

Entendiendo el idioma inglés a través de un taller de escritura creativa: Adjetivos y Adverbios: partes esenciales del discurso para aprendices de inglés como lengua extranjera

Understanding the English language through a creative writing workshop: Adjectives and Adverbs essentials for EFL (English as a Foreign Language) learners

Comprendre la langue anglaise à travers un atelier d'écriture créative : Adjectifs et Adverbes : parties essentielles du discours pour les apprenants d'anglais langue étrangère

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Abstract

This report on a pedagogical experience aims to summarize the experience of a group of freshmen from a private college enrolled in an elementary course of English as a foreign language -EFL and the development of the literacy competence through language understanding in the use of crucial grammatical categories as key parts in the construction of narrative tools and grammatical structures to approach the topic from a creative writing workshop. To address the pedagogical part a writing workshop was used with the principles of autonomy through the virtual classroom of the course, and at the level of the research record and follow-up, an adaptation of social cartography

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was developed to reflect on the process of creation of the narrative and its possible challenges when using the foreign language. Among the results obtained was a sample of 21 creative texts that were written in spaces of autonomous workshops.

Key words: Collective knowledge, lexical categories, literary competence, Creative writing.

Este reporte de resultados de una intervención pedagógica pretende resumir la experiencia de un grupo de estudiantes de primer año de pregrado inscritos en un curso básico de inglés como lengua extranjera EFL y la construcción de la competencia literaria en la comprensión del lenguaje en el uso de categorías gramaticales fundamentales en la construcción de textos narrativos y las estructuras gramaticales necesarias para abordar el tema de un taller de escritura creativa. Para seguir la ruta pedagógica se utilizó un taller de escritura con los principios de autonomía a través del aula virtual del curso, y a nivel del registro de investigación y seguimiento, se desarrolló una adaptación de la cartografía social para reflexionar sobre el proceso de creación de la narrativa y sus posibles desafíos al usar la lengua extranjera. Entre los resultados obtenidos se encuentra una muestra de 21 textos creativos escritos en espacios de talleres autónomos.

Palabras clave: Categorías lexicales, Conocimiento colectivo, Competencia literaria, Escritura creativa.

Introduction

This article reports the results of a pedagogical intervention workshop in a group of university students in a course of English learners as a foreign language at level A2, according to the guidelines of the MCER. Understanding the English language: Parts of the Speech essentials for EFL learners is a classroom initiative that seeks to identify comprehension skills and textual production, the level of competence associated with the use of lexical categories and the level of critical thinking in the production of texts in English as a foreign language. As a pedagogical strategy, the expansion of the narrative universe of Rafael Pombo's work has been incorporated and as a methodological strategy for the collection of information associated with the experience, have adapted exercises carried out in studies involving social mapping. Most of the qualitative results pointed out the majority of students who participated in this intervention acquired

more expertise using lexical and syntax categories as part of learners skills, as well as the proper adjectives and adverbs placement while writing skills training occurs.

The writing process cornerstones: from L1 to L2

To begin with, we considered in parallel the concepts and some theoretical concerns which bear the class experience while teaching students some basis on how to start writing a text as a means of using a foreign language to express their own ideas. Producing written texts might not be an easy task, much less if this production is carried out in a language that is not the native one. This is mainly because at the time of writing in a foreign language production is not only focused on the development of communicative skills and competence but is also extended to the field of linguistic interference¹² and the knowledge of the essential parts of the speech known also as the grammatical categories. Bell (1995) raises the existence of diverse beliefs, expressed by various authors, that emphasize the relevance of the literacy degree in mother tongue or L1 for the learning of the foreign language L2.

Thus, proposals for learning interventions that enhance the development of skills in a foreign language should not only promote meaningful learning yet the development of competence in a foreign language. Bernal (1996), quoting Hymes (1961), defines the development of communicative competence in a foreign language, as a linguistic process of continuous and lifelong learning and improvement. This improvement is reflected in the creative level of language. In addition, literary competence is based on the efficient performance of comprehension skills applied to production skills. In that sense, according to Mora (2018 quoting Quet, 2009) the literary competence can be defined as the acquisition of an ability that implies the competence of comprehensive reading and writing which combines varied linguistic knowledge and skills in spelling, vocabulary, syntax, and composition of texts, among others. In this way, the linguistic

12 Linguistic interferences are manifested at all levels and all levels of the languages in contact: in the domain of vocabulary they produce, in addition to extensions of meaning and use, the simple loan of a sign (cf. a film, a gag, a star, a western), borrowed translations (decals), that is, the union of two existing signs according to the foreign model (e. g. al. Wochenende, esp. weekend, fry fin de simazine, according to the week-end model. Abraham (1981: 225)

skills required for written composition demand knowledge of the grammatical categories that make up the discourse.

