

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

### MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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#### TEMA: STORYTELLING STRATEGY TO IMPROVE COHERENCE IN WRITING SKILLS DEVELOPMENT

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Trabajo de Investigación Previo a la Obtención del Grado Académico de Magister en la  
Enseñanza del Idioma Inglés Como Lengua Extranjera

**AUTORA:** Licenciada Viviana Vanessa Yánez Valle

**DIRECTORA:** Doctora Wilma Elizabeth Suárez Mosquera Magíster

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A la Unidad de Titulación de la Universidad Técnica de Ambato

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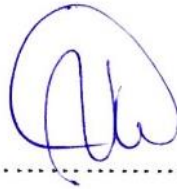


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.....  
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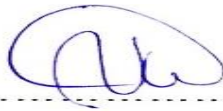
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*Viviana*

## DEDICATORIA

*I dedicate this important achievement of my life to my beloved family; especially to my parents who have encouraged and taught me to continue growing to be a better person and educator each day.*

*With love*

*Viviana*

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**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA**  
**EXTRANJERA**

**TEMA:**

“STORYTELLING STRATEGY TO IMPROVE COHERENCE IN WRITING SKILLS  
DEVELOPMENT”

**AUTHOR:** Licenciada Viviana Vanessa Yáñez Valle

**DIRECTOR:** Doctora Wilma Elizabeth Suárez Mosquera Magíster

**FECHA:** Diciembre 18, 2018

**RESUMEN EJECUTIVO**

Este estudio tuvo como objetivo principal determinar cómo la estrategia Storytelling mejora la coherencia en la destreza de escritura. Para verificar la efectividad de esta estrategia, se aplicó un pre-test y un post-test de escritura el cual está basado en el examen de Cambridge PET, a los estudiantes de sexto nivel de la extensión de Centro de Idiomas Cambridge de la Escuela Superior Politécnica de Chimborazo durante el período septiembre 2018 – febrero 2019. Se diseñó una guía para el docente la cual fue utilizada durante la intervención dentro del aula. Se realizaron los análisis de los datos antes y después del trabajo de aula. El diseño de la guía se realizó en base a las tres etapas del proceso de escritura: pre-escritura, escritura misma y revisión con la utilización de la técnica narrativa, historia visual, problema/solución, diálogo; y, héroe y enemigo. Una vez concluida la aplicación de la propuesta, se procedió al procesamiento de los datos obtenidos del pre-test y el post-test mediante la prueba matemática T de Student con el software estadístico SPSS ( Statistical Package for the Social Sciences). Los resultados evidencian que con la aplicación de la estrategia de Storytelling, los estudiantes mostraron mayor interés y gran mejora para producir textos escritos. Por lo tanto, la estrategia Storytelling contribuye al mejoramiento de la producción escrita de los estudiantes. Finalmente, se concluye que los estudiantes mejoraron la coherencia en la producción de sus textos escritos a través de la estrategia Storytelling y se recomienda que los educadores apliquen esta propuesta con la

estrategia Storytelling en su quehacer educativo para mejorar el desenvolvimiento de los estudiantes en su aprendizaje del idioma inglés.

**Descriptor:** Aprendizaje – coherencia – destreza - escritura- estrategia – guía - implementación - pre-escritura – Storytelling – revisión



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**EXTRANJERA**

**THEME:**

“STORYTELLING STRATEGY TO IMPROVE COHERENCE IN WRITING SKILLS DEVELOPMENT”

**AUTHOR:** Licenciada Viviana Vanessa Yáñez Valle

**DIRECTOR:** Doctora Wilma Elizabeth Suárez Mosquera Magíster

**DATE:** December 18, 2018

**ABSTRACT**

The main objective of this study was to determine how the Storytelling strategy improves coherence in writing skills. To verify the effectiveness of this strategy, a pre-test and a post-test centered on writing were applied, which were based on the Cambridge PET exam, to sixth-level students of the Languages Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo during the period september 2018 - february 2019. A guide for the teacher was designed which was used during the intervention in the classroom. Data analyzes were performed before and after the classroom work. The design of the guide was based on the three stages of the writing process: pre-writing, writing itself and reviewing with the use of the narrative technique, visual history, problem / solution, dialogue; and, hero and enemy. Once the application of the proposal was concluded, the data obtained from the pre-test and the post-test were processed through the student's mathematics T test with the statistical software SPSS (Statistical Package for the Social Sciences). The results show that with the application of the Storytelling strategy, the students showed more interest and greater improvement to produce written texts. Therefore, the Storytelling strategy contributes to the improvement of the written production of the students. Finally, it is concluded that the students improved the coherence in the production of their written texts through the Storytelling strategy and it is recommended that the educators apply the proposal with the Storytelling strategy in their educational work to improve students' development in their English language learning.

