



Exploring storytelling as a path towards healing in a creative writing classroom

Anabelle L. Caser

Pangasinan State University - School of Advanced Studies
Corresponding Author email: anabellecaser@psu.edu.ph

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Abstract

Aim: This study explored how students in Creative Writing classes express and process grief through storytelling by examining the relationship between grief levels and narrative construction, as well as the perceived effects of storytelling on emotional well-being and resilience.

Methodology: The study employed a convergent mixed-methods design involving 45 Creative Writing students from Pangasinan State University. Data were collected using the Inventory of Complicated Grief, grief-related writing tasks consisting of a personal narrative, narrative poem, and reflective journal, and semi-structured interviews. Quantitative data were analyzed using descriptive statistics and Pearson correlation, while qualitative data were examined through content and thematic analyses.

Results: Findings revealed that most students exhibited moderate levels of grief. Narrative organization, discourse strategies, and stylistic elements were generally evident in students' written narratives. A significant negative relationship was found between grief level and discourse strategies, while no significant relationships were observed between grief level and narrative organization or stylistic elements. Qualitative findings showed that storytelling promoted emotional catharsis, cognitive processing, emotional awareness, emotional regulation, resilience, and provided a safe space for self-expression.

Conclusion: Storytelling functions as both a pedagogical and therapeutic practice that supports narrative development, discourse construction, emotional processing, and resilience among students. The findings highlight the value of expressive writing in language and creative writing instruction and informed the development of the INEW Framework to enhance students' creative writing skills, communication competence, and emotional growth.

Keywords: *grief, storytelling, creative writing, narrative discourse, expressive writing*

INTRODUCTION

Expressive writing has long been associated with emotional healing. International research has consistently demonstrated that narrative construction supports emotional regulation by allowing writers to organize traumatic events into coherent structures (Pennebaker, 2018).

In an account that explores the disorientation caused by loss, Augustine (as cited in Fuchs, 2018) notes, "My native place was a torture room to me and my father's house a strange unhappiness."

Grief is a universal psychological experience, yet individuals process and articulate it in diverse ways depending on cultural, cognitive, and linguistic factors.

International scholarship highlights that language serves as a primary medium through which people structure emotional experiences, retrieve memories, and construct meaning (Wang et al., 2017). In particular, written narratives are known to reveal deep cognitive and affective processes, especially when individuals attempt to articulate loss and bereavement.

Studies in socio-psycholinguistics show that the linguistic features within grief-related writings such as pronoun shifts, temporal markers, coherence breaks, and emotional vocabulary reflect how the mind navigates trauma and healing (Tausczik & Pennebaker, 2010).

Beyond revealing emotional states, these linguistic features also function as discourse resources that shape communication. Narrative writing allows individuals to organize experiences through cohesive devices, temporal sequencing, referential expressions, and stylistic choices that influence how meaning is constructed and interpreted (Byrd & Abrams, 2022).



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Recent scholarship in language education emphasizes that writing is not merely a vehicle for emotional expression but also a communicative act through which learners develop discourse competence and narrative agency (Ryan, 2025). Through the process of composing narratives, students learn to transform personal experiences into meaningful texts that engage readers and communicate complex emotional realities.

According to Philip et al. (2025), when individuals narrativize emotionally painful experiences, they integrate fragmented memories into a more stable sense of self, which promotes psychological resilience. This narrative act is strongly tied to socio-psycholinguistic functioning because the words chosen, the sequence of events, and the metaphors used reveal how writers cognitively reinterpret their experiences.

For students who are grieving, writing thus becomes both a linguistic activity and an emotional process, reflecting the interplay between cognition, memory, and affective expression (Wood et al., 2024).

In the field of education, a growing body of literature recognizes the potential of creative writing as both a therapeutic and pedagogical tool. Internationally, creative writing classrooms have explored personal narratives, reflective essays, poetry, and storytelling as avenues for emotional exploration and healing (Silverberg, 2019). These practices are grounded in the understanding that students often bring their personal histories, including trauma and loss, into their literacy practices. From a language perspective, such experiences shape discourse construction, narrative coherence, and lexical choices, as learners encode emotions through linguistic structures such as tone, modality, and figurative language. Consequently, writing becomes not only a means of expression but also a site of meaning-making where language functions as a cognitive and affective resource for organizing lived experience and constructing identity.

When supported appropriately, the creative writing classroom becomes a safe space for students to articulate difficult emotions, reflect on personal experiences, and gain agency through language. Yet, there remains a gap in research focusing specifically on how grieving students linguistically structure their stories, especially from a socio-psycholinguistic perspective.

At the national level, psychological well-being among Filipino learners has become a significant educational concern. Studies in the Philippines reveal that many students experience emotional challenges such as grief, anxiety, and family-related distress, which directly affect their academic engagement and expressive abilities (Cleofe et al., 2021). From a socio-psycholinguistic perspective, these expressive practices demonstrate how affective states influence language production, particularly in discourse organization, narrative sequencing, and lexical selection.

Research also indicates that Filipino adolescents commonly use storytelling like oral narratives, journaling, and creative writing as a culturally rooted practice to process emotional experiences (Dula et al., 2023).

This aligns with the Filipino value of *pagkukuwento* (story-sharing), which is deeply embedded in interpersonal and communal relationships. However, while expressive writing is culturally natural for Filipinos, few national studies investigate its linguistic patterns from a socio-psycholinguistic or educational perspective, particularly in moments of grief.

Within the Philippine educational system, creative writing is part of the literacy and language curriculum, yet its role in supporting emotional wellbeing remains underexplored.

Research in Philippine language education often emphasizes grammar, reading comprehension, or literary interpretation (Bernardo, 2021), whereas the emotional and cognitive benefits of expressive writing receive comparatively little attention.

Only a limited number of studies discuss how students' personal narratives reveal underlying emotional states or how writing tasks can facilitate healing from grief (Thatcher, 2022).

At the local level, classroom observations and teacher testimonies indicate that many students in creative writing and language courses experience significant personal hardships, including the loss of parents, siblings, or close family members. Teachers report that these students often channel their emotions into writing tasks, using stories, poems, and personal narratives as outlets for expression (Fortunado et al., 2021).

The present study offers a novel contribution to language education and writing pedagogy through a development of a writing framework. Unlike existing approaches that primarily examine expressive writing as a therapeutic intervention or focus solely on narrative composition as a literacy skill, the framework integrates emotional processing, cognitive meaning-making, discourse construction, and stylistic development within a recursive writing cycle. The framework advances writing pedagogy by providing educators with a structured yet flexible model for guiding students through the interconnected processes of reflection, storytelling, revision, and communication.

Furthermore, it contributes to language education research by demonstrating how narrative writing functions simultaneously as a vehicle for emotional expression, discourse development, and communication competence. By situating grief narratives within a socio-psycholinguistic perspective, the framework extends current



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understandings of creative writing beyond traditional literacy outcomes and highlights the role of storytelling in fostering both personal growth and linguistic development.

