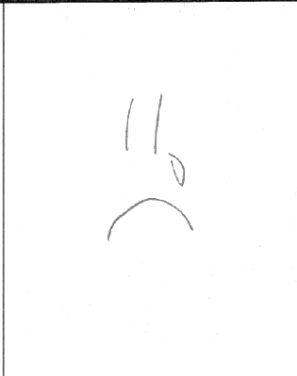
Write down 6 ideas you have from the video, 3 from each video.

1. the girl was poor	3. her father die	6. her mom work in the farm
2. She are the teacher	4. She like play soccer	5. She need water

From the previous ideas, create 3 ideas mixing them.

1. the girl was poor when her father die
2. She like play soccer because she teach this
3. her mom work in the farm because they need water

Represent your ideas in Colour, Symbol and Image.

Colour	Symbol	Image
		

Write a story using all the three elements on the back of the page. (200 words)

Annex 4

This workshop it designed in two parts, the first one being the page below. It is a sample for students write a monologue. It fosters questioning and evaluation. The second part has the same structure but, has to be filled by a student.

Monologue

It is a speech, usually from a play, where a character expresses what he or she feels or thinks. It has a clear beginning, middle and end.

Possible questions to write your monologue

- How is your daily life?
- What is like to be you?
- Who are you?
- What are your dreams?

Understanding, a path.

I'm Cristian, but I like when people call me Cris. I struggle waking up early because I go to bed really late at night. I am the youngest son but, many people think that I am older than my sister. I'm a teacher but, I'm also a student. We are many people in one body.

I enjoy learning, lately I've been learning Japanese and Arabic. Both languages are difficult for me but, through them I think I can understand people from other cultures. The world is so big and there are a lot of people in it, thousands, millions. I am here in my room, just trying to understand the whole universe. One of my dreams is to understand how people are and feel. Because If I can understand them, I can understand myself.

My process

Question	Yes	No
Did I re read my story while I was writing it?	x	
Did I read my story after I have finish it?	x	
Did I check my punctuation?	x	
Did I verity words and meaning?	x	
Did I modify words or sentences?	x	
How did I create this story?	First, I read the questions and answer them in a different page. Then, I decided which one should go at the beginning. I also linked ideas and decided to separate two because I thought they were too different to be in the same paragraph. I didn't use translator because I didn't have to, although I used a dictionary to look for synonyms, I don't like repeating the words. I added some unreal facts to make it more believable.	
Do I like my story?	Yes, I like it because It's a story about myself and it says things that not everyone knows about me; and they might find them intriguing. I'd like to add more information, so people will see why I think or feel in that way.	

Annex 5

This assessment page is included in the portfolio. It fosters self-assessment in writing among students. Once they have finished a writing, they had to write a comment about it on this page.

TITLE OF MY STORY	DATE	HOW HAPPY I AM WITH MY FINAL STORY? (COMMENTS)	SCORE FROM 0 - 5
1 The Queen	03/08 2019	for me it was good but it wasn't the best.	4.0
2 The man of the magical Powers	10/08 2019	for me it's good and even better than the queen.	4.5
3 The crazy man	16/08 2019	it is good but, it is not the result I expected.	3.5
4 the situation of the maasai culture	22/08 2019	it is a little bit long but is beautiful.	4.1
5 Body	05/10 2019	is a little bit boring and short.	3.2
6 Traphs	05/10 2019	is interesting but no the best	3.9

Annex 6

For the Maasai culture, a specific evaluation workshop was made. It was applied the following class, once they had finished writing creative their story based on the Colour, Symbol and Image.

Name: J.M.
 Date: August - 9th - 2019

- What is the name of my story?
Help?
- Do I like my story? Yes/no why?
yes, I like, because in the medium of my story I talk about conscience.
- Am I happy with my story? Yes/no why?
yes, because I think that the poor isn't a common topic.
- From 1 to 10, how would I rate my story? 10 being the best.
8, because I think that it can be better but it isn't a bad story.
- Should I change something of my story? Yes/no why?
No, because I think that I love my advice.
- How did I write my story? Tell us about the process
first I think about what I want to talk and then I write and read my story.

Annex 7

This was the last workshop applied. To solve it, students had to hypothesise, generate ideas and connect them in a bigger scale. As they had to meet another character from their previous creative writings.

To do this, you must have finished the workshops

1. Monologue
2. Sahara railway or train surfers
3. Albatross soup or Yellowface

Once you have finished, imagine there is no more water on the earth.

a. What will happen if there were no more water?

b. Brainstorm possible solutions:

Questions that might help you to write your story.

How human will be affected by the lack of water?

How food will change if there were any water?

How can we create water?

How can we no depend on water?

Write a tale, graphic story, monologue or a comic where you and two more characters (from the workshops) meet and then, solve the problem of the lack of water.

Annex 8

This workshop was used to foster observation among students' when using *See Think and Wonder*. That time the routine was modified so, it was *See and Wonder*.

