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Promoting Creative Writing in Seventh Grade Students Through Literature

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Abstract---Writing is a skill that is developed in the early years of learning. The study aimed to promote the development of creative writing in seventh-grade students through the literature of the Dr. Gonzalo Abad Grijalva Educational Unit from September to December 2023. The methodology has a quantitative approach; scientific information on the development of creative writing and literature was contrasted as a component to improve skill deficiencies in students. In addition to research instruments, a survey and an interview were applied, and an observation sheet that experts in Language and Literature validated to determine the problem and try, through the proposal, to improve the problems that arise in teaching practice. The results showed that students exposed to creative writing through literature demonstrated significant improvements in writing skills, including idea elaboration, grammar, and sentence structure. There are difficulties such as the limited promotion of creative writing through literature by the Educational Institution, in addition to the fact that technological tools are not used. However, teachers use meaningful educational strategies and activities, such as motivation, that foster the student's internal inspiration. The strategies and activities with practical exercises allowed students to express their interiority and develop their creativity, which facilitates communication regardless of time, distance, and environment.

Keywords---creative writing, education, literary genres, literature, teaching-learning.

Introduction

The “boom” that literary creation workshops have had in Latin America and the world cannot be denied due to the market demand of consumers who want to “be writers” and are willing to pay to attend a space where the activity of writing is encouraged, according to Hidalgo (2018). This type of workshop, conceived more as a business and related more to a commercial phenomenon, is very different from the workshops that were analyzed in this work. Precisely due to the increasingly numerous existences of workshops that are taught in bookstores, homes, institutions, and universities, it is necessary to distinguish them based on the interests that each one has.

The development of creative writing is presented in the field of teaching and learning as a skill that is not easily acquired for children who are developing basic learning, such as middle school students. Experts in the field (Aguilar & Marco, 2020), affirm the importance of creative writing that generates positive structural and functional changes in the brain of people who dedicate themselves to writing professionally, presenting greater connectivity in the cerebral cortex where the left hemisphere is predominant in language.

It encourages individual expression, creativity and critical thinking, it becomes a task that involves the lack of motivation perceived as boring or difficult tasks; It is a limitation of writing for middle school children, due to the difficulty in expressing ideas, thoughts or opinions; The poor development of the imagination also prevents generating original ideas to capture in writing; ignorance of literary genres; and poor professional support makes students feel frustrated when writing creatively (Lengelle et al., 2016).

Creative writing or copywriting is a content method based on the use of literary tools outside the margins of academic, technical or excessively formal productions Londoño (2023), in this context it requires essential tools so that the writer can create a writing such as words, clarity, naturalness, visibility, rhythm, voice, empathy, composition, construction of the scene, among others (Tognetti, 2014).

The promotion of creative writing is part of the development of the skills and abilities that must be achieved throughout the years of learning, this acquisition is carried out progressively and begins with the first strokes that preschool children make until the exposure of what they manage to write in the best of cases, those who acquire a taste for reading and in turn develop writing. Through literature, communication skills such as writing, the effective expression of ideas, and the exhibition of emotions are developed, allowing the adequate development of an individual today, especially in the educational and work environment, all the capabilities that an individual presents project him to achieve success (Rezaei, 2012).

Due to the above, the research is relevant for the results it seeks to achieve with the development of creativity that stimulates the imagination and originality of students, being able to address problems innovatively and develop thinking skills with literary analysis and the creation of their works, as well as the ability to evaluate and understand different perspectives and contexts (Silva & Polo, 2017); It also improves self-esteem and self-expression by offering students a safe and personal way to express their feelings and experiences, which can have a positive impact on their self-esteem and emotional well-being (Prat & Peña, 2015).

In the Dr. Gonzalo Abad Grijalva Educational Unit of the Chone Canton, specific feedback seeks to improve deficiencies in creative writing in seventh-grade students. In this context, the following question arises: How does literature promote creative writing in seventh-grade students? and proposes the following hypothesis: The incorporation of literature of various genres into the study plans can significantly increase the creativity in the writing ability of the seventh-grade students of the Dr. Gonzalo Abad Grijalva Educational Unit.