Linguistic interference in the field of second language acquisition

The learning process of a foreign language implies several cognitive adjustments especially when learners use a mother linguistic system or code which differs from the foreign one. According to Flor Ada (1985:76):

The mixing of the code made by the true bilingual speaker when communicating [in the same foreign language] with another bilingual speaker is a creative phenomenon that does not necessarily imply limitation in the use of each language, but the possibility of mixing them for affective, expressive or even critical reasons. It is something very different from resorting to borrowing for lack of knowledge of the word in the language spoken (...) (1985:76).

Therefore, the linguistic interference can be represented not only when using the target language orally but also when it becomes to express ideas in a written production task.

As presented by Meriö (1978:27): “Interference may be by the grammatical system of the primary language on that of the secondary language in violation of the latter’s normative grammar, as well as to the errors made by learners of the secondary language within its grammatical system attributable either to confusion within or incomplete mastery of it”. Following this further, the learners of a foreign language tend to replicate the grammatical system of the mother tongue into the foreign one, resulting in a lack of coherence or confusion when appropriating the rules of the target language. This lack of coherence has been identified as an error which we like to address as lack of knowledge and interiorization of the proper rules of the grammatical system of the foreign language and the interference produced by the dependence on the mother tongue. Writing in a foreign language represents a cognitive challenge and the development of several skills that learners must tackle in a progressive process guided by fully committed teachers, who are conscious not only of the importance of being able to communicate accurately both in oral and written texts.

Consequently, we consider it relevant to promote writing activities where the use of grammatical structures and lexicon according to the level could promote better proficiency and awareness of the foreign language structure. Once that a language user gains much more familiarization with these phenomena, the user can be more aware of all elements surrounding the structures of the foreign language for further usage, analysis and careful choice when writing.

Parts of the speech in English Grammar

With regard to the causes of the impact of the language interference when communicating in a foreign language and the need to improve the written skills among the learners of EFL, for the purpose of this study, we have included some lexical categories, which can be followed by a complement of notional meaning and be preceded by another grammatical element allowing to describe, analyze, specify or grammatically modify its meaning. As suggested by the generative grammar principles, this study advocates for the lexical categories at a first instance, but not the functional categories. (Chomsky, 1969)

According to Hartmann (1997) in studies of interlingual contrasts L1's linguistic interference in L2 learning is based on the identification and understanding of similarities and differences in the lexical component of the mother tongue and foreign language, which is the learning object. In such a manner, the five parallel lexical categories in Spanish and English that structure the discourse are known as verb, noun, adjective, preposition and adverb; for the purpose of the current research the two categories that mostly interested the project were the use of adjectives and adverbs, since those ones have proven to be challenging among the learners of L2 not only to fully understand its meaning within the context of the sentence as well as to properly use in academic production when communicating.

According to Greenbaum & Nelson, (2002) both adjectives and adverbs have various functions when forming sentences; these parts of the speech identify and modify the communicative intention, likewise attribute or denote qualities to nouns. For example, descriptive adjectives are used to attribute specific characteristics to nouns and pronouns. The following example was included in the workshop as a guideline to help the students to tackle the task of written production. In the sentence *Pearl has a*

strong personality descriptive adjective are used to describe nouns and pronouns, the highlighted words below are adjectives describing the noun personality.

Table No.1 Example of adjectives use

SAMPLE SENTENCE	Pearl	has	a	strong	unpredictable	personality
PART OF THE SPEECH	Subject	verb	article	adjective	adjective	Noun

Source: Own elaboration

Additionally, the Real Academia de la Lengua Española - RAE explains: “adjectives are a class of words whose elements modify a noun or are preched from it, and denote qualities, properties and relationships of diverse nature”. Some examples of adjectives are tall, small or huge, etc. As for adverbs, the RAE defines adverbs as the “class of words whose elements are invariable and tonics, and generally endowed with lexical meaning and modify the meaning of several categories, mainly a verb, an adjective, a sentence or a word of the same kind”. We shall remark that for a learner, the production of texts requires the acquisition, continuous expansion and improvement of the linguistic corpus that comprehends the language repertory of a learner.

As for the use of the adverbs, according to Merriam-Webster’s dictionary:

An adverb: is a word belonging to one of the major form classes in any of numerous languages, typically serving as a **modifier of a verb, an adjective, another adverb, a preposition, a phrase, a clause, or a sentence**, expressing some relation of manner or quality, place, time, degree, number, cause, opposition, affirmation, or denial, and in English also serving to connect and to express comment on clause content. Merriam-Webster.com. 2011. <https://www.merriam-webster.com> (28 June 2020).