Given these contexts, there is a compelling need to examine the written narratives of grieving students through the lens of socio-psycholinguistics. By analyzing narrative organization, discourse strategies, and stylistic elements, the study can reveal how students cognitively and emotionally process grief through language. Despite growing international research on expressive writing and emotional well-being, limited studies have examined how grieving students linguistically construct narratives through discourse strategies, narrative organization, and stylistic elements within Creative Writing classrooms, particularly in Philippine higher education contexts.

Furthermore, few studies have explored how these linguistic features contribute to discourse development, communication competence, and meaning-making in educational settings. Understanding these linguistic markers provides educators with deeper insights into students' emotional worlds while also informing writing pedagogy and language instruction. Ultimately, this study aims to contribute a socio-psycholinguistically informed framework for using storytelling as a path to healing and communicative development within the creative writing classroom.

Review of Related Literature and Studies

Language is a primary medium through which humans process and express emotions, and psycholinguistics provides a framework for understanding how cognitive and affective processes shape linguistic expression (Lindquist et al., 2015).

In the context of grief, language communicates experiences of loss while reflecting the underlying emotional and cognitive work of mourning. Pennebaker (2018) emphasizes that linguistic markers, such as self-referential pronouns, tense shifts, and affective vocabulary, reveal the mind's attempt to organize distressing events, demonstrating that grief is deeply entwined with thought and expression.

Theoretical perspectives suggest that grief disrupts cognitive functions, including memory coherence, attentional focus, and temporal perception. Wood et al. (2024) propose that writing about personal loss is a reconstructive cognitive task, wherein fragmented memories are retrieved and organized into meaningful narrative structures. Such writing requires deliberate choices in language, narrative sequencing, and stylistic presentation, illustrating the interplay between cognitive processing and expressive language during bereavement.

Socio-psycholinguistic theories highlight that language serves as a window into both personal and social dimensions of grief. The use of metaphor, symbolic language, and relational discourse allows individuals to communicate experiences that are otherwise difficult to articulate. Guité-Verret et al. (2021) note that metaphorical framing in grief expression captures the complexity of emotions, enabling writers to externalize internal states and engage with abstract aspects of loss.

Narrative theory further illuminates how individuals structure grief expression. Fuchs (2018) emphasizes the ambiguous phenomenology of grief, highlighting how loss destabilizes temporal continuity and self-perception. Through narrative, writers negotiate meaning, structure their memories, and make sense of emotions, transforming fragmented experiences into coherent accounts that reflect both inner states and social understanding.

Repetition of words or phrases underscores emotional intensity, while imagined or remembered dialogue with the deceased facilitates the maintenance of continuing bonds, allowing writers to externalize internal conversations (Li et al., 2014). These linguistic and narrative techniques demonstrate how expression is intertwined with cognitive and emotional processing.

Psycholinguistic theories further emphasize the symbolic and metaphorical dimensions of grief expression. Metaphors, imagery, and figurative language convey the intensity of loss while structuring thought, providing a means of negotiating meaning and identity reconstruction (Afreh et al., 2024). Such language strategies reflect cognitive-affective integration at the heart of mourning, illustrating that grief is expressed not only through explicit statements but also through subtler narrative and linguistic forms that convey absence, longing, and relational bonds.

Language Education, Writing Pedagogy, and Narrative Competence

Recent developments in language education recognize writing as a socially situated communicative practice that supports both linguistic development and personal meaning-making. Narrative writing, in particular, provides learners with opportunities to develop discourse competence through the organization of events, use of cohesive devices, audience awareness, and stylistic expression (Ryan, 2025). Through narrative construction, learners transform experiences into coherent texts, thereby strengthening their communicative abilities and textual organization.

Contemporary writing pedagogy also acknowledges the role of affect in writing development. Byrd and Abrams (2022) argue that emotional experiences are inseparable from writing processes because emotions influence



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engagement, reflection, and linguistic choices. Similarly, Zhu et al. (2023) found that learners' emotions shape how they participate in writing activities and respond to feedback, suggesting that writing development involves both cognitive and affective dimensions. These findings support the view that grief narratives are not merely personal reflections but communicative texts that demonstrate discourse competence, narrative organization, and meaning-making.

Recent educational scholarship further highlights the value of narrative and metaphor in facilitating deeper learning and communication. Narrative-based approaches encourage learners to organize experiences into coherent structures, while metaphorical language supports the communication of abstract and emotionally complex experiences (Noh & Kim, 2024). Such perspectives reinforce the importance of examining how grieving students employ discourse strategies and stylistic resources to communicate experiences of loss through writing.

Narrative Writing and the Structure of Grief Narratives

Narratives serve as cognitive tools through which individuals make sense of lived experiences. Neimeyer et al. (2014) argue that narrative is central to human meaning-making, enabling people to interpret events, negotiate identity, and integrate disruptions into their life stories. When the experience involves grief, narrative structure often deviates from linearity due to emotional fragmentation.

Psychological distress frequently leads to disrupted narrative coherence. Philip et al. (2025) note that individuals who write about grief often present circular or looping structures, revisiting emotional scenes rather than progressing chronologically. This nonlinearity reflects the cyclical nature of grief itself.

Temporal markers such as inconsistent tense usage or sudden time leaps signal cognitive attempts to bridge past and present. Trauma theory suggests that emotionally significant memories resist chronological placement because they are encoded differently from ordinary memories (Herman, 2015, as cited in Stublely, 2025). This results in narratives that shift between flashbacks, reflection, and present-focused commentary.

Narrative organization becomes a healing strategy when writers transform fragmented experiences into coherent stories. Pennebaker (2018) emphasizes that constructing a structured narrative helps individuals gain psychological distance from trauma, promoting emotional clarity and resilience. Thus, analyzing narrative structure reveals how grieving students engage in meaning-making.

Discourse Strategies in Emotional Storytelling

Discourse strategies are the linguistic methods writers use to express meaning, manage emotions, and guide readers through their narratives. In grief writing, discourse choices serve both expressive and cognitive functions.

Further, repetition is a common strategy used to underscore emotional intensity. Psycholinguistic research shows that repeated emotional words or phrases reflect the mind's attempt to process persistent feelings (Tausczik & Pennebaker, 2010).

Incorporating remembered or imagined dialogue with the deceased is a discourse strategy that maintains continuing bonds, an important concept in grief psychology (Li et al., 2014). Dialogue allows writers to externalize internal emotional conversations.

Recent research also highlights the role of metaphorical framing as a powerful discourse strategy in grief expression. Grieving individuals often rely on metaphors to articulate experiences that are difficult to express literally, using imagery of rupture, heaviness, or disorientation to capture the emotional complexity of bereavement (Afreh et al., 2024).

Likewise, the use of sensory and perceptual detail enriches grief narratives by grounding emotional states in vivid sensory experiences, transforming memory and emotion into concrete imagery that readers can visualize and feel (Pursi et al., 2024). These sensory elements often surface when writers attempt to recreate the presence of the deceased or evoke the atmosphere of significant moments.

The reviewed literature demonstrates that grief narratives are shaped by complex interactions among cognitive processing, emotional expression, discourse organization, and linguistic choice. Existing studies have established the therapeutic value of expressive writing and the role of narrative in meaning-making. Other investigations have examined discourse competence, writing pedagogy, and emotional engagement in language learning.

However, limited research integrates these perspectives by examining how grieving students linguistically construct narratives through narrative organization, discourse strategies, and stylistic elements within Creative Writing classrooms.

This gap is particularly evident in Philippine higher education contexts, where expressive writing is culturally significant yet remains underexplored from a socio-psycholinguistic perspective.



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Consequently, the present study seeks to bridge this gap by investigating how language functions simultaneously as a medium of emotional processing, discourse construction, and communicative development among grieving student writers.

Theoretical Framework

This study is grounded in Narrative Theory, Expressive Writing Theory, and the Cognitive-Affective Processing System (CAPS) Theory. These theories collectively explain how grieving students construct meaning from loss, process emotions, and express their experiences through language and storytelling.

Narrative Theory, proposed by Bruner (1991), posits that individuals understand and interpret their experiences by organizing them into stories. According to Bruner, narrative serves as a fundamental mode of thought that enables people to establish coherence, construct identities, and make sense of life events. In the context of grief, students transform experiences of loss into meaningful narratives through the use of narrative structures, discourse strategies, and stylistic elements. Through storytelling, they reconstruct disrupted experiences and create personal meaning from adversity.

Expressive Writing Theory, developed by Pennebaker (2018), suggests that writing about emotionally significant experiences promotes emotional regulation, cognitive processing, and psychological well-being. The theory assumes that translating emotions into language helps individuals organize thoughts, process difficult experiences, and gain personal insight. For grieving students, expressive writing provides an avenue for emotional disclosure and reflection, allowing them to articulate feelings and develop a deeper understanding of their experiences. Consequently, grief narratives become both linguistic products and therapeutic tools that facilitate healing.

The Cognitive-Affective Processing System (CAPS) Theory, introduced by Mischel and Shoda (1995), explains how behavior is influenced by the interaction of cognitive and emotional processes activated by situational cues. The theory posits that emotions, beliefs, memories, and expectations work together to shape responses to experiences. Applied to grief narratives, CAPS explains how experiences of loss activate cognitive and affective processes that influence students' reflections, language choices, and narrative construction.

Together, these theories provide a comprehensive framework for understanding storytelling as a linguistic, cognitive, and emotional process. They explain how grieving students use language to organize experiences, regulate emotions, construct meaning, and foster healing through narrative expression.

Conceptual Framework

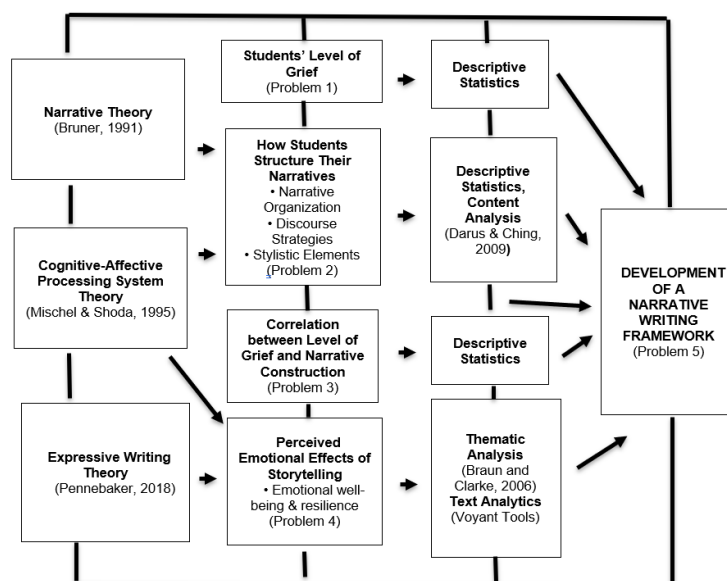
The conceptual framework illustrates how the study examines grief and storytelling among students through the lens of Narrative Theory (Bruner, 1991), Expressive Writing Theory (Pennebaker, 2018), and the Cognitive-Affective Processing System (CAPS) Theory (Mischel & Shoda, 1995). Guided by CAPS Theory, the framework begins by assessing students' level of grief (Problem 1), recognizing grief as a situational and emotional stimulus that activates cognitive-affective processes influencing behavior and language use. Problem 2 examines narrative construction through narrative organization, discourse strategies, and stylistic elements. This component is primarily informed by Narrative Theory, which posits that individuals make sense of experiences by organizing them into coherent stories, and by Expressive Writing Theory, which emphasizes the role of language in transforming emotions into meaningful narratives.

Problem 3 investigates the relationship between grief level and narrative construction. CAPS Theory explains how emotional experiences influence cognitive processing and linguistic expression, while Narrative Theory suggests that variations in emotional experiences may shape the structure and content of narratives. Problem 4 explores the perceived emotional effects of storytelling on students' well-being and resilience, drawing from Expressive Writing Theory, which posits that written emotional disclosure promotes emotional regulation, self-reflection, and psychological healing. Descriptive statistics, content analysis, thematic analysis, and text analytics are employed to examine these dimensions.

The integration of findings from these stages serves as the basis for the development of the Narrative Writing Framework (Problem 5). Anchored in the meaning-making principles of Narrative Theory, the therapeutic assumptions of Expressive Writing Theory, and the cognitive-emotional mechanisms proposed by CAPS Theory, the framework is designed to support grieving students in expressing, processing, and understanding their emotions through storytelling.

Figure 1.

Research Paradigm on Exploring Storytelling as a Path towards Healing in Creative Writing Classroom



Statement of the Problem

Storytelling is a significant form of language use through which students communicate experiences, express emotions, and construct meaning from personal events. Within the Creative Writing classroom, narrative writing provides opportunities for students to transform grief-related experiences into organized narratives through the use of narrative structures, discourse strategies, and stylistic features. Although storytelling has been recognized as a valuable pedagogical and expressive practice, limited studies have examined how grieving students linguistically construct their narratives and how emotional experiences influence written expression from a socio-psycholinguistic perspective.

Understanding the relationship between grief and narrative construction is important because emotional experiences may affect the organization, coherence, discourse choices, and stylistic elements of students' writing. Moreover, storytelling may contribute to emotional well-being, resilience, and communication competence by enabling students to reflect upon and articulate difficult experiences. Findings from this study may provide insights for language educators and creative writing instructors in designing supportive and pedagogically sound writing environments. The study also seeks to develop a narrative writing framework that promotes creative writing skills, discourse development, and emotional growth among students.