The present research was designed to promote the development of creative writing in seventh-grade students through the literature of the Dr. Gonzalo Abad Grijalva Educational Unit of the Chone Canton during the period from September to December 2023. Also, for the successful development of the research, the scientific literature on the development of creative writing and the use of literature was contrasted, in addition to identifying the difficulties and barriers that students face when developing creative writing skills. creative writing that allows you to explore different literary genres and writing styles.

Materials and Methods

The research was developed under the approach of the quantitative method, which, according to Hernández et al. (2014), starts from an idea, which once delimited, reaches the objectives and research questions, the literature review is done and a theoretical perspective is built, hypotheses are established and variables are determined, to test them and reach conclusions, consequently, we sought to understand and explain phenomena through numerical data analysis.

The research is descriptive, which, according to Álvarez (2020), is a useful tool because it allows the collection, interpretation, and presentation of data. it served to describe the categories that make up creative writing through literature. The methods used are analytical, synthetic, inductive and deductive that allowed the conclusions to be drawn, the survey was applied to 41 students, the interview for a teacher and observation as a research technique was used for all students and as instruments questionnaires and observation guides were established that were validated by experts in the subject of Language and Literature.

The research will benefit the scientific community, but above all the students, teachers and authorities of the Dr. Gonzalo Abad Grijalva Educational Unit, an institution committed to education, which has the necessary basic resources, such as classrooms, writing materials and access to a library, the disposition and experience of the teaching staff in the area of language and literature is essential for the success of the project.

Analysis and Discussion of the Results

Creative Writing

Creative writing is that which expresses the real or imaginary world, phenomena, culture and various aspects of life, it uses aesthetic forms of language such as stories, novels, poems, applying appropriate techniques it is possible to develop skills for creative writing according to the Organization of Ibero-American States for Education (OEI, 2016). This same organization proposes exercises that can be applied to develop creative writing, such as; awakening the imagination, writing stories and speeches, writing from other points of view, creative description, organizing ideas before writing, and creating characters. On the other hand, for Londoño (2023), “creative writing or copywriting is a method of creating content based on the use of literary tools outside the margins of academic, technical, or excessively formal productions.”

Elements of creative writing

For the development of creative writing, essential tools are required so that the writer can create a message [Tognetti \(2014\)](#):

- The words, which are associated and coordinated, form lines.
- Clarity requires concision to express ideas that are understandable to the reader.
- Natural arises from the vocabulary and linguistic level of the writer and not through borrowed expressions.
- Visibility, it is very important for the writing to come to light
- The rhythm of the speech is necessary to avoid the monotony of reading the writing.
- The voice, in a piece of writing, is the expression of the writer.
- Empathy, for the reader who wants to know through what is expressed by the writer.
- Composition is the mental production of the writer, such as the feelings, thoughts, and impressions of the written discourse.
- The treatment of the topic is the exercises that enrich the text and are related to the experience.
- The construction of the scene serves to give the reader the environment in the place where the story takes place.
- Dialogue allows the characters to come to life and explain the plot of the story.
- The narrator's point of view determines who tells the story.
- The character is one of the essential elements of creative writing; it is the one who builds the story.
- Generations have to do with literary genres, each with its characteristics such as: narrative fiction, poetry, drama, science fiction, fantasy, mystery, adventure, popular science, humor, short stories, etc.

Regarding the importance of creative writing, it has beneficial effects on health, Physical studies show that exercising creative writing generates positive structural and functional changes in the brain of those who write professionally. The brain of professional writers has a larger volume of the cerebral cortex and has greater connectivity in the different areas, allowing greater generation of ideas and joint coordination of both cerebral hemispheres ([Aguilar & Marco, 2020](#)).

Among the benefits of creative writing, we can highlight; The development of language and expression encourages the learning of new words, it is a channel to express emotions and feelings, it is an appropriate technique to develop imagination and creativity, this is an element of relaxation and entertainment, it develops empathy and provides a space for reflective thinking ([García, 2021](#)). In the development of creative writing, [González & Cabrera \(2022\)](#), propose to consider the aspects that are related to the linguistic level and must achieve the following objectives:

- From the students: brainstorm on the topic, develop a plan, and organize both main and secondary ideas.
- Content: the ideas expressed, logical thinking skills (analysis, synthesis, generalization, categorization, hierarchy), linguistic skills (writing skills when writing down what is thought).
- Methods and procedures: with the practical-conscious communicative approach.
- Of the media: direct use of paper or notebook.
- Of the types of exercises: multiple selection, chronological organization of ideas, delimitation of paragraphs and their main sentences, and filling in spaces in a summary text (p. 113-124).