**Key words:** coherence - guide - implementation - pre-writing - revision - skill - Storytelling  
– strategy – techniques - writing

## INTRODUCTION

In this communication and technology era because of the globalization (Crystal, 2003), English language learners need to improve their skills for a better communication development because constant improvement is the society rule. Therefore, people are looking for ways that help them to increase their expertise within the educational context. As a result, one of the main language skills, writing (CERF, 2001), which must be logical and ordered to get audience's understanding needs enhancement. Ecuadorian higher education students have the necessity to improve their English language skills for being more competitive each day in the occupational field. Therefore, teachers must offer specific training strategies.

Storytelling strategy promotes teaching and learning techniques that appeal to a variety of learning activities with the ultimate aim of improving students' learning within an interesting and motivational way. In fact, Storytelling strategy lets the teacher provide students efficient tools to develop their creativity and imagination through techniques such as narrative, visual history, problem / solution, and dialogue. Furthermore, with the implementation of writing stages such as pre-writing, writing itself, and revising, students build up coherence in their stories. Therefore, it is suggested to implement the designed proposal which has been designed as the outcome of it. It contains ten sessions that were put into practice during one month with students. Further, they were designed by taking into consideration the three stages of the writing process which were detailed above with a combination of Storytelling techniques. The principal aim of the handbook is to provide teachers a valuable material to address teaching and learning process in a different and engaging way.

A new way of teaching and learning was evidenced in the class and was divided into six chapters:

**CHAPTER I.** It introduces the problem and presents its contextualization. Furthermore, the critical analysis, prognosis, and establishment of the problem, research questions, and delimitation of the study, justification, and objectives are developed.

**CHAPTER II.** It exhibits the research background, philosophical foundation, and legal foundation. Besides, the key categories, the theoretical foundation for each variable, the setting of Null hypothesis and alternative hypothesis are described.

**CHAPTER III.** It aims to detail the methodology for this study through the explanation about the method of research, type of research, and population. Besides, the operationalization of variables, the method of data collection and analysis are explained.

**CHAPTER IV.** It displays the obtained data which are based on the pre and post- tests results that were given to the students as well as the results of the survey. Additionally, it describes analysis, interpretation of data, and hypothesis verification by applying T student mathematical test.

**CHAPTER V.** It presents conclusions and recommendations.

**CHAPTER VI.** It exposes a proposal based on the Storytelling strategy to improve coherence in writing skills.

## CHAPTER I

### RESEARCH PROBLEM

#### 1.1. Topic

Storytelling strategy to improve coherence in writing skills development

#### 1.2. Problem statement

##### 1.2.1. Contextualization

English is considered a global language hence it is the language of education, technology, science, business, tourism, fashion, and media, among others. It is considered global because a number of people around the world communicate through it either as a first language or as a second language or foreign language (Crystal, 2003). According to the Common European Framework of Reference (2001) English is placed in the context of a particular setting within domains like personal, public, occupational, and/or educational. Furthermore, peoples' communicative language competence is activated by different language activities such as oral and/or written. Under these circumstances, the present research problem contextualization will be focused on macro, meso and micro contexts.

English language use is studied according to the “three circles” of English (Kachru, 1988 as cited in Crystal, 2003). The Inner circle refers to English language users who communicate with it as their primary language in countries like USA, UK, New Zealand, Australia, Canada, and Ireland. Besides, the outer circle states the spread of English in non-native environments. Countries like Singapore, India, Malawi, and 50 other territories use it as their second language. They also recognize multilingual settings. Further, the expanding circle involves places like China, Japan, and Greece among other 75 countries that recognize English as an international language and is taught as a foreign language (Crystal, English as a Global Language, 2003).