Consequently, in the workshop it has been remarked in a rather simplistic instruction that adverbs describe in what way someone does something of quantity or degree, of affirmation or doubt; and finally of negation. The following sentence exemplifies the instruction given in the workshop to classify each one of the words into an appropriate part of the speech considering those who were target language within the workshop instructions and practice.

Table No. 2. Workshop sample practice exercise

He	Was	strongly
These two men	Came	gradually
Subject	Verb	adverb

Source: Own elaboration

Literary competency

According to Quet (2009), literary competence can be defined as “the acquisition of a ‘knowing how to read’ or a ‘knowing how to write’ far exceeds the limits of a single subject and associates varied linguistic knowledge and skills in spelling, vocabulary, syntax, and text composition, among others”. Following this further, the development of the literary competence requires a reflexive attitude on the aims of the text and the message of the author, as well as of literary capacities for its interpretation. According to the aims and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), the mastery of a foreign language encompasses not only the development of linguistic communication skills, in terms of lexis, grammar and phonology among other things, but also the development of sociolinguistic and pragmatic skills and the intercultural cultural component that the use of literature in the classroom offers, in other words the development of a the literary competency necessary to communicate in a L2. These skills and knowledge are reflected in the mastery of social skills and the ability to learn from and be enriched by environments. However, these skills are grouped into basic, intermediate and advanced levels, in which the language user must account for reading comprehension from the basic levels of vocabulary acquisition for production and interaction with simple and coherent sentences to the advanced level in which a thorough reading of all types of texts and forms of written language is done.

According to Mora (2018), in the case of the development of communication skills, the National Reading and Writing Plan of Colombia (PNLE) promotes the improvement of reading and writing levels, that is, the reading behavior, reading comprehension, and textual production of students in preschool, basic, and secondary education, through the strengthening of the school as a fundamental space for the formation of readers and writers and of the role of families in these processes. At this point, it is necessary

to think about how to teach the appreciation of literature, and therefore, how to use it in the classroom as part of the process of learning and teaching foreign languages.

Bearing this in mind, the pedagogical intervention *Understanding the English language: Parts of the Speech* essentials for EFL learners aimed at English students of general purposes as a foreign language of the micro curriculum of diverse programs seeks to identify their understanding skills and place them into textual production. In fact, it diagnoses their competence in the use of the two lexical categories proposed in the workshop and the critical thinking in the production of a writing in English, as an extension of the narrative discourse of Rafael Pombo's work. Likewise, it is necessary to remember that the students of A1 level (CEFR, 2001) communicate with a limited corpus in the foreign language according to the Reference Level Descriptors of each level, reflected in the syllabus of the subjects, therefore the analysis of the use of adjectives and adverbs in textual production addresses only the fulfillment of location of these in the sentence structure.

Furthermore, the development of comprehension skills and the production of texts written in L2 requires the foreign language learner in addition to the extension of the lexical corpus, understanding and internalizing the functions of lexical categories within the discourse and the relationships they have concerning the substantive they modify. Of such production of second-language texts reflects the development of several competences among them, communicative linguistic competence in the mother tongue, in language foreign and literary competency. To summarize, Cummins (1981, 2000) considers that the academic skills of the first language can be transferred to the foreign language, given that there is a "Common Underlying Proficiency". Implicit Common Sufficiency between native and foreign languages. From what Cummins proposes that the development of sufficiency in the mother language, especially in academic aspects, helps to build the second language.

Method

In this pedagogical experience, an intervention workshop activity was designed and carried out throughout one academic semester. The purpose of the intervention was to assess the writing skills based on reading comprehension of tales for children and the input about the use of adjectives and adverbs in the English language in the pursuit of any improvement of the English language comprehension and use by students.

Participants

A group of 21 undergraduate students from a Colombian University who belonged to a course of English as a Foreign Language EFL, between the ages of 17 and 20 years old participated in this project. All of them were native Spanish speakers, classified in the level A2 of English, according to the Common European Framework of Reference (CEFR). Although they were exposed to English as young learners while enrolled in high school, the average hours per week studying English EFL were only three, therefore few of them achieved the A2 level. The students were in second year majoring different academic programs, such as Social communication, Engineering and Graphic design.

Procedure within the classroom instruction:

From a total of 25 students, 21 stories were chosen as a sample of the written text accomplishing the criteria of linguistic assessment and development of autonomous tasks assigned during the school break. The criteria highlighted the originality using the language, in terms of placing the adjectives and adverbs according to the structure of the sentence in English and the authorship. Which emphasized that neither translators nor a third-party help was allowed and indeed disqualified the narrative texts brought to the sessions. Once these two concepts were confirmed, the texts were selected for assessment, and the students participated in a self and coevolution process according to the checklists previously designed. Reviewing the procedures and assessment of the papers took place during the regular English class emphasizing on communicative skills in which the teacher should devote much more time in their students' oral performance than usual.