1. What is Koto?
A kind of Japan music
2. How do I feel when watching the video?
I feel scared because it is like chunky
3. How do I feel when listening to the song?
I feel i where in Japan
4. What is the video *Koto* about?
The video koto is about a strange w/oman what is 'dancing'
5. My character is: the mask
6. Do I like my character? Yes No why: Because it is horrible
7. General Information about my character
Name: the mask
Age : 40 years old
Nationality: Japan
Job: dance
Other information: _____

The Story of my character

8. Answer the following questions and based on your answer write a short story.
 - I. What is my character doing in the video?
 - II. How is S/he feeling?
 - III. What will happen to him or her?

Note: If you have any doubt regarding the video, write it down, think about it and include it in your short story!

Annex 9

The following are Creative Writings by students. A result of a workshop in which students were asked to watch two videos and selected one, then they had to write a monologue based on visual information and their perception.

A.C. Writing

My life is difficult and boring because I only do one thing over and over again. I buy fish, I get on the train and I sell the fish only for 50 USD. The journey takes 30 hours long and rest for two days before heading back to the coast. I feel bored because I repeat what I do all the time. I don't have time to hang out with friends I have to work.

J.P. Writing

I am Jeronimo, I am 9 years old. I live with my family, I don't have siblings, but I have a dog called lolo and it makes me very happy to play with him. I like to go with my friends to school on the train, while we do stunt, we get out of the wagons as if we were spiderman. I really like to go to study and the friends of the school are very nice. My favorite subjects are physical, social and philosophical education. Once we finish the study, we return in train to our houses although sometimes we arrive too late to be playing on the train. Once there was one of our friends fell off the train and a policeman did not help him and when he saw him injured he hit him very hard almost killed him. I like doing these activities, I go out with my friends, I know new places and I have fun on the train although I know it is dangerous.

A.V. Writing

I wake up every morning, and the only thing I do is think about the adrenaline that it feels like to ride the train and do my maneuvers, so I get dressed and meet with my friends to address what we call our day to day, I've already had several accidents but that is nothing compared to how exciting it is to practice this, no matter how much for some people think that it is danger and for the illegal police for me and my friends it is everything, so here we go again .

J.R. Writing

I live in the Sahara my name is Jose at 6 years old I saw the construction of the railroad I was growing and buying many animals I saw that after several years they had not finished the railroad offered me as an assistant and a year later it was finished and I continued working there is to drive products and to this day I'm still working there

A.B. Writing

Hi, my name is Steve. I am the best train surfer in India. I am 20 years. Train surfing is a dangerous sport. The sport consists of getting on a train, moving around and avoiding obstacles, I like it because when I was a child I saw a person who was on the train doing what I do now. I risk my life every day.

M.B. Writing

When Malick walked three hours for sell the fish suddenly he felt some in his heart and he fainted over the rail , five hours later the train was arriving but he still fainted , the train passed and didn't see him and crushed him and he died.

S.B. Writing

Hi, my name is Yohoto, I like to drink captus water and eat camel meet. I live with my mom and my sons and I love to walk for the desert, because I like the sun. My work today is harvest plants and to take the cow.

S.S. Writing

Malick thought very much about himself, what would happen if the train that transported him to his hometown did not arrive, his clients would not have the rich fish that always woken them up, when a strident sound awakened from his thought, it was the wonderful train that he always transported him, he smiled and ran hurriedly to his encounter.

Annex 10

The following writings are monologues written by students. This writing activity fosters self-expression among them.

A.C. Writing

My name is A.C. I like to eat pasta, to read, to paint, to practice piano and skating. I am the youngest student in my English class and the second youngest student in my classroom and I do not care.

I have two best friends. One is P.R.L. and she is a crazy cat girl, my other best friend is P. V. S. and she is a hyperactive person. My dream is to be a scientist or a pianist.

A.S. Writing Fragment

Before I knew almost no profession but upon entering the institute I discovered other prophecies and managed to decide that being a systems engineer is not bad but that is still not my decision because there are still more prophecies to know and that I want to do in my favorite country that It is the United States because there are many opportunities to be very successful in life and also the level of education in that country is very high and currently I work hard to fulfill my dreams.

D.M. Writing

I'm D.M. and I like when people no call me E. and yes D.. i am one person very much responsibility, solidary, enterprising, friendly and my daily life is my alarm ring to 4:40 A.M and I organize and go to the school in my school study and play soccer at 9:40 A.M after study and play very much in hours free to 2:00 oclok go to the my home in my home I study and play soccer in the afternoon and sometimes go to the cinema with my family and mi sister and I always spend it together on weekends and in week my friends and I play Xbox My life is very much important to my is special and is funny in moments

J.O. Writing

Hello, I am J.O. but I like to be told JF, it is difficult for me to get up early because sometimes I fall asleep late to finish doing homework at school I am the younger brother because my sister is older because she is 18, I am a student from the Salesian school San José de Mosquera, lately I am practicing more English to speak to me flow more because it is difficult for me to speak it a little but it is better for me to listen to it, through this language my career can help me if I could understand people

J.B. Writing

I am J.A.B., I have 10 years old, I study in the school Summer Hill School in grade 5. I Like play tennis and play video games, I Like make weapons and especially axes, too I like much dinosaurs because they were huge reptiles, they were carnivorous and herivorous, they inhabited the earth for many years. I'm good at tennis, createing things, playing football, drawing armor and I'm a good dancer. I would like to be a paleontologist because I want to find a Titanoboa fossil and to explore the world.