Education First (2016) has developed a research about the level of English in more than 72 countries by taking tests to more than 950.000 people around the globe and its findings are the following: 1) English users are increasing around the world; 2) Europe is the continent with the

highest level of English proficiency, 3) for the first time, countries like Singapore, Malaysia, and Philippines are among the 15 first positions, 4) countries in Mid East and North of Africa are in the lowest band of English proficiency, 5) in Latin America, the level of English is decreasing; 6) women are better in English use than men; and, 7) young people have a better English level although in a few places the tendency is contrary.

The Common European Framework of Reference (2001) states communicative language competences. They include pragmatic competences. These refer to discourse competence which is the ability to create sentences in sequence to reach coherence in language production. It includes the ability to order sentences in terms of focusing on topics, sequencing, cause and effect, and so on. In this context, ETS international Test Company established that the score in writing skills around the world in 2016 was 20.90 out of 30 (ETS, 2017).

English level in Latin America is low (Education First, 2016). The results in International exams are below the expected average for a good language competence (Common European Framework of Reference, 2001). Education systems in Latin American countries are not yielding students with good English language competences. Schools are not able to impart good quality English classes generally, and others do it with low quality. Latin American universities have English programs; however sometimes English is not always mandatory. They have autonomy and choose languages for teaching and establish their own policies in doing that. Therefore, better educational policies are needed in order to enhance English competences. (Cronquist & Fiszbein, 2017).

In Ecuador, there is an English project which is called “Proyecto de Fortalecimiento de la Enseñanza del Inglés Como Lengua Extranjera”. It has a complete scheme that includes objectives which are narrowly connected with the Ecuadorian curriculum, textbooks, and teachers training; notwithstanding, it has no clear actions to achieve its goals. In this context, coherence as part of English pragmatic competences (Common European Framework of Reference, 2001) in writing skills is critical.

Correct grammar phrases or sentences are not the only significant aspect to consider when grading essays but syntax, meaning and message clearly delivered. In addition, for teachers, it is important to be clear about providing effective feedback that helps the student notice the

sections of writing that have been written well and those sections that need improvement taking into account important aspects such as critical thinking, target audience, and content (Jokic, 2017). Finally, getting the students to know exactly what is expected from their written work and giving clear guidance and examples would provide them with ideas to follow and develop their writing skills; this could be achieved by the use of Storytelling strategy.

At Languages Center “Cambridge” Extension at ESPOCH, students are struggling with English writing skills. The academic scores which are registered in the secretary’s office show that students have a low level of writing skills. Besides, the researcher has applied her diagnostic test in the form of a Pre-test for this research at the beginning of the September 2018- February 2019 academic period and the result was deficient in the writing skills part. As a result, they will not succeed in their final Cambridge International Exam. Therefore, a research is needed to help them to improve their writing skills especially because they require building up coherence in their writing productions.