However, prior to a spring break during a five-month academic term, the workshop was designed in order to initiate student's autonomous work on the topic for extra writing tips. 'Understanding the languages, Parts of speech' was the first workshop which consisted of a set of instructions and material to get students more familiarized with the grammar and syntax principles. The workshop had the primary objective of reviewing previous knowledge regarding the use of adjectives and adverbs as the most challenging parts of the speech to use among the EFL students. The deliverable was to fill out autonomously and provide a list of sample words using the competencies of classification, analysis, and exemplification. To create a parallel of the use of adjectives and adverbs the students could read the original versions in Spanish of the tales of Rafael Pombo's tales for children and to select the one they might adapt into a new version motivating their creativity. A week later a student was given instructions on how to use mother tongue reflected in children's popular fairy tales to change their

ending and to diversify the stories which might come up with an adaptation of the original story while keeping the original plot and characters.

Recruitment

The researchers invited 25 students from two different groups in the same level of English in class schedule. All of them accepted and signed the informed consent form to participate in the pedagogical experience, according to the University's policy established by the ethical committee, for assessing, analyzing and possibly publishing the final manuscripts of the students. Appealing to the honesty and comment of the students, once these two main requirements were confirmed, the texts were selected to assess several categories including concept and creativity, title, three paragraphs, conclusion, cohesion and coherence. Lastly the 25 students, including the 4 ones whose work was not accepted volunteered to evaluate themselves the drafts of the stories.

Pedagogical Intervention

The classroom activities had a sequence of alternate tasks done through a Language Management System LMS in which activities from the workshop were developed in order to support and enhance the writing process. As mentioned by Zapata, (2016), pedagogical scenarios which can coincide with the use of virtual tools or support by ICT use, provide support to training and a follow-up by students when feedback occurs. In this way, workshops focused on the presentation of materials as 'supplies' for students to gain more familiarization to the topics. As this familiarization existed, parts of the speech could also be an incentive to appear in their narrative elements to create their own texts.

Both workshops were provided in 2 weeks' time as assignments for an extra task activity. Materials were displayed in the virtual course where all students and the teacher had access to, using academic LMS. Later, those 21 students attended a plenary session to share their experience on writing skills and the plenary session included the cartography adaptation. After this time elapsed, all students accomplished the time and sequences on the LMS and evidence on their tasks and the final narrative texts were collected both digitally by deliverable tasks submissions and a physical manuscript gathered after break end.

Instrument

The students' manuscripts were assessed using assessment checklists considering two main categories in the writing skills developed during these workshops took place (Alderson, J. C., Clapham, C., Wall, D., 1995). The first category was the structure for the stories: Concept – Creativity, Title of the story, First paragraph, Second paragraph, Conclusion, Cohesion and Coherence. The second category was grouped with lexical aspects like Vocabulary and Language use, Punctuation, Capitalization, Grammar Structure (subject - verb agreement), Grammar structure in terms of tenses, Placement of adjectives, Placement of adverbs and Connecting words. Within the checklists, each element in the 21 manuscripts were assessed and given a check mark in a set two columns marked as “has” or “doesn't have” conferring to the compliance of the elements found in each manuscript. The instrument was administered, and the quantitative data were collected following two checklists categories of assessment.

Findings

Quantitative findings

After applying a checklist matrix in which we grouped two categories for creative writing, the first category was intended to detect a general written scheme using concept, creativity, cohesion, coherence and using paragraphs. The second category was intended to detect all lexical use and parts of the speech as such. According to the findings we concluded that those aspects regarding the first category complied quite well in structure of a narrative text, being most of the texts include paragraphing, (95.2% -85.7%) and creativity by using a personal proposal on aspects like the titles being used by the participants (85.7%).

Some aspects such as cohesion and conclusion, to follow up a story from the start till the end, quite found a really hard time by the participants. Additionally, when analyzing our second category in which we grouped all parts of the speech, we could see that the use of adjective and adverb structures is found to be the weakest element. By looking at table No. 2, we can evidence that just 23.8% from the text were using

a proper adjective structure, only 57.1% adverb structure, just 47.6% used a proper grammar tense; and 19% used basic connectors.