Literature

The Argentine writer Colasanti (2007) cited by [Acevedo & Gómez \(2021\)](#) defines literature as “a text with a hidden face, a false background, secret passages; a text with a hidden treasure, that each reader finds in a different place and that is different for each reader” (p. 68). From the perspective of [Ibarra \(2020\)](#), it is a way in which a culture, nation, language or era is expressed, it is not restricted to what is written, but also to those that through tradition pass from mouth to mouth until reaching the present day” (p. 20-21).

Literature as a form of artistic expression that is carried out through the word with aesthetic intention presents basic characteristics where it can be considered according to ([Blasco, 2022](#)): It focuses on language as art, therefore, it will have aesthetic beauty; It is for daily consumption, with the appearance of the printing press it reached many more people; Its purpose is beauty; is alive, changes from being alive to dying and vice versa; uses different rhetorical figures throughout the story; It is organized into genres and has evolved; the author resorts to his

imagination or fantasy, all these components make literature a fascinating world where connoisseurs and the less experts enjoy an ancient art.

According to Pérez (2014), “literary genres are called those groups of works that present common characteristics, in terms of how they are written. Thus, literary subgenres are the different styles that a composition adopts within a certain genre. Below, you can see the literary genres and their characteristics in Figure 1.

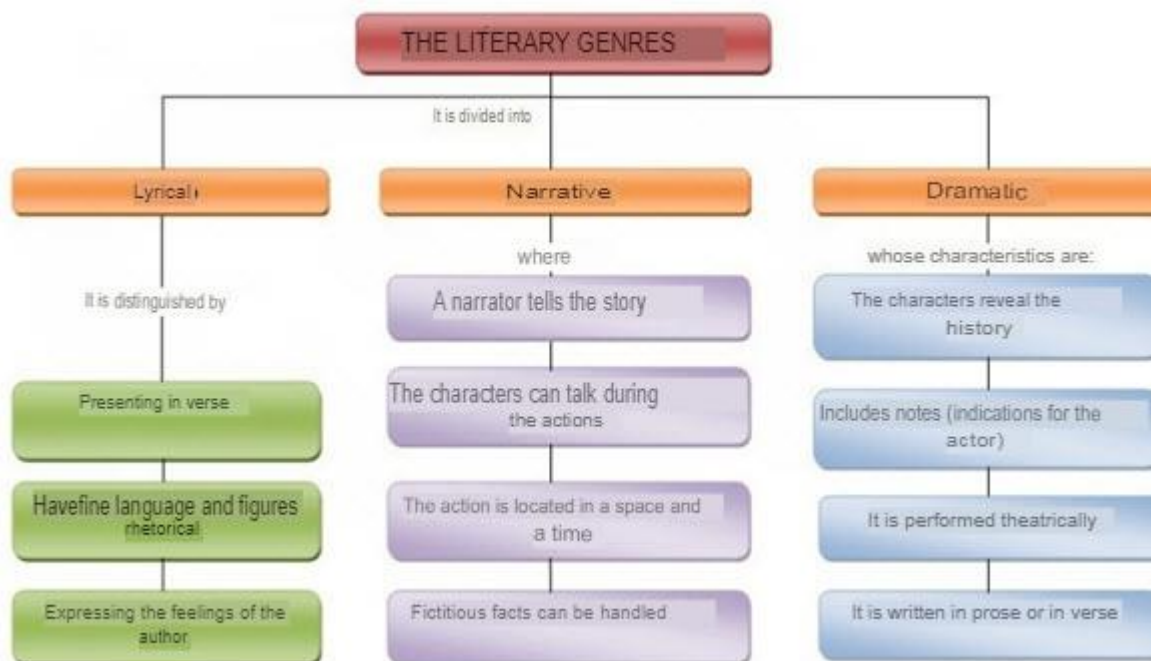


Figure 1. Literary genres
Source: (Pérez, 2014)

The didactics of languages and literature were born to deal with problems of teaching and learning foreign languages. In the middle of the 20th century, the term “didactics of languages” began to be used. It went through three stages: the first had the objective of trying to answer the questions: what? And how? The second stage is introduced into psychology and learning theories, and in the last stage, the set of disciplines of the sciences of language and literature, psychology, and education promote didactics of literature and language that seek to answer: Why teach language and literature? What to teach? Who to teach? As? And where and when? Giving it a relevance that exists to this day as a learning discipline.