J.R. Writing

Hello, i'm J.P.R.B. my nickname is juparoba. Every day, in the morning, i get up at five o'clock, i take a shower, i get dressed and i have breakfast. The school bus pick me up at ten past six, the classes start at seven o'clock. In the afternoon i like eat breast, my favorite food is breast, because the breast have a sensation in the parts of it, is delicious. I will go to travel to inglaterra-londres when i work, inglaterra is a beautiful country for me, londres has beautiful houses, parks and beaches. When i grow up, i want to be space engineer. The space engineer build a rockets, the rockets have a big tecnology in the control system. My favorite sport is tennis and soccer. This sports are a lot movements, in tennis the people use a rackets and in the soccer the people use kneepads, uniform and guayos.

Annex 11

These writings express the perspective of students from an experimental short film.

To foster self-expression in writing Option explosion was applied.

A.C. Writing

The video means how people feel differently things, such as: the skin and textures. The video also shows relaxation, patience, sleepiness, sadness, senses, loneliness, meditation, silence, touching and thinking. All of these showing human behaviors.

A.S. Writing

The video is related to the senses of a person focused on touch, also shows the recognition of different parts of the body and the calm that this generates

J.R. Writing

the body is a texture. The person feel all materials in his bed, and he think that is body of the person, it have a different materials or textures whit the others. The video is confused, because the person can't speak, he is a mime.

M.P. Writing

I think this video gives the message that the lord feels lonely for that reason he tries not to feel lonely and does so by touching every part of his body

J.B. Writing

The video show us to a man is going to the bed, he thinks about other person. He is touching her body like if other person to do. He is desolate because he lost someone.

M.B. Writing

What I understood from the video, is through of the sense of touch we can perceive everything around of us, from our own body until, our environment and difference so much things.

S.G. Writing

The video represents the tranquility of the human being as expressed with his emotions such as loneliness, silence, peace, the contemplation of feeling the beauty of his body and everything he experiences when breathing and appreciating the textures and the surrounding environment.

Annex 12

The following is a workshop that fosters questioning process among students. Option explosion was applied for this activity.

Name: K.M.

Date: 10-03-17

BLACK BRAIN

New vocabulary!

Burns = Querror
 knife = cuchillo
 fork = tenedor.

After watching the video, write as many questions it has made you wonder. (10 minutes.)

1. Why eat cotton?
2. Why the table clothe is ~~white~~ white?
3. How is the place?
4. Why burns cottons?
5. Why the man is alone?
6. Why don't have animals?
7. Who is this person?
8. Why the title is black brain?
9. His have family?
10. His don't have more food?
11. Why he use fork and knife?
12. What is his name?
13. Why is black not ~~white~~ white?

My solutions:

1. Because have other ~~many~~ meanings.
2. Because is a beautiful colour for him.
3. In the sky.
4. Because when him burn the cotton him had eaten.
5. Because he is in the sky and in sky don't have animals with him.
6. Because he's
7. ~~Because~~ Is the father of ~~the~~ Nafesiah.
8. Because the cotton reference the black brain.
9. No, he hasn't family in the sky.
10. Yes, he has.
11. Because he have class.
12. Christy.
13. Because he live in Africa sky.

Annex 13

My life by W.M. it is a monologue created to fosters self-expression among students.

In this Creative Writing the student talk about her life including elements like favourite colour, habits and family relationships.

Write your monologue here...
 Hi, I'm w.m. , I'm 10 years old, I was born on October 19, 2008 and my favorite color is purple. Almost every day I get up early for my school and my english course. I am in and some times I get lazy almost every day early. I am the youngest of my siblings since they had me because my siblings are already big and not there are those who accompany my parents. I study in the police school that is more or less close to my house. I am studying English that he up not only because it is important for my

Annex 14

Workshops were designed to improve Creative Writing and/or Thinking based on audio-visual material. In the first part of it (see workshop below), the question *Why did the man kill himself?* was from the video itself, it is part of the lateral-thinking puzzle. The whole riddle read as follows: *A man gets off a boat. He walks into a restaurant and orders albatross soup. He takes one sip... pulls out a gun, and shoots himself to death. So... why did he kill himself?* Once, the narrator asked the riddle the video was stopped. Students had to fill *My ideas*, writing their impressions, thoughts, etc. Then, the video was played in parts to provide students with the information from it. The video was never played entirely, given the fact that at the end of it reveals the riddle answer.

In order to write the final idea, students were asked to decide whether they stick to their first ideas; the ideas from the video or create one connecting both lists. At the end of the workshop, an assessment grid was displayed so, students assessed their final idea on the riddle.

Albatross soup

1. Why did the man kill himself?

My ideas	Ideas from the video
----------	----------------------

Final idea

Questions	YES	NO
Is it understandable?		
Does the idea support itself?		
Is it clear?		
Am I happy with my idea? Why?		