

Appendix A. Course units in order of instruction

- *Write and “publish” a 10-word story
- *Write with a painting prompt to develop your imagination for a story
- *Design an imaginary character (choose an image and fill out a character chart)
- *Write a paragraph about the inner life of your imaginary character
- *Find or create a unique character name
- *Write a sensory language paragraph
- *Collaborative: Edit and publish your character sketch in the digital class book, “What a character!”
- *Write two high level analogies (not school metaphors/similes) for your story
- *Write a short, compelling dialogue in your story
- *Collaborative: Identify a story spine from a fairy tale
- *Collaborative: Design a short story spine with beats (Pixar Storytelling in a Box)
- *Design a conflict for your story
- *Write a 2-page memoir story that incorporates practiced, short CW craft tools

Appendix B. Example of scaffolding for imaginary character-sketch paragraph.

Choose from the following to help you design your imaginary character (adapted from *Creative-Writing-Now.com*).

- *What bizarre things are in your character’s shopping cart (add images)?
- *What secret purchases are on your character’s credit card?
- *What eccentric “tick” does your character have (e.g. drinks 10 daily cups of espresso; a large, bulbous nose; a torn hat; frequent hiccups)?
- *Whom is your character jealous of?

*What unusual items would your character pack in their suitcase for a weekend (add images)?

Appendix C. Examples of online professional CW craft tool resources

1. *Khan Academy Storytelling; Pixar in a Box*: story design units, interviews, clips, tutorial exercises and feedback. Retrieved from <https://www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box>. Accessed March, 2024
2. *Creative-Writing-Now*. CW ideas, inspiration & courses. Retrieved from <https://www.creative-writing-now.com>. Accessed March, 2024
3. *Language is a Virus for authors*: CW writing prompts, name generators, exercises, techniques, games, curing writer's-block guide. Retrieved from <https://www.languageisavirus.com>. Accessed March, 2024
4. *Publisher Jerry Jenkins*: How to write compelling dialogue. Retrieved from <https://www.youtube.com/watch?v=jpWKp-fnZuU>. Accessed March, 2024
5. *Reedsy Blog*. How to successfully publish your writing: POV (point of view), analogies, writing contests. Retrieved from <https://blog.reedsy.com>. Accessed March, 2024

Appendix D. Pre/Post Data Collection Questions

Self-perceived written English improvement: pre/post (closed 5 pt Likert)

Question (Q)1 *To what extent did you improve your written English?'*

Cognition: pre/post open questions

Q2 [process of CW] *In your opinion, what is the process of writing a short story (what would a writer do first, second, third & so on)?*

Q3 [process of CW] *We all get "writers' block". What are some ways that can help you*

develop an interesting character for a story?

Q4 [product of CW] *In your opinion, what makes a story really good?*

Motivation pre/post open

Q5 *Is there anything that you have been wanting to write about or would be interested in writing (e.g. your grandpa's Aliyah experience, the time your brother tripped you, a children's book, an annotated book of your family's recipes, a horror story, a novel, illustrated poems about gardens...)?*

Motivation pre/post (closed 5 pt Likert)

Q6 *To what extent are you motivated to do the following: write stories/poems/memoir/movie/book reviews?*

Self-efficacy: pre/post open (closed 5 pt Likert)

Q7 *To what extent do you believe that you can do the following? [write a short fiction story], memoir, poem, made-up character, collaborate with a colleague to write a story, find meaningful material to teach CW, write a book/movie review, publish something you have written, come up with an idea for a story, find a motivating writing topic.*

Change as a reader: Pre/post (closed 5 pt Likert)

Q8 *In what ways have you changed as a reader, if at all, as a result of the course? a. I appreciate the efforts of writers more now; b. I recognize a story arc more; c. I'm more enthusiastic about reading stories now.*

Collaborative writing: post open

Q9 *How did you feel about collaborative writing during the semester?*

The value of CW for you: pre/post open

Q10 *The Ministry has authorized creative writing as part of your M.Ed. In your opinion, what is the added value of creative writing for you?*

Written Final Portfolio reflections: post open

Q11 *What will/would you apply with EFL pupils in the area of creative writing?*

Q12 *What would you tell the Ministry of Education concerning creative writing in the EFL curriculum?*

Q13 *How did you change, if at all, as an EFL teacher as a result of this course?*

Appendix E. Examples of teacher writing

10 word stories

1. *Urgent appointment, rush, rush, standstill traffic, panic, loud sirens, flatline. (T11)*

2. *Silence. Alarm clock screams. Sandwiches and backpacks. Another adventure begins. (T13)*

Short painting-prompt writing (avoid physical descriptions)

In the center of Thomas's painting lies a woman. The woman looks very strong and dominant. She seems to be as courageous and determined as an overgrown lion. Furthermore, she shares here a durable will power and thirst for society with an aggressive lioness and the sense of danger which emanates from her as well. The lying lady spreads around her the expensive yet depressing smell of perfection. That particular smell makes people admiring her and being afraid of getting close to her at the same time. (T9)