Table No.3 Macro Category 1: Narrative Structures

MACRO CATEGORY 1: NARRATIVE STRUCTURE				
	Does Exist *	Does not exist *	Total-Does exist	Total-Does not exist
Concept and creativity	18	3	85.7%	14.3%
Title	20	1	95.2%	4.8%
First paragraph	20	1	95.2%	4.8%
Second paragraph	18	3	85.7%	14.3%
Conclusion	16	5	76.2%	23.8%
Cohesion	12	9	57.1%	42.9%
Coherence	11	10	52.4%	47.6%
*Note: 21 participants in total				

Source: Own elaboration

Table No. 4: Macro Category 2: Lexical and Language Use

MACRO CATEGORY 2: LEXICAL AND LANGUAGE USE				
	Does Exist *	Does not exist *	Total- Does exist	Total-Does not exist
Vocabulary and use of language	20	1	95.2%	4.8%
Punctuation	14	7	66.7%	33.3%
Use of capitalization	15	6	71.4%	28.6%
Subject and verb	18	3	85.7%	14.3%
Proper grammar tense	10	11	47.6%	52.4%
Proper adverb placement	14	7	57.1%	42.9%
Proper adjective placement	5	16	23.8%	76.2%
Basic connectors	4	17	19.0%	81.0%
*Note: 21 participants in total				

Source: Own elaboration

Qualitative findings

Looking for a wider spectrum of the pedagogical experience, the findings indicate that most students clearly appropriate the two categories proposed in terms of identifying the use of paragraphs, spelling and general punctuation in the category 1. Besides, most texts accomplished having a subject and verb agreement mostly present in the category 2, yet incorrect grammar structures were present. There is a much richer presence of the general textual structure in most of the stories, and grammar elements such as the use of subject and verb agreement. Nevertheless, a proper grammar tense choice and adjective structures seem to be still a matter of struggle by most students who face writing as a practice to express themselves in a foreign language.

Now, considering what this actually meant for us at lights to a pedagogical experience, we basically wanted to account for using creative writing as part of a pedagogical instrument in which by providing opportunities to focus on form in a meaningful manner, and opportunities to investigate and use more difficult vocabulary and more impactful forms of expression, creative writing tasks can contribute to central challenges in language learning.

Social cartography exercise:

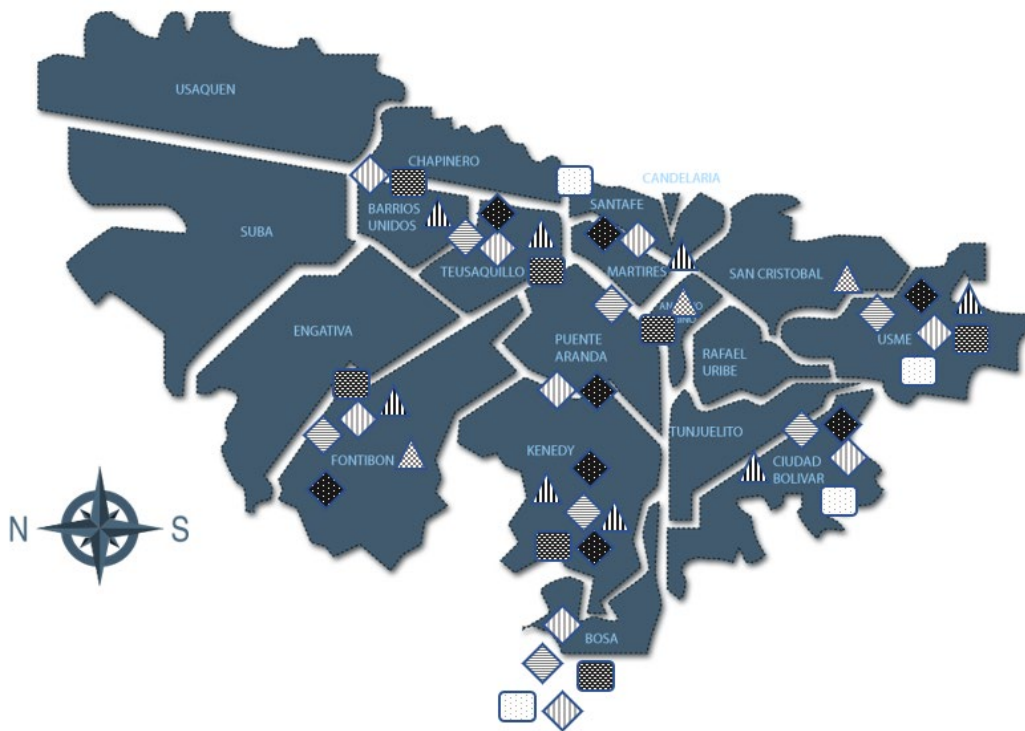
Social Cartography is used as a means of representations and territory belonging discourses as mentioned by Risler, J., & Ares, P. (2013), and it is named as a method of collective, participative and horizontal map build (Diez, J. & Escudero, B. 2012, p. 14). In this study related to linguistic and communicative competences, it has been adapted as a means of critical use from participants to provide a collective creation; and after a workshop reflective gathering in which much more participatory space for the students provided much more involvement in an individual task to provide more personal insights in which later they could become potential social and group knowledge.

