



Effective Creative Writing Instruction



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Procedure

- The purpose of this project is to couple existing literature and research with my own experience in order to develop unique recommendations for incorporating creative writing into the English Language Arts classroom.
- In order to accomplish my goal, I conducted research through the Education Resource Information Center (ERIC) database as a means to discover the proven benefits and well-researched pedagogical strategies for creative writing implementation.

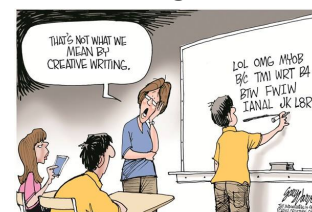


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Pedagogical Questions

In what ways can English Language Arts teachers incorporate creative writing into their curriculum?

What are the benefits of teaching creative writing to students?



<http://blog.cengagebrain.com/blog/wp-content/uploads/2014/10/Creative-writing.png>

Discussion

- Based on my findings, I can conclude that various forms of creative writing instruction can yield positive results in the classroom.
- Anae and Rule's studies align with my own experiences which show that while creative writing is beneficial for a number of reasons, it does require direct instruction in order to reap the maximum benefit.
- The p value of .000 from Bayat's study suggests that the correlation he found between creative writing instruction and increased writing performance was of statistical significance and not a result of random chance.
- Lee and Chong's study shows that technology has a place in creative writing instruction.

Implications for Further Practice

The following suggestions are a culmination of my research as well as my own teaching experience:

1. Teachers should avoid over-criticism and/or restricting creativity during the creative writing process.
2. Active participation from students is essential and can be facilitated by introducing topics that are of interest to the students.
3. Teachers should keep in mind the cycle of engagement and reflection in writing (pictured below) as it will help teachers guide students through the process of creative writing rather than assuming the simple supplication of a prompt is sufficient.

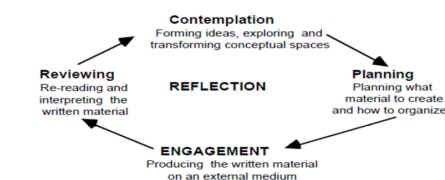


Figure 1. The cycle of engagement and reflection in writing (Sharples, 1996:7).

Literature Review

- Anae defines the task of creative writing as "Creat[ing] short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements" (Anae 125).
- Bayat postulates that creative thinking is a skill that can be taught if teachers are willing to emphasize process over product and foster an environment free of constraints and risks (Bayat 163).
- Guillén and García Bermejo suggest that teachers need in-service opportunities to write and read creatively in order to better understand the learning process and more effectively guide their students through creative writing projects (Guillén & García Bermejo 44).

Findings

- Anae found that "not only did creative writing facilitate social and literacy skills, but provided a vital medium to explore personal and community issues" (Anae 126).
- Rule conducted a practitioner inquiry in which she observed that creative writing prompts alone were not sufficient to get a student's thinking going, but rather teacher assistance was necessary to start the process (Rule 9).
- Bayat conducted creative writing assessments before and after students received direct creative writing instruction. The results garnered a p value of .000 (Bayat 623).
- Lee and Chong used a software prototype called Storyworld to examine the effects of creative writing instruction on student composition. Pictured are a student's writing samples before and after going through the program.
- Lee and Chong noted that in the pre-test, the student lacked coherence. However, in the post-test, the structure improved drastically which contributed to better creativity as the story was coherent and easy to follow (Lee, Chong 651).

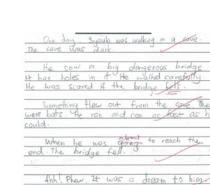


Fig. 9 Student pretest

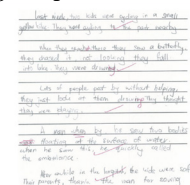


Fig. 10 Student posttest

<https://doi.org/10.1007/s11423-012-9242-9>

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