Research Objectives

General Objective

To explore how students in the Creative Writing classroom express and process grief through storytelling.

Specific Objectives

1. To determine the level of grief among students enrolled in Creative Writing classes.
2. To analyze how students structure their written narratives in terms of:
 - a. narrative organization;
 - b. discourse strategies; and
 - c. stylistic elements.
3. To examine the relationship between students' level of grief and the manner in which they structure their written narratives.
4. To identify the perceived effects of storytelling on the emotional well-being and resilience of students.



5. To develop a narrative writing framework that can enhance students' creative writing skills, discourse competence, and emotional growth.

Research Questions

This study aimed to explore how students in the Creative Writing classroom express and process grief through storytelling. Specifically, it sought answers to the following questions:

1. What is the level of grief among students enrolled in Creative Writing classes?
2. How do students structure their written narratives in terms of:
 - a. narrative organization;
 - b. discourse strategies; and
 - c. stylistic elements?
3. Is there a significant relationship between students' level of grief and the manner in which they structure their written narratives?
4. What are the perceived effects of storytelling on the emotional well-being and resilience of students?
5. What narrative writing framework can be developed to enhance students' creative writing skills, discourse competence, and emotional growth?

Hypothesis

H₀: There is no significant relationship between students' level of grief and the manner in which they structure their written narratives in terms of narrative organization, discourse strategies, and stylistic elements.

METHODOLOGY

Research Design

This study employed a mixed-methods research design, specifically a convergent parallel design, to examine the relationship between students' level of grief and the linguistic characteristics of their written narratives in a Creative Writing class. The design was appropriate because it enabled the simultaneous collection and analysis of quantitative and qualitative data, providing a comprehensive socio-psycholinguistic understanding of how grief is reflected in language use, narrative construction, and discourse patterns.

The quantitative component utilized a descriptive-correlational design to determine students' level of grief and analyze narrative construction in terms of narrative organization, discourse strategies, and stylistic elements. These measures provided objective evidence of how grief may influence textual structure and linguistic expression. The qualitative component explored students' experiences with storytelling and their perceptions of its effects through thematic analysis. This component offered deeper insights into how students use language to construct meaning, express emotions, and interpret experiences of loss.

A convergent parallel design is particularly suitable for narrative and discourse analysis because it allows linguistic patterns identified through quantitative measures to be examined alongside participants' lived experiences. Findings from descriptive statistics, content analysis and thematic analysis were integrated during interpretation to provide a richer explanation of the relationship between grief and language. The integrated findings served as the basis for developing a Narrative Writing Framework to support students' expressive and creative writing development.

Population and Sampling

The study involved 45 students enrolled in Creative Writing courses at Pangasinan State University–Sta. Maria and Bayambang Campuses during Academic Year 2025–2026. Using total enumeration sampling, all officially enrolled students were included to ensure comprehensive representation. Participants had experienced various forms of personal grief, including bereavement, family separation, broken relationships, or other significant life changes. Each student produced three grief-related narrative outputs that served as the primary source of data. These narratives provided rich insights into how students express and structure grief, enabling detailed linguistic, stylistic, and socio-psycholinguistic analysis.

Instruments

This study utilized multiple instruments to collect comprehensive data. Students' level of grief was measured using the Inventory of Complicated Grief (ICG), a validated instrument with high sensitivity (0.93), specificity (0.96), and excellent diagnostic accuracy (AUC = 0.96). The ICG is a standardized instrument adopted from Prigerson et al.



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(1995). The Inventory of Complicated Grief is a highly recommended instrument to differentiate the case of grief levels as indicated in the result of the study conducted by Kustani et al. (2021).

Students also completed three grief-related writing tasks: a personal narrative story, a narrative poem, and a reflective journal entry, which provided insights into their narrative structure, language use, and emotional expression. Semi-structured interviews explored students' experiences and perceptions of storytelling.

To ensure validity and reliability, all researcher-developed instruments (writing prompts and interview guides) underwent expert review and refinement before implementation. Validation was conducted by two Doctor of Philosophy holders in Guidance and Counseling and three Doctor of Philosophy holders in language-related fields. Each validator was provided with structured validation instruments and rating scales to assess the content relevance, clarity, organization, and ethical sensitivity of the instruments. They were also given space to provide comments and suggestions for improvement. Their evaluations served as the basis for revising and refining the instruments to ensure their validity, appropriateness, and alignment with the objectives of the study.

Data Collection

Data were collected systematically and ethically from students enrolled in Creative Writing courses at Pangasinan State University- Sta. Maria and Bayambang Campuses. Data were collected from February to March 2026. After securing institutional approval and informed consent, participants received an aide-mémoire (a simple reminder of key information) outlining the study procedures. They completed the Inventory of Complicated Grief and produced three grief-related writing outputs: a personal narrative, a narrative poem, and a reflective journal entry. Selected participants also participated in semi-structured interviews to explore their emotional experiences and perceptions of storytelling. Interviews were transcribed and analyzed alongside written outputs.

Trustworthiness Procedures

Member checking ensured accuracy, while confidentiality was maintained through participant codes and secure data storage.

Treatment of Data

Data were analyzed using both quantitative and qualitative techniques. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to determine students' level of grief.

The following scale was used to interpret students' level of grief.

Table 1

Scale for the Interpretation of Students' Level of Grief

Total Score Range	Interpretation
32–64	Low grief symptoms
65–96	Moderate grief symptoms
97–128	High grief symptoms
129–160	Severe / probable complicated grief

Narrative, discourse, and stylistic analyses examined how students structured their written narratives. Narrative, discourse, and stylistic analyses were conducted using the coding framework adapted from Meraz et al. (2019) to examine how students structured and expressed their narratives of loss. Narrative analysis focused on narrative organization and was coded according to five structural elements: orientation, complication, climax, resolution, and coda. Orientation referred to the introduction of characters, setting, and grief context; complication identified conflicts, emotional struggles, and triggering events; climax captured moments of heightened emotional intensity; resolution examined coping actions or emotional turning points; and coda identified reflections, realizations, or lessons learned.

Discourse analysis examined the strategies students used to construct meaning and maintain coherence in their narratives. Coding categories included cohesive devices, personal voice, descriptive elaboration, internal dialogue, external dialogue, temporal sequencing, narrative coherence, and emotional positioning. These categories were identified through linguistic markers such as connectors, self-referential statements, sensory descriptions, expressions of inner thoughts, conversational exchanges, chronological sequencing, logical flow of events, and the narrator's stance toward the experience.

Stylistic analysis focused on the linguistic and literary features employed in the narratives. Emotion-laden vocabulary was identified through words expressing emotional states, while metaphors were coded as figurative



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comparisons that conveyed meaning beyond literal interpretation. Symbolism was identified when objects, actions, or images represented broader emotional experiences. Repetition was coded when words, phrases, or ideas recurred to emphasize feelings or themes. Tone referred to the writer's overall attitude toward the subject matter, whereas mood described the emotional atmosphere created for the reader. Additional stylistic features, including simile and sentence variation, were also examined to determine how students enhanced the expressive quality of their narratives.

Frequencies and percentages measured the prevalence of linguistic features, while Pearson Product-Moment Correlation determined the relationship between grief level and narrative structure. The following scale was used to interpret the prevalence of linguistic features in the students' narratives:

Table 2

Scale for the Interpretation on the Prevalence of Linguistic Features in the Students' Narratives

Percentage	Interpretation
0 – 20%	Not Evident
21 – 40%	Slightly Evident
41-60%	Moderately Evident
61-80%	Evident
81-100%	Highly Evident

Thematic Analysis explored emotional and psychosocial patterns. Findings were synthesized through analytic induction.

Framework Development

Findings from both components (quantitative and qualitative) were analyzed separately and integrated during interpretation. Through inductive analysis, emerging patterns and themes were synthesized to develop the Writing Framework, a data-driven model designed to support creative writing skills, discourse development, and emotional expression.

Ethical Considerations

The study adhered to strict ethical standards:

- Approval and Consent: Letter of request for the conduct of data gathering was given to the heads of Pangasinan State University-Sta. Maria and Bayambang Campuses.
- Informed Consent: Participants were briefed on the purpose, procedures, and potential risks and benefits of the study.
- Confidentiality: Personal identifiers were omitted, and data were securely stored and accessed only by the researcher.
- Ethical Clearance: Ethical clearance was obtained from the Pangasinan State University Research Ethics Board (REB Code: 2026-00078-CASER-EXPLORING).

These measures ensured participants' rights were protected and the research maintained credibility, transparency, and ethical integrity.

RESULTS AND DISCUSSION

This section of the study presents the outcomes by achieving all the objectives. It indicates the information relevant to the examination, which was thoroughly presented, investigated, and expounded. The information gathered through research-prepared questionnaires is now presented in tabulated forms.

Level of Grief of Students Enrolled in Creative Writing Class

Table 3

Level of Grief of Students Enrolled in Creative Writing Class

Score	Level	Frequency	Percentage
32-64	Low grief	14	31.11
65-96	Moderate grief	20	44.44
97-128	High grief	9	20.00



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129-160	Severe/probable complicated grief	2	4.44
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The findings revealed that grief is a common emotional experience among students enrolled in the Creative Writing class. Fourteen students (31.11%) exhibited low grief symptoms, indicating manageable emotional distress and relatively stable emotional functioning. The largest group, consisting of twenty students (44.44%), reported moderate grief symptoms, suggesting that while they experience noticeable emotional challenges, they remain capable of expressing and organizing their experiences through reflective and creative writing. Nine students (20.00%) demonstrated high grief symptoms, reflecting emotional struggles that may influence how they construct, elaborate, and communicate personal narratives. Meanwhile, two students (4.44%) fell within the severe or probable complicated grief category, indicating profound and persistent grief that may affect both emotional well-being and communicative performance. These findings corroborate the work of Pennebaker (2018), who found that individuals with lower grief levels tend to demonstrate greater emotional regulation and narrative coherence. Similarly, Dula et al. (2023) emphasized that Filipino storytelling practices provide meaningful avenues for expressing and negotiating grief through language and narrative discourse.

Furthermore, these findings have important implications for language education. Grief may influence students' writing performance by affecting concentration, idea organization, and self-expression. Differences in grief levels may also shape narrative development, particularly in the depth of reflection, thematic focus, and use of discourse strategies. Furthermore, emotional distress can affect classroom participation, limiting engagement in discussions and collaborative activities. These findings are consistent with Huang (2023), who reported that students' emotional engagement plays a significant role in their learning experiences and writing development. Accordingly, the results underscore the need for supportive writing environments that promote both emotional well-being and the development of communication and narrative skills.

Table 4

Narrative Organization on Students' Narratives

Items	f	%	Interpretation
1. Orientation - Introduction of setting, characters, situation	42	93.30	Highly Evident
2. Complication - Conflict, emotional struggle, grieving events	43	95.60	Highly Evident
3. Climax - Introduces the emotional difficulty or main conflict.	43	95.60	Highly Evident
4. Resolution - How the conflict was managed or understood	32	71.10	Evident
5. Coda - Reflection or moral / closing statement	25	55.60	Moderately Evident

Note. Legend: 81-100%: Highly Evident; 61-80% : Evident; 41-60% : Moderately Evident; 21 – 40% : Slightly Evident; 0 – 20%: Not Evident.

The findings revealed that the narrative elements of orientation (93.30%), complication (95.60%), and climax (95.60%) were highly evident in students' grief narratives. This indicates that most students effectively established the context of their stories, introduced central conflicts, and developed key events that shaped the progression of their narratives. Resolution was evident (71.10%), suggesting that many students were able to provide explanations, interpretations, or outcomes related to their experiences. In contrast, coda was only moderately evident (55.60%), indicating that a considerable number of students encountered difficulties in providing reflective closure or drawing broader insights from their narratives.

From a narrative discourse perspective, these findings demonstrate students' ability to employ fundamental story grammar elements and organize personal experiences into coherent narrative structures. The strong presence of orientation, complication, and climax reflects developing narrative competence, particularly in establishing context, sequencing events, and maintaining reader engagement through meaningful discourse progression. The comparatively lower occurrence of coda suggests that while students can effectively recount experiences, they may require further instructional support in developing reflective and interpretive components of writing, which are associated with advanced narrative construction and higher-order literacy skills. These findings support Pennebaker (2018) and Neimeyer et al. (2014), who emphasized that storytelling enables individuals to structure experiences into meaningful narratives. More importantly, the results highlight storytelling as a language-mediated practice that fosters discourse organization, narrative development, and communicative competence by enabling learners to transform personal experiences into coherent and purposeful written texts.

From a language pedagogy perspective, the findings provide valuable insights for the teaching of narrative writing in Creative Writing and language classrooms. The strong presence of core narrative elements suggests that students have acquired foundational skills in structuring narratives; however, the lower occurrence of coda indicates a need for instructional interventions that emphasize reflective writing, critical interpretation, and purposeful



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conclusion development. Teachers may incorporate guided reflection activities, narrative revision workshops, and mentor-text analyses to help students move beyond recounting events toward constructing deeper interpretations and insights. Such pedagogical approaches can strengthen students' ability to develop extended written discourse, produce more complete narrative texts, and communicate intended meanings with greater clarity and depth. Consistent with the findings of Huang (2023), narrative writing serves as both a learning tool and a communicative practice that facilitates the development of writing proficiency and discourse awareness. These results therefore underscore the importance of storytelling-centered instruction in fostering higher-order literacy skills, reflective writing abilities, and effective written communication.

Table 5

Discourse Strategies on Students' Narratives

Items	f	%	Interpretation
1. Cohesive Devices - Uses connectors to link ideas logically.	41	91.10	Highly Evident
2. Personal Voice - Expresses personal thoughts, feelings, and opinions.	44	97.80	Highly Evident
3. Descriptive Elaboration - Provides sensory and emotional details to enrich the narrative.	42	93.30	Highly Evident
4. Internal Dialogue - Reveals the character's inner thoughts or self-talk.	43	95.60	Highly Evident
5. External Dialogue - Uses conversations with others to move the story.	6	13.30	Not Evident
6. Temporal Sequencing - Shows time progression in the story.	37	82.20	Highly Evident
7. Narrative Coherence - Maintains logical flow and unity of events.	39	86.70	Highly Evident
8. Emotional Positioning - Expresses stance toward the experience.	42	93.30	Highly Evident

Note. Legend: 81-100%: Highly Evident; 61-80% : Evident; 41-60% : Moderately Evident; 21 – 40% : Slightly Evident; 0 – 20%: Not Evident.

The findings revealed that students frequently employed discourse strategies that contributed to the construction of coherent and meaningful narratives. Personal voice (97.80%), internal dialogue (95.60%), descriptive elaboration (93.30%), emotional positioning (93.30%), cohesive devices (91.10%), narrative coherence (86.70%), and temporal sequencing (82.20%) were all highly evident, demonstrating students' ability to organize ideas, establish logical relationships among events, and communicate experiences through connected discourse. The prominence of cohesive devices, temporal sequencing, and narrative coherence indicates that learners were able to maintain textual unity and guide readers through the progression of events, which are essential features of effective written communication. Likewise, the frequent use of personal voice, internal dialogue, and descriptive elaboration reflects students' capacity to construct distinctive narrative perspectives and enrich discourse through detailed and purposeful language use.

In contrast, the limited occurrence of external dialogue (13.30%) suggests that students relied more heavily on individual perspectives than on interpersonal exchanges as a discourse strategy. These findings support Pennebaker (2018) and Neimeyer et al. (2014), who emphasized that storytelling enables individuals to organize experiences into coherent narratives through language. More importantly, the results highlight storytelling as a discourse-building practice that promotes cohesion, coherence, and meaning-making, thereby contributing to the development of narrative competence and effective written communication.

From a language education perspective, the findings demonstrate how discourse strategies can inform writing pedagogy and support the development of communication competence. The high prevalence of personal voice, cohesive devices, descriptive elaboration, temporal sequencing, narrative coherence, and emotional positioning suggests that students possess the ability to organize ideas, establish relationships among events, and communicate experiences in a coherent and meaningful manner. These discourse features are essential components of effective writing because they contribute to textual cohesion, clarity of meaning, and overall communicative effectiveness. The findings indicate that storytelling provides an authentic context in which learners practice constructing connected



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discourse, expressing perspectives, and developing awareness of how language is used to convey meaning to readers.

At the same time, the limited use of external dialogue highlights a potential area for instructional development, suggesting the need for writing activities that encourage the representation of multiple voices, interpersonal interactions, and conversational exchanges within narratives. Such pedagogical approaches can strengthen students' ability to construct more dynamic and communicatively rich texts.

Consistent with the findings of Chen and Wang (2025), narrative writing promotes learners' awareness of cohesion, coherence, and discourse organization while enhancing their capacity to communicate personal experiences effectively. Therefore, storytelling-centered instruction can serve as a valuable pedagogical tool for developing discourse competence, strengthening written communication skills, and fostering learners' ability to construct purposeful and audience-oriented narratives.

Table 6
Stylistics Elements on Students' Written Narratives

Items	f	%	Interpretation
1. Emotion-Laden Vocabulary - Use of words indicating emotional states.	44	97.80	Highly Evident
2. Metaphor - Uses figurative comparison not literally applicable.	6	13.30	Not Evident
3. Simile - Uses "like" or "as" to compare	7	15.60	Not Evident
4. Symbolism - Uses objects, actions, or imagery to represent emotions.	5	11.10	Not Evident
5. Tone - Overall attitude conveyed through language.	43	95.60	Highly Evident
6. Mood - Emotional atmosphere created for the reader.	45	100.00	Highly Evident
7. Repetition for Emphasis - Repeated words or phrases to emphasize emotion.	35	77.80	Evident
8. Sentence Variation - Variety in sentence lengths to create rhythm.	12	26.70	Slightly Evident

Note. Legend: 81-100%: Highly Evident; 61-80% : Evident; 41-60% : Moderately Evident; 21 – 40% : Slightly Evident; 0 – 20%: Not Evident.

The findings highlight how students construct meaning in narrative writing through a strong reliance on direct linguistic resources for emotional expression. The dominance of mood (100.00%), emotion-laden vocabulary (97.80%), and tone (95.60%) demonstrates learners' ability to use language as a primary tool for representing affective experience, indicating developing competence in lexical choice and pragmatic expression in narrative writing. The presence of repetition for emphasis (77.80%) further reflects discourse-level strategies that support cohesion and intensification of meaning, showing how students linguistically reinforce key emotional experiences within their narratives. However, the minimal use of metaphor (13.30%), simile (15.60%), symbolism (11.10%), and sentence variation (26.70%) suggests limited development in figurative language and syntactic variation, indicating that learners are still transitioning from literal expression toward more sophisticated stylistic control in narrative composition. These findings support Pennebaker (2018), Tausczik and Pennebaker (2010), and Neimeyer et al. (2014), who emphasized that expressive writing often prioritizes emotional disclosure and meaning-making before the development of more sophisticated stylistic and symbolic forms of expression.

These patterns highlight the pedagogical significance of discourse strategies in shaping writing instruction and developing communication competence. The prominence of repetition and emotion-laden vocabulary demonstrates how learners strategically employ linguistic resources to achieve cohesion, emphasis, and clarity in expressing personal experiences. This suggests that discourse features should not only be viewed as textual outcomes but also as teachable components that can be systematically developed in writing pedagogy to strengthen students' ability to construct coherent and meaningful narratives.

From a Creative Writing pedagogy perspective, these findings suggest the need to provide students with greater opportunities to develop stylistic awareness and literary expression. While direct emotional expression may serve as an accessible means of communicating grief, instruction can gradually introduce figurative language techniques such as metaphor, simile, and symbolism to help students convey complex emotions more creatively and



effectively. Guided writing exercises, mentor-text analysis, and reflective revision activities may support learners in experimenting with varied stylistic choices and sentence structures. Consistent with the findings of Choo et al. (2024), explicit instruction in argumentative and stylistic strategies enhances students' expressive capabilities and encourages more sophisticated literary writing. Thus, Creative Writing instruction should balance authentic emotional expression with the deliberate cultivation of literary and stylistic competence.

Table 7

Relationship between Students' Level of Grief and the Manner in Which they Structure their Written Narratives

Writing Elements	rp	sig
Narrative Organization	-0.181	0.235
Discourse Strategies	-0.311*	0.038
Stylistic Elements	-0.173	0.256

Note. Legend: * - significant at 0.05

The results revealed a significant moderate negative relationship between grief level and discourse strategies ($r = -0.311$, $p = 0.038$), indicating that higher levels of grief are associated with reduced use of cohesive devices, narrative coherence, temporal sequencing, and dialogue. From a language perspective, this suggests that emotional intensity may selectively affect learners' control over discourse-level features that are essential for constructing connected and well-organized texts. In particular, the reduced use of cohesion and sequencing strategies points to challenges in sustaining textual flow and logical progression in written narratives, which are key components of discourse competence and effective writing performance. These findings support Pennebaker (2018) and Herman (as cited in Stubble, 2025), who explain that strong emotional experiences can interfere with cognitive-linguistic processing, particularly in tasks requiring sustained organization of language and meaning.

Conversely, no significant relationships were found between grief level and narrative organization ($p = 0.235$) or stylistic elements ($p = 0.256$), suggesting that macro-structural narrative planning and surface-level stylistic expression remain relatively stable despite variations in emotional state. This pattern implies that while grief may influence specific discourse mechanisms such as cohesion and sequencing, students' overall narrative frameworks and stylistic choices are less susceptible to emotional disruption. Collectively, the findings highlight a more nuanced interaction between affect and language production, where emotional factors selectively influence discourse construction rather than uniformly affecting all dimensions of writing performance.

The significant effect of grief on discourse strategies carries important implications for writing pedagogy, discourse development, and language instruction. Since discourse strategies encompass the use of cohesive devices, logical sequencing, narrative coherence, and effective dialogue construction, the findings suggest that students experiencing higher levels of grief may encounter difficulties in organizing and connecting ideas within written narratives. This result is consistent with studies on grief narratives that emphasize that bereavement and emotional suffering can disrupt meaning-making processes and narrative integration, affecting an individual's capacity to construct coherent accounts of personal experiences (Mathew, 2023).

From a pedagogical perspective, writing instructors should recognize the influence of emotional states on discourse-level performance and provide supportive writing environments that encourage reflection, scaffolding, and guided narrative construction. In terms of discourse development, the results indicate that emotional distress may interfere with students' ability to maintain coherence and cohesion, which are essential components of effective communication.

Consequently, language instruction should incorporate explicit teaching of discourse features and structured opportunities for expressive writing, enabling learners to strengthen organizational skills while processing emotional experiences. These findings underscore the need for a more holistic approach to writing instruction that acknowledges the interaction between affective factors and linguistic performance, particularly in educational contexts where students may be coping with significant personal loss.

Perceived Effects of Storytelling on the Emotional Well-Being and Resilience of Students

The following themes generated from the qualitative responses of respondents on the perceived effects of storytelling on their emotional well-being and resilience.

Theme 1: Affective Discourse and Linguistic Externalization

The findings revealed that storytelling functioned as a meaningful discourse practice that enabled students to externalize and structure emotionally significant experiences through language. Participants described how writing allowed them to revisit painful memories, articulate previously unspoken emotions, and give linguistic form to grief-



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related experiences that had not been socially expressed. In this sense, storytelling operated as a meaning-making process in which learners translated internal emotional states into organized narrative discourse. Although participants reported experiencing intense emotions during the writing process, many also noted a sense of relief afterward, suggesting that the act of structuring experience through language contributed to a perceived sense of emotional release. As one participant shared, “I felt lighter actually since I never got to talk about those feelings with my friends” (R2), underscoring how narrative writing served as an alternative communicative space for expressing experiences that were otherwise difficult to verbalize in interpersonal interaction. While some participants acknowledged that grief remained present, storytelling enabled them to linguistically acknowledge and organize their emotions rather than suppress them. From a language perspective, these findings highlight storytelling as a discourse-mediated practice that supports expressive competence, narrative construction, and the development of meaningful written communication through the transformation of lived experience into structured text.

Beyond its therapeutic function, emotional catharsis through storytelling also reflects the development of narrative competence and communicative expression. As participants articulated previously unspoken emotions, they engaged in the process of transforming internal experiences into coherent narratives that could be communicated to others. The act of selecting words, organizing events, and expressing emotions through language demonstrates how narrative writing enables individuals to construct meaning from personal experiences. Thus, storytelling serves not only as a means of emotional release but also as a language-mediated practice through which students develop their capacity to communicate complex feelings and experiences effectively.

Theme 2: Cognitive Processing and Meaning-Making through Narrative Discourse

Another prominent theme was cognitive processing and meaning-making. Participants reported that writing helped them organize fragmented memories, clarify confusing thoughts, and construct coherent understandings of their loss experiences. Through narrative creation, students transformed overwhelming emotions into meaningful stories that allowed them to gain insight and perspective. One participant noted, “Writing helped me organize my thoughts and make sense of confusing feelings” (R14), demonstrating how storytelling promoted cognitive restructuring and reflection. Many participants also reframed grief as a source of personal growth and learning. These findings indicate that narrative writing functions as a cognitive tool that supports the integration of difficult experiences into one’s life story, fostering understanding, acceptance, and psychological adjustment.

The findings further highlight the role of narrative writing in language-mediated meaning-making. As participants organized fragmented memories and constructed coherent accounts of their experiences, they demonstrated key aspects of narrative competence, including temporal sequencing, coherence, and reflective interpretation. Through communicative expression, students transformed isolated events into meaningful narratives that connected past experiences with present understanding. This suggests that storytelling functions not only as a cognitive tool but also as a linguistic process through which individuals negotiate, construct, and communicate personal meaning.

Theme 3: Emotion Labeling through Affectively Induced Writing

The findings further revealed that storytelling enhanced emotional awareness and self-realization among participants. Writing provided an opportunity to identify, name, and understand emotions that had previously been hidden, avoided, or misunderstood. Through reflection, students recognized the complexity of their feelings, including guilt, anger, longing, love, and relief. As one participant explained, “I felt a sense of relief when I finally named the emotion I was trying to avoid” (R24). This suggests that emotional labeling played a significant role in reducing confusion and increasing self-understanding. Participants also became more aware of their tendencies to suppress or avoid grief-related emotions. These findings highlight the role of storytelling in fostering emotional insight, self-discovery, and healthier emotional regulation during the grieving process.

The increased emotional awareness reported by participants also reflects the role of language in shaping self-understanding. By identifying, labeling, and describing their emotions, students engaged in communicative practices that enhanced their ability to express nuanced emotional experiences. This process contributes to narrative competence by enabling individuals to represent internal states more precisely within their narratives. Consequently, storytelling facilitates language-mediated meaning-making by helping students construct clearer interpretations of their emotions and integrate these insights into their personal narratives.



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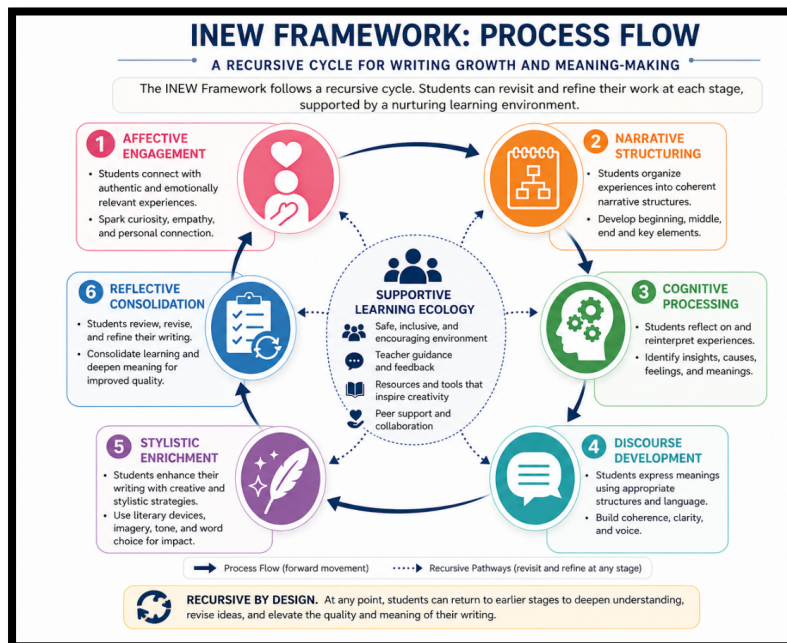
Theme 4: Narrative Reframing and Discursive Identity Construction

The findings revealed that storytelling contributed to students' ability to reframe lived experiences through narrative discourse, enabling the construction of more agentive and reflective self-representations. Through writing, participants engaged in organizing experiences linguistically, identifying personal meanings, and reconstructing distressing events into more coherent and interpretable narrative forms. This process demonstrates how narrative writing functions as a discursive practice that allows learners to reconfigure experience through language, thereby transforming fragmented or painful events into structured accounts of understanding and growth. Many participants described developing a stronger sense of interpretive control over their experiences, as reflected in their ability to reposition difficult events within a broader narrative trajectory of learning and personal development. One participant stated, "I became more resilient after writing my story. I realized that pain had taught me lots of things" (R25), illustrating how narrative restructuring enables the linguistic re-evaluation of experience through reflective discourse.

These findings highlight storytelling as a language-mediated process of identity construction, where learners actively negotiate meaning through lexical choice, narrative sequencing, and evaluative positioning. As students engaged in sustained narrative production, they demonstrated increasing capacity to construct coherent self-narratives that integrate experience, reflection, and interpretation. This suggests that narrative writing supports the development of discursive competence by enabling learners to organize lived experiences into meaningful textual representations. Rather than functioning solely as emotional coping, storytelling operates as a discourse practice through which students refine their ability to encode experience, construct meaning, and articulate evolving identities within written language.

The development of coping and resilience through storytelling likewise extends beyond psychological adaptation to include narrative and communicative growth. As participants reframed painful experiences as sources of learning and personal strength, they demonstrated the ability to reconstruct narratives in ways that generated new meanings and perspectives. This process reflects advanced narrative competence, wherein individuals revise and reinterpret life experiences through language. By communicating stories of resilience, students engage in language-mediated meaning-making that supports both personal development and the effective expression of transformed identities following experiences of grief.

Proposed Narrative Writing Framework in Creative Writing Class



The INEW Framework conceptualizes writing as a recursive and cyclical process that integrates affective, cognitive, and linguistic dimensions of development within a supportive language learning ecology. At its core is a Supportive Learning Ecology characterized by teacher scaffolding, peer collaboration, and access to meaningful



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creative resources, which collectively facilitate sustained engagement in writing. The process begins with Affective Engagement, where learners activate personally meaningful experiences that function as input for narrative production and discourse construction. This stage is followed by Narrative Structuring, wherein experiences are organized into coherent discourse sequences through the use of narrative elements that establish textual unity and progression.

Subsequently, Cognitive Processing supports learners in interpreting experiences and generating meaning through reflective thinking, thereby strengthening the connection between experience and linguistic representation. This leads to Discourse Development and Stylistic Enrichment, where students refine cohesion, coherence, voice, and lexical choices, while gradually expanding their control over stylistic and rhetorical resources in written language. The cycle culminates in Reflective Consolidation, which emphasizes revision, metalinguistic awareness, and self-evaluation of discourse effectiveness. The recursive nature of the framework highlights writing as an evolving process of language development, where learners continuously reconstruct meaning, refine discourse organization, and strengthen communicative competence through iterative engagement with text production.

Conclusion

The study concludes that storytelling functions as both a linguistic and emotional process through which students construct meaning from grief experiences and express these experiences through written narratives. While higher levels of grief were associated with reduced use of discourse strategies, particularly those related to coherence, cohesion, temporal sequencing, and dialogue, narrative organization and stylistic elements remained relatively stable. These findings suggest that emotional distress may influence how students communicate and organize ideas through language, particularly at the discourse level.

The findings further demonstrate that storytelling supports emotional awareness, meaning-making, resilience, and self-expression while simultaneously promoting narrative development and communicative competence. The study contributes to language and communication research by highlighting the role of narrative organization, discourse strategies, and stylistic elements in grief-related writing. It also contributes to English language and Creative Writing education by providing insights into how emotionally informed writing activities can support both literacy development and student well-being. The proposed INEW Framework offers a socio-psycholinguistically informed approach that may assist educators in fostering narrative competence, discourse development, and emotional growth among learners.

Recommendations

Based on the findings and conclusions of the study, teachers may incorporate emotion-informed writing activities, such as reflective journals, personal narratives, and storytelling tasks, to help students connect lived experiences with writing development and communicative expression. Educators may also provide explicit instruction on discourse organization, coherence, cohesion, narrative structure, and stylistic techniques to strengthen students' writing competence and narrative effectiveness.

The proposed INEW Framework may be utilized in Creative Writing and language classes as a structured yet flexible guide for improving narrative construction, discourse development, and emotional expression. Schools and educational institutions may cultivate supportive learning environments that encourage authentic communication through constructive teacher feedback, peer collaboration, and reflective writing activities. Future researchers may further investigate the relationship between emotional experiences, discourse strategies, and narrative development across diverse educational and linguistic contexts to expand understanding of language-mediated meaning-making and communication competence.

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