In the sense it can provide the participant with a construction of text that is never isolated of his or her own doing. Keeping this in mind, once texts were collected and assessed, we gathered the class participants to provide us with some insights with two instruments related to a perspective on the writing process. Those were a map and a timeline. The purpose of applying an adapted session using social cartography was to get participants involved in a conscious and reflective exercise on how and when the

writing happened, and how long it took to draft ideas until achieving a complete or at least satisfactory story.

The plenary session took place one week after the texts were handed in. The session consisted of a two-hour session in the same class schedule in which we elicited the participants to recall some aspects from the text they created by looking at a map of the city, huge size, in which the participants could locate some icons related to the writing production process stages. (Figure No. 1). Then, we indicated the participants to pass in front of the map and locate small icons in the places in which certain stages of this writing production (planning- textualization - revision) took place during the time the task was assigned. This session permitted recognition of places in the city illustrated in the map. These places were associated with a scenario where participants spent the week off, or places where they worked, or just stayed home. Most of the participants used the city map however, some stages of the text production were mentioned outside the map such as Santander, Cali, Girardot, and Manizales, as being places outside Bogota where the participants did take some vacation days and mentioned during the stages of planning only.

Figure No. 1. Writing production process and stages.



Source: own elaboration, adapted from: Administración distrital. [map] <https://bogota.gov.co>









STAGES ON WRITTEN PRODUCTION	ICON
PLANNING	
Analyzing the situation	
Brainstorming	
Writing the text (draft)	
TEXTUALIZATION	
Referencing	
Transcribing	
Time lining	
REVISION	
Evaluating	
Correcting a final draft	

Figure No. 1- Legend - Writing production process and stages. Source: own elaboration.

As mentioned by Risler, J. & Ares, P., (2014), mapping, is a practice in which devices are used to create reflection as a social construction, we characterized this mapping session as a means of generating social debate among participants and this was the dynamic we obtained. While asking participants to mention the exact scenarios in which the brainstorming took place, participants referred to places such as the bakery, the living room, the shower, and their beds, being the most particular places, they mentioned from the task.

Timeline:

Another representation task done in the plenary session was a timeline. Once the session ended with the location of places on the map, participants were asked to look at a timeline on the board and locate each task during the whole week given to devote to the writing task. They were given a blank post-in paper to locate and were asked to write down in their own language (mother tongue) each task they had to complete in order to describe all tasks associated with the narrative construction. From these executed tasks identification, each participant posted on the timeline each paper using the exact day so they could provide a report from the workshop 2 was assigned, as being Thursday April 11, until deadline, which was Thursday May 2.

The table 5 summarizes all tasks done by each one of the participants. In the first column it reads a list of ten items which represents the following tasks done and provided by the students during the workshops taught. From Monday 15 until Monday 29 of April: 1) assignment of workshop 1, 2) assignment of workshop 2, 3) get to know the written task, 4) search of the story in English, 5) choose my story, 6) ideas for the

text, 7) evaluate the characters, 8) start drafting, 9) draft revision, and finally 10) final draft and platform submission (or in class hand-in).

The timeline completion was given in a special order: being S1-S3-S5 those participants whose texts mostly ranked all items in the previous checklist analysis successfully, and S2-S4-S6, being those texts, which did not accomplish a checklist analysis successfully.

Table No. 5: Timeline. Tasks sequence of the writing process

TIMELINE: DAY BY DAY															
TASKS	M 15	T 16	W 17	TH 18	F 19	SA 20	SU 21	M 22	T 23	W 24	TH 25	F 26	SA 27	SU 28	M 29
1		S4	S3 S9									S7			
2		S4	S3									S7			
3	S10	S3 S4	S3 S9	S1								S7			
4	S10		S5										S6		S2
5	S5 S10	S4		S1	S9	S3 S8							S7		
6	S10				S1 S4 S9		S8						S7	S6	S2
7			S5		S9									S6	
8	S10				S1 S4	S3 S5							S7	S6	S2
9						S1 S3 S9									S2 S6 S7
10	S10					S1 S9	S4								S2 S6 S7

Source:own elaboration

Analysis of the workshop sessions after using social cartography.

The purpose of setting a plenary session for using social cartography was mainly designed to be provided with elements in which written production can only show some mechanics of the language, rather than how the stages of a creative writing takes place as a knowledge construction. We can observe that in terms of the number of tasks that take participants to build up a piece of written text, all of them can show some written text stages spread during a certain time lapse. In the case of certain writing production stages, participants could account for most of their activities as being posted in the timeline once they had a short time to reflect upon all what they had done before task delivery. As mentioned by Paulston & Liebman (1994), this tool

for social mapping, served as a device to perceive some emerging elements in the way that “ social maps may help to present and decode immediate and practical answers to the perceived locations and relationships of persons, objects and perceptions in the social milieu.” (Paulston & Liebman, 1994, p. 215). Those emerging elements appeared as participants own language to organize and distribute the tasks needed to write a final text; most of the cases included ‘get to know the written task, choose my story, ideas for the text, start drafting, and draft revision’ (tasks enlisted in table No. 5); although some participants just provided a single day stage over some of these tasks, we can give account for those stages of the writing process as related in the literature.

Conclusions

The pedagogical experience Understanding the English language through a creative writing workshop: Adjectives and Adverbs essentials for EFL learners led the researchers to acknowledge the linguistic process and struggles of the EFL learners when writing a piece in the target language. In addition, it came to our attention that there is an urgent need to improve such as creative guided activities in the EFL class, to improve the skills required for written composition which demand knowledge of the grammatical categories that make up the discourse. The results of the experience might be analyzed from different perspectives which could give a broader insight of a few aspects; the learning of the essentials parts of the speech in English, the cognitive process of developing creative writing and a comparison of the writings both in English and Spanish and the mother tongue. As for the current experience, the researchers agreed to focus on analyzing the compliance when using the categories proposed in the instrument related specifically to the use of the textual elements structure and its accurate recognition within the composition.

According to our charts and tables summarized, we could perceive that most elements of textual structure in the writing creative process were containing a conscious use of paragraph division, subject and verb agreement, but little or poor use is frequent in the correct adverb, adjective placement and basic use of connectors. In terms of creativity, reflection and timeline to the task, we can evidence that 21 students do recognize most of the aspects of writing as a time distributed task done during many stages of revision and composition, while others do not take much time developing the task and go directly to final drafting without having a complete scheme to the writing process.

According to Cummins (2000), the transfer between the two languages is only given if the student has acquired proficiency in a foreign language because otherwise,

he may have a cognitive deficit and will not obtain the potential benefits of becoming bilingual, therefore proficiency in the mother tongue is not enough and not necessarily ensures development in the metacognitive processes in the second language acquisition and accurate proficiency.

It can be seen that the activities related to the construction of narrative texts that most prevail are those of the selection of information within the elaboration of the text itself; the generation of ideas to finally be reflected in the text in a more direct way, without the revision of the text.

Most of the pedagogical activities or tasks that prevail less in the exercise of narrative construction are those of evaluating the characters or transcribing or revising the draft to finally fulfill the final narrative elaboration.

Another significant insight we could perceive in this practice was to be involved in different means of data collection in which social cartography or mapping was used as a means and an instrument of providing an experience with one big step through knowledge management and collective knowledge exchange, Risler, J., & Ares, P. (2013) so that participants' voices were able to put across 'behind the scenes' elements to that personal and private aspect of learning a foreign language which is writing.

Limitations of the study and directions for future research

The limitations to the pedagogical experience include the use of more dynamic methodologies which permit a deeper comprehension of the composition journey carried out by the students. The inclusion of a small plenary adapting the use of social cartography to encourage and understand how familiar places and personal routines help the students to find more elements for enhancing such aspects as creativity and imagination to their texts.

As for future research, the findings have led us, as teachers, to rethink the possible methodologies for encouraging students to improve in their mother tongue reading and writing skills to ease the acquisition and comprehension of the foreign language structure. Although comparing the grammatical structure of L1 and L2 was not the primary goal of the experience, the students were able to recognize their own flows and were motivated to improve in both languages.

In addition, by using social cartography in a plenary session where students shared their own creative process in adapting the fables of Rafael Pombo, encouraged

them to freely communicate and improve the mutual reliance while assessing their own manuscripts and the ones of their peers. (Diez Tetamanti & Escudero, 2012)

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Appendix 1 Workshop

schoolology UPGRADE COURSES GROUPS RESOURCES Professor Mora

ENGL1:FRIDAY 8-10 AM 2019-1: Section 1
Writing Project

Step 1 & 2- Understanding the reading

1. INTRODUCTION

The parts of speech are essential categories of languages such as Spanish and English. Although, in the English language there are nine different parts: nouns, verbs, adjectives, adverbs, pronouns, prepositions, interjections, conjunctions, and determiners; in this chapter we will focus especially on the adjectives and adverbs, being those categories the ones with more difficulty to comprehend among the EFL learners.

ADJECTIVE

According to the Merriam-Webster online dictionary an adjective "is a word belonging to one of the major form classes in any of numerous languages and typically serving as a **modifier of a noun** to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else.

Descriptive adjectives are used to describe nouns and pronouns. The words in blue below are adjectives describing the noun 'personality'.

Example: Pearl has a strong personality.

Pearl	has	A	strong	unpredictable	personality
Subject	verb	Article	Adjective	adjective	Noun

ADVERB

According to the Merriam-Webster online dictionary an adverb is a word belonging to one of the major form classes in any of numerous languages, typically serving as a modifier of a verb, an adjective, another adverb, a preposition, a phrase, a clause, or a sentence, expressing some relation of manner or quality, place, time, degree, number, cause, opposition, affirmation, or denial, and in English also serving to connect and to express comment on clause content.

Adverbs describe the in what way someone does something. The words in red below are expressing a quality emphasizing on the verb.

Example: (...) He was strongly moved to look into the character and qualities of the patient, these two men, so different in age, came gradually to spend much time together.

He	was	strongly
These two men	came	gradually
Subject	verb	adverb

Step 1 & 2- Reading and classification task:

Pearl

"We have as yet hardly spoken of the infant; that little creature, whose innocent life had sprung, by the inscrutable decree of Providence, a lovely and immortal flower, out of the rank luxuriance of a guilty passion. How strange it seemed to she watched the growth, and the beauty that became every day more brilliant, and the intelligence that threw its quivering sunshine over the tiny features of this child: Her Pearl!—For so had Hester called her; not as a name expressive of her aspect, which had nothing of the calm, white, unimpassioned luster that would be indicated by the comparison. But she named the infant "Pearl," as being of great price,—purchased with all she had—her mother's only treasure! How strange, indeed! Man had marked this woman's sin by a scarlet letter, which had such potent and disastrous efficacy that no human sympathy could reach her, save it were sinful like herself. God, as a direct consequence of the sin which man thus punished, had given her a lovely child, whose place was on that same dishonored bosom, to connect her parent forever with the race and descent of mortals, and to be finally a blessed soul in heaven! Yet these thoughts affected Hester Prynne less with hope than apprehension. She knew that her deed had been evil; she could have no faith, therefore, that its result would be good. Day after day, she looked fearfully into the child's expanding nature; ever dreading to detect some dark and wild peculiarity that should correspond with the guiltiness to which she owed her being."

(Book: The Scarlet Letter. Author: Nathaniel Hawthorne, chapter VI, Pg. 83)

Task 1:

Scan the reading passage for the information to complete the chart below, some descriptive adjectives are marked in blue and adverbs in red:

hardly	innocent
--------	----------

Appendix 2 Checklists

The screenshot shows a Schoology course page for 'Writing Project' in the 'ENGL/FRIDAY 8-10 AM 2019-1: Section 1' course. The page is titled 'Step 3- Exploring writing'. On the left, there is a sidebar with 'Materials' and 'Access Code' (9N9W5-JQ222). The main content area contains instructions for students to write a story based on Rafael Pombo's tales. It includes recommended steps: 1) Watch a video on 'Narrative universe', 2) Think of ideas over 2 or 3 days, 3) Select one of Pombo's stories and write 3-4 paragraphs, and 4) Remember not to use translators. A 'Submissions' list on the right shows five students: Cardenas Rodriguez, Luisa Fernanda; Gonzalez, Diego; Hernandez, Leonel; Morales, Luzam; and Portillo López, Daniel Felipe. A yellow box notes that files should be attached to comments by clicking on a student's name.

ENGL/FRIDAY 8-10 AM 2019-1: Section 1
Writing Project

Step 3- Exploring writing

Dear students:

Using all your creativity, you are going to read the stories of Rafael Pombo: Simon el Bobito, La Polera viejecita, and El Renacuajo Paseador. Then you are going to create your own new story for them focusing on one of the characters. Describe the personality, physical appearance and the way they do their activities. Remember the TV SERIES "Once upon a time", it describes different versions of the stories.

Recommended steps:

- 1) Narrative universe: watch this film as a sample for creative ideas before writing: animated video of "The real little red riding hood"
- 2) Think of ideas over 2 or 3 different days to write and plan your text
- 3) Select one of Pombo's suggested stories. Write 3 to 4 paragraphs, use only your dictionary, and be creative!

Once Upon a time, there was.....

Second paragraph

Third paragraph

Conclusion:and they lived happily ever after or not!

- 4) Remember **not** to use **translators from Spanish into English**.
- 5) When you finish the story upload a photo of your **handwritten text**. **MAKE SURE YOU KEEP YOUR STORY IN YOUR PORTFOLIO TOO!**

Let's start writing!

Publication: the best stories may be published on the university website!!!

Resources:

Vocabulary: <https://www.wordreference.com/>

Spelling: http://www.reverso.net/text_translation.aspx?lang=EN

Rafael Pombo's stories: <https://elbalearinng.com/ead/dibran/pombo/>

Posted Mon Apr 15, 2019 at 8:01 pm

Submissions Received (6/12)

- Cardenas Rodriguez, Luisa Fernanda
- Gonzalez, Diego
- Hernandez, Leonel
- Morales, Luzam
- Portillo López, Daniel Felipe
- Trujillo, Diego

To return files to students, please attach them to comments by clicking on a student's name in the "Submissions" area above.