### 1.1.1. Critical analysis

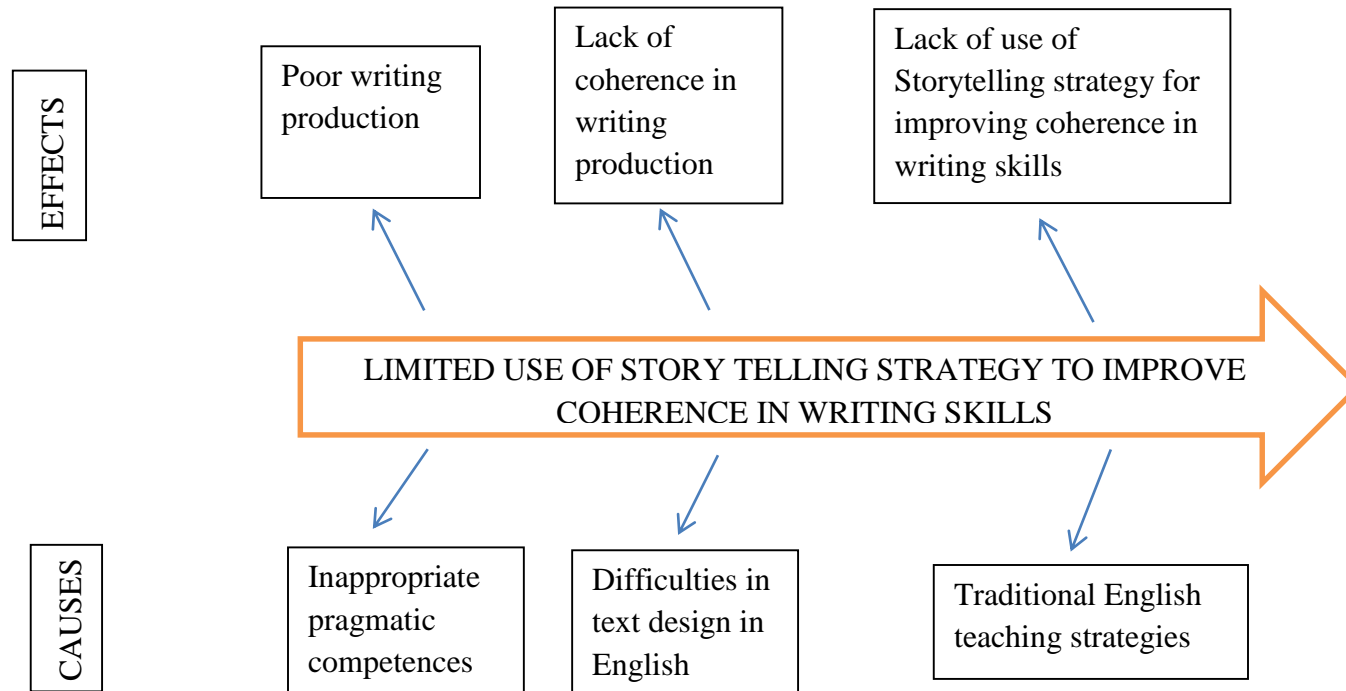


Figure 1. Problem analysis

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The Common European Framework of Reference states that an English user who is in level B1 is able to understand familiar, occupational, and educational topics so he or she can communicate with other English speakers. Besides, a language user is able to write about familiar topics, to describe experiences and events, and give explanations and opinions about them (CEFR, 2001). However, there are some difficulties in achieving this level. The present research has been set according to the limited use of Storytelling strategy to improve coherence in writing skills. Therefore, three causes and their consequences are going to be analyzed.

First, the Ecuadorian curriculum includes learning standards and learning goals; however, there are not didactic materials including class activities and study units (Cronquist & Fiszbein, 2017). For this reason, teachers do not develop pragmatic competences appropriately. Written productions must include principles like organization, structure, and arrangement of written messages (CEFR, 2001). Nevertheless, students do not use connectors and ideas are unclear. Consequently, there is a poor writing production that should be corrected with an emphasis in the production of coherent ideas to form well-structured paragraphs.

Secondly, there are difficulties in text design in English. There are problems in grammar (agreement), syntax (sentence structure), vocabulary, spelling, punctuation, word order, and discourse competence (Fareed, Ashraf, & Bilal, 2016). The latter is the ability to write ideas with sequence and coherence (CEFR, 2001); and, students come up with results that include difficulties in comprehension and conception of ideas, lack of accuracy and appropriateness in language and lack of vocabulary (Yahya & Hashim, 2013). In sum, students' writing productions lack coherence and their communication is very difficult.

Thirdly, traditional English teaching strategies is another cause of the present problem. Writing has been taught through the use of grammar, and syntax. This has made the learning process boring and not meaningful for students. Writing skills has had lack of importance in classroom setting and it has affected its improvement (Fareed, Ashraf, & Bilal, 2016). Thereupon, there is a lack of use of Storytelling strategy for improving coherence in writing skills since Storytelling has not been linked directly to improving the students' writing skills in higher education or any other level of education. Most schools and colleges, as well as universities such as ESPOCH,

focus on teaching grammar as the ultimate objective of teaching English. This teaching methodology has not helped to develop coherence in writing skills.

### **1.1.2. Prognoses**

The importance of improving students' writing skills at ESPOCH is necessary to guarantee better quality in writing productions like papers, essays, and scientific articles. In today's era of globalization, the use of English written material has become a crucial need. The use of journals, peer-reviewed papers and online books improve the students' writing skill. Consequently, producing high-quality works should be the aim of all teachers and educational institutions. Nevertheless, if this research is not developed, the index of English proficiency in Ecuador will be very low and students will not have the opportunity to continue their fourth level studies, especially if they travel abroad.

On the contrary, if the present research is conducted, there will be good results, especially in writing productions. Using engaging material like stories can make a difference helping the students to enjoy the learning process while absorbing new strategies for high-quality writing. Written stories can be valuable materials for teaching about how to structure paragraphs, maintaining coherence throughout the whole piece, and finally the correct use of the grammatical symbols such as punctuation, syntax, and spelling.

Using stories in the class as sources for good writing practices will be reflected in the students' performance that have been chosen as the intended population for this research. It is clear that in the beginning students need time to get familiar with the introduction of Storytelling. Additionally, they should be able to understand clearly about what is expected from a piece of writing and be able to reflect on mistakes so they can make progress.

Lastly, teachers are the people in charge of making the right decisions on the kind of material to be introduced in the classroom. For that reason, the teacher should get them to know about the importance of the use of the Storytelling strategy in the classroom. It can be the goal of this research for measuring the real benefits that it brings into the classroom.

### **1.1.3. Problem formulation**

How does the Storytelling strategy enhance coherence in writing skills development?

### **1.1.4. Research questions**

1. What is the impact of the Storytelling in the writing process development?
2. Which Storytelling techniques are most effective at improving coherence in the development of writing skill?
3. Which coherence aspects can be developed through Storytelling?

### **1.1.5. Delimitation of the research problem**

#### **Content delimitation**

Storytelling strategy to improve coherence in writing skills development

**Field:** Education

**Area:** EFL teaching.

**Aspect:** Writing.

#### **1.2.6.1 Temporal Delimitation**

September 2018 - February 2019 academic period.

#### **1.2.6.2 Spatial Delimitation**

This investigation took place at the Languages Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo

## **1.2. Justification**

Learning about how to improve students' English language skills is very important for all the society. Carrying out this study is fundamentally important because learners at Escuela Superior Politécnica de Chimborazo need to enhance the coherence in their writing skills. It is widely known that English is considered as a global language, so students must be competent in their

language performance to face global challenges. Furthermore, contributions for achieving this goal are needed in the Ecuadorian education.

As it has been explained above, students have high difficulties with writing skills, especially when they try to write with coherence. Therefore, this study is **necessary**. Contributing to the development of this country is a big deal nowadays. This society needs people who create and develop new technologies, and they must be written in a good way of achieving an efficient communication.

Moreover, this study is also **original** because teachers need to motivate students to write by using different strategies. Storytelling is the act of telling a story by connecting with the listener and/or the reader (Oxford Dictionary, 2018), and if teachers can add another purpose like writing with coherence can be innovative in class development. Furthermore, students are engaged in class and learn when classes are different.

Finally, this research is **feasible** for authorities at Languages Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo are supporting people who contribute with the science and advancement of the institution; therefore, this investigation is widely supported for a collective benefit.

### **1.3. Objectives**

#### **1.3.1. General Objective**

To determine how the Storytelling strategy enhances coherence in writing skills development

#### **1.4.2. Specific Objectives**

1. To investigate the effect of Storytelling in the writing process development.
2. To identify the most effective Storytelling techniques for improving coherence in the development of writing skill

3. To determine coherence aspects for enhancing writing skills through Storytelling

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1. Research background**

The topic of this study requires background information mainly based on the use of Storytelling strategy for enhancing coherence in writing skills. After analyzing and looking for different researches; it was found that there is not a similar one to the proposed topic; however, information collected has served as a good guide for the development of this research. Therefore, it is supported in certain investigations which are going to be described below.

A research that partially matches with the title of the present study and serves as a support of it aims to provide facts and describe the benefits and restrictions of using comic apps in developing the writing skills in the foreign language. Gonzales and Lituma (2016) performed a bibliographical study based on the analysis of different applied studies and looked for the appropriate approach which fits to achieve the main objective. The researchers looked for case studies that supported in the analysis and the description of their research topic. They used the obtained data for interpreting the results about using digital apps in the classroom to provide information about positive and negative aspects of each digital app. Five Digital apps such as Storybird, Toondoo, Bitstrips for Schools, Digital Storytelling and Boomwriter were selected for the teaching-learning process, especially for writing skills. One of them was a Storybird app; it had positