



Creative writing' in the EFL classroom

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Why creative writing?

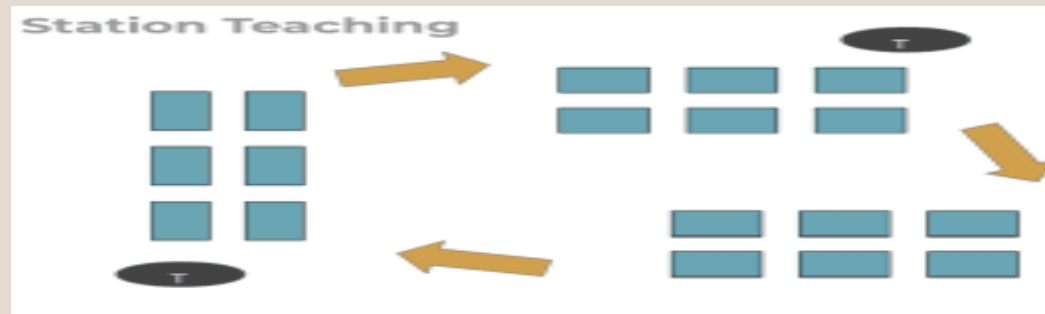
Creative writing can help develop

- Linguistic skills
- Critical thinking skills
- Imagination and Creativity
- Empathy
- Self-expression
- Emotional intelligence



Learning Stations

- Clusters of tables are arranged in small groups around the room. Each cluster is designed to accommodate 5-6 students, ensuring they can work closely together during the stations.
- Divide the students into small groups- each group will rotate through three stations to complete the tasks. Worksheets are placed on each station.
- Assign each group to their starting station. Some students will begin at Station 1, others at Station 2, etc.
- Each group will spend about 10 minutes at each station.
- Prepare clear, written instructions at each station, so they know exactly what to do.



WHY LEARNING STATIONS?

- Interactive hands-on approach for students to develop writing skills.
- Students can work individually and in groups, accommodating different learning needs.
- Less confident students can benefit from structured and accessible tasks, while more confident students are encouraged to explore and create.
- Ensures all students are actively engaged.
- Kinesthetic experience which adds variety to the lesson.
- Fosters creativity
- Promotes collaboration and peer learning.
- Gradual, step-by-step approach prepares students for more complex tasks.
- Students gradually move towards autonomous writing.

Story

- Teaching narrative writing is a process that takes time and multiple lessons.
 - The use of model stories throughout this process is essential
 - Model texts help students learn and internalise new vocabulary, understand the use of sensory language and recognize other key narrative features.
 - The tasks that will follow build directly on the model text, allowing students to see how sensory imagery and descriptive language work in action.
 - Model texts become practical resources for practising various skills
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The presentation is split into two lessons.

Lesson 1: Tasks are closely linked to the model story.

Lesson 2: Students practise and apply what they have learned.

By this stage, they are ready to use their skills more independently, demonstrating how much they have progressed throughout this narrative writing journey.

Lesson 1: SKILL-BASED STATIONS

STATION 1: Individual comprehension and reflection questions

- **Objective:** To assess individual understanding and reflection on the story.
- Questions focus on the weather, setting, characters' emotions, and actions.

Comprehension Questions:

1. What is the weather like when Emma and Liam arrive at the house?
2. How does the house look when they first see it?
3. What sounds do they hear when they enter the house?
4. Why does Emma decide to go further into the house despite the fear?
5. How would you feel if you were one of the characters in the abandoned house?

STATION 2- Senses Chart

Students identify and categorize sensory details from the story. This exercise reinforces the use of sensory imagery, which will enhance their descriptive writing.

Sense

Example from the Story

SIGHT

The house loomed before them, its crumbling walls covered in thick ivy, like a secret.

SOUND

The wind howled, making the trees sway violently.

The floorboards creaked under their feet.

SMELL

A faint smell of mildew hung in the air, mixing with the wet earth and the sharp scent of rain.

TOUCH

Her fingers brushing against the cold, rough stone of the fireplace.” “Liam pulled his jacket tighter around him

STATION 3

SHOW, DON'T TELL – Provide sentences from the story that “tell” rather than “show”. Students rewrite them to create “showing descriptions” that use sensory details.

Telling: The house looked very old and abandoned

Showing: _____

Telling: The wind was loud and strong

Showing: _____

Telling: Emma was nervous but tried to stay brave.

Showing: _____

Telling: Liam felt scared.

Telling: The room felt cold and creepy.

LESSON 2

PRE-WRITING STATIONS

- **PHOTO PROMPT LEARNING STATIONS**

- Set up A3 paper around the stations for each group to write their descriptions.
- Using photo prompt learning stations for narrative writing serves to inspire students and provide opportunities to practise and consolidate descriptive and sensory language.
- This approach engages students creatively, helping them to vividly bring their stories to life.



STATION 1: Weather

- What's the weather like?
- How does the wind sound or feel?
- What kind of weather would match the eerie feeling of this place? Use weather to set the mood.



STATION 2: Description of the house

- Prompts:
- What does the house look like?
- What do you see when you enter the house?
- Are there any specific objects that catch your attention? How do they look? (dusty, cracked, faded?)
- What sound can you hear inside the house?
- Are there echoes or faint noises coming from the distance?
- What smells greet you as you walk through the house?



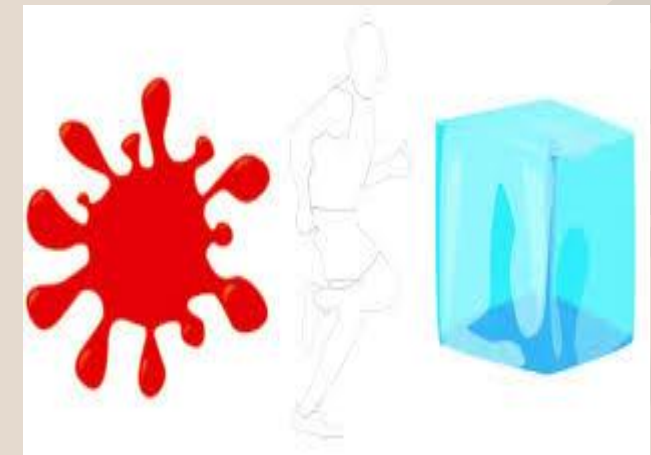
STATION 3: Feelings

- Prompts:

How would you feel stepping into the abandoned house?

What emotions are evoked by the surroundings?

How would you react?



Station 4: Short paragraph (Collaborative Group Writing)

- Students will draw on the techniques learned in earlier activities to write a short paragraph describing their own version of an abandoned house scene.
- This station is all about INDEPENDENCE. This gradual shift from structured activities to free writing helps build confidence, encouraging students to apply sensory details in a short narrative or descriptive paragraph that highlights both their creativity and their grasp of sensory writing.

Music-inspired writing task

The Abandoned House: Discovering stories within



Music-inspired writing task

- The aim of the music-inspired writing task is to help students develop a plan/outline of their story.
- After this pre-writing activity, students will be expected to write a story, applying what they have learned.





THANK YOU!