41 students and a language and literature teacher from the seventh year of Basic General Education of the “Dr. Gonzalo Abad Grijalva” from the city of Chone, to relate the variables of creative writing and literature, the survey instruments were executed with 41 students, an interview with a teacher and the observation sheet, which allowed us to obtain the following results:

Main results of the interview with teachers

In the interview applied to teachers to analyze the development of creative writing in seventh-grade students through the literature of the Dr. Gonzalo Abad Grijalva Educational Unit of the Chone Canton, during the period from September to December 2023, the following information is detailed:

1. Opinion on the strategies adopted in the educational institution to promote the development of creative writing in students

I consider that there are limited projects that encourage the promotion of creative writing in the cultural events of the Educational Institution. However, teachers of the subject of language and literature use activities and strategies to promote creative writing within the classroom, with the proposed time being a limitation to fully develop this skill in students.

2. Organize weekly workshops so that students can explore different literary genres

Despite the limited time for the language and literature subject, workshops are held that allow the exploration of different literary genres with the aim of motivating students to write creatively.

3. Organization of anthology creation projects in which students select and present their best works written during the period

The Educational Institution does not organize anthology creation projects in which students select and present their best written works during the academic period; however, we apply strategies and activities to encourage student participation in the classroom with their presentations of written works.

4. Use of technological tools, such as online writing systems, creative writing applications or publishing platforms, to inspire students and improve their writing process

To develop creative writing skills in students, technological tools are not used, we do not have the necessary tools, no online writing system is used, nor are creative writing applications or publishing platforms used to inspire students and improve their creative writing process. It is only done traditionally (Philippe et al., 2020).

With the results presented, it can be understood that teachers execute practical exercises and educational strategies to develop creative writing skills in students within the classroom, however, the time provided for language and literature classes is limited, which does not allow comprehensive training to write creatively, according to Rozo (2020), in a process of teaching literary creation, the school environment; the students' abilities either to discover it or to enhance it; It contributes to educational processes because it allows participants to improve cognitive elements such as memory, conflict resolution, logic, imagination; Although it is not a central objective, they will also have better spelling and grammar.

The above is increased by the limited creation of institutional projects implemented by the Educational Institution and the non-adoption of technological tools that encourage the active participation of students in creative writing and being able to present their written works in events organized by the Educational Unit. Currently, technology is present in all social areas, and education is part of it; therefore, reading and writing, being an important habit in the lives of children, must be enhanced with different methodologies and strategies that provide flexibility and motivation to students (Bagua, 2023).

Main results of the student observation sheet

In the observation sheet applied to the students with the purpose of determining the impact of the promotion of creative writing through literature on seventh-grade students of Basic General Education during the period from September to December 2023 in the “Gonzalo Abad Grijalva” Educational Unit, the data in table 1 are reflected.

Table 1
Quality of creative writing

Items	Students	Percentages (%)
Low participation	2	5
Moderate participation	6	15
Adequate participation	11	27
High participation	14	34
Extremely high participation	8	19

Source: Results obtained through the observation guide

The effectiveness of literacy strategies in the classroom daily contributes positively to the teaching-learning process or failing that, proposes a series of strategies that adapt to the needs of the student, allowing them to discover new things, going from the traditional to the innovative (Arroyo & Carrión, 2021).

According to the observation sheet in the practice of creative writing exercises, 5% of the students have a low participation in the quality of writing, 15% represent those who have a moderate participation, 27% act appropriately, 34% of them have a high participation, showing an improvement in their writing skills throughout the observation period, reflecting a growth in their literary development, while 19% have an extremely high participation, with evidence of works considered to be of quality. Table 2 shows the results related to skill development.

Table 2
Skill development

Items	Students	Percentage (%)
Low participation	4	10
Moderate participation	5	12
Adequate participation	9	22
High participation	13	32
Extremely high participation	10	24

Source: Results obtained through the observation guide

In the development of skills, the observation sheet shows that 10% of the participants have low participation, while 12% show moderate participation. 22% of them participate adequately in the development of activities. 32% of those observed have high participation, and 24% participate extremely highly, demonstrating an adequate understanding of the literary texts used in creative writing promotion activities.

According to [Labarthe & Vásquez \(2016\)](#), they state that a school systematization of creative writing workshops would contribute profoundly to improving the expressiveness and clarity of students' ideas, the organization of information, and academic results by enhancing higher-level skills and accompanying the growth of new generations of citizens who know how to question themselves and open the field of development possibilities for the future of a society and world, which urgently requires the implementation of new options for sustainability, sustainability and equality of opportunities.

Table 3
Shows the motivation to write creatively.

Items	Students	Percentages (%)
Low participation	1	3
Moderate participation	5	12
Adequate participation	10	24
High participation	16	39
Extremely high participation	9	22

Source: Results obtained through the observation guide

The student's motivation in creative writing through literature is crucial, according to [Reyes & Cárdenas \(2023\)](#), indicating that not having different didactic strategies away from monotony results in students who are insecure and poorly motivated to work on this specific skill. The observation sheet applied determines that all students participate in activities proposed for creative writing, however, they are distributed as follows: 3% have low participation, 12% do so in a moderate way, 24% do it adequately, 39% their participation is high, while 22% do it extremely high. The level of motivation and attitude of the students towards creative writing and literature in general, whether they show interest and enjoyment in the proposed activities

Main results of the student survey

A survey was applied to 41 students to analyze the development of creative writing in seventh-grade students through the literature of the Dr. Gonzalo Abad Grijalva Educational Unit of the Chone Canton during the period from September to December 2023, We present the following tables. In Table 4, the time dedicated to creative writing is shown.

Table 4
Time dedicated to creative writing

Items	Students	Percentages (%)
Agree	6	14
OK	22	54
I don't agree	13	32

Source: Student survey

It is evident that of the 41 students, 32% state that they do not agree with the time established for creative writing, a fact that is statistically significant, a response that is argued with the time granted for the subject of language and literature by the educational institution. 54% state that they agree that the time is dedicated to creative writing. According to [Acurio \(2020\)](#), creative writing is a process that starts with experience and imagination, developing skills and abilities in written expression. Therefore, it energizes the teaching role in the classroom to promote creativity, imagination, and the delight of readaptation through active techniques that build knowledge and progress in the teaching-learning process. While 14% indicated that they agree with the time spent on creative writing.

Table 5
Ability to write interesting and attractive stories

Items	Students	Percentage (%)
Agree	15	36
OK	22	54
I don't agree	4	10

Source: Student survey

As it is shown that 10% of students are not satisfied with the ability to write interesting and attractive stories, [Cuasapud & Maiguashca \(2023\)](#) indicates that reading and writing should be promoted through various methodologies that are attractive and, above all, involve the student in activities that facilitate the teaching-learning process, providing them with significant knowledge through the development of their abilities and skills, thus breaking traditionalism in education and generating new learning spaces. dynamic and creative. 54% feel satisfied with their ability to write interesting and attractive stories; on the other hand, 36% completely agree that they feel satisfied with their ability to write interesting and attractive stories. Table 6 shows the improvement in creative writing in recent months.

Table 6
Improvement in creative writing in recent months

Items	Students	Percentages (%)
Agree	15	36
OK	22	54
I don't agree	4	10

Source: Student survey

Table 6 shows that 10% of students do not agree that they have improved in creative writing. According to [Figueroa & García \(2021\)](#), they indicate that the main action by teachers to develop and strengthen reading skills in students is motivation before, during and after reading, with the aim of the student being a critical, reflective subject with comprehensive training, who acquires knowledge and develops their reading skills to understand the world around us. 54% of them state that they agree that the last few months have improved their ability to write creatively, but 36% say they completely agree that they have improved in creative writing. The findings of this research focused on the promotion of creative writing through literature; the main manifestations of this study are shown below:

According to the results obtained from the 41 students surveyed, 32% state that they do not agree with the time established for creative writing, a fact that is statistically significant and a response that is argued with the time granted for the subject of language and literature by the educational institution. 54% state that they agree with the time dedicated to creative writing. While 14% indicated that they agree with the time spent on creative writing.

According to [Acurio \(2020\)](#), creative writing is a compendium of essential elements such as: literary genres, paratextual elements, creative thinking, and, above all, using the recursiveness of language through literary figures to give unique qualities to literary creations.

Consequently, what this author points out agrees with the research carried out in the “Gonzalo Abad Grijalva” Educational Unit in which a part of the students consider that time is a resource that must be expanded to achieve the objectives of creative writing, since to solve this problem, it is necessary to readjust the times in the class schedule for the subject of language and literature and in this way follow an effective process that allows planning, execution, evaluation, monitoring and presentation of a final product or work. literary in a time and space determined by the institution ([Dzamukashvili, 2022](#)).

About the development of skills to write interesting and attractive stories, 10% of the students are not satisfied with these skills adopted to write interesting and attractive stories. 54% feel satisfied with their ability to write interesting and attractive stories; on the other hand, 36% completely agree that they feel satisfied with their ability to write interesting and attractive stories.

In the study carried out by [Figuerola & García \(2021\)](#), they indicate that the lack of updating by teachers on issues related to the use of technology and the benefits it presents in the current digital era maintains reading printed stories as one of the main sources of promoting the reading habit, due to the lack of knowledge of digital tools and innovative free applications aimed at students. This means that to write creatively, motivation must be used as an essential activity in the teaching-learning process with technological tools that allow students' creativity when writing creatively through literature.

[Falcón \(2023\)](#) points out in his research that the learning process through the application of strategies through programs encourages collaborative work between students by placing them in real activities, mobilizing communicative skills in a transversal way. These achievements impact the realization of creative and critical thinking, which all areas of regular basic education aim. In this sense, it contributes to the completion of the student's graduation profile at levels of outstanding achievement since what is learned is adaptable to all grades of basic education and because there is significant interest in reading and writing.

For [García \(2017\)](#), he states that the literary workshop together with the comic strip, the police genre, children's literature and oral narration present an itinerary of experiences that link the popular with the subjective in a combination of elements that took advantage of their marginal positions to bring the modulations of the creative experience closer to a broader public beyond the personal decision to continue it as a practice.

In the improvement of creative writing in recent months, it reflects that 10% of students have not improved in creative writing. 54% of them state that in recent months they have improved in the ability to write creatively, while 36% have improved in creative writing. There is a percentage of students with a low willingness to improve their creative writing.

The present research agrees with [Ruiz \(2023\)](#), which indicates that some students did not manage to progress significantly due to their low willingness to complete the various tasks of the writing project of which, some only completed part of the story, others preferred to create stories that did not fit the objectives of the project, and others chose not to do anything at all.

In the research carried out by [Acurio \(2020\)](#), he mentions that the challenges of education require a look at innovation in teaching work, which answers what, how and why to promote the teaching of writing; However, the limited application and practice of writing workshops generates a lack of interest in producing texts, limiting the development of communication skills and creative thinking. According to this author, it agrees with the results of the research, since, to improve creative writing, innovative creative writing workshops must be used.

For [Gossmann & Valverde \(2020\)](#), they point out that creative writing is mentioned in the Ecuadorian curriculum and is even a fundamental part of the axes of Literature; In practice it is not widely used; due to different aspects; either due to the lack of in-depth study of the subject by teachers or due to total ignorance about the subject.

Disseminate research in the national and international educational context to share the derived experiences and stimulate teachers in the implementation of the techniques applied in the classroom. This effort seeks to promote creative writing through literature and demystify the idea that writing in the school environment is an uncertain process

Conclusions

Among the difficulties identified is that the Educational Institution limits the possibility of promoting events that include exhibitions of literary works created by students to stimulate the promotion of creative writing among them. However, in the classroom environment, teachers use meaningful educational strategies and activities, such as motivation, that foster the student's internal inspiration. This approach is relevant due to the high participation of students in creative writing through literature.

On the other hand, the promotion of creative writing through literature in the seventh year of basic general education is developed without the use of technological tools. Even so, there is a high participation of students in the development of their skills with the activities implemented by the teacher.

With the use of practical exercises and creative writing activities, they allowed the exploration of different literary genres and writing styles, It was observed that there is an improvement in the level of creative writing. These strategies and activities with practical exercises allowed students to express their interiority and develop their creativity, which facilitates communication regardless of time, distance, and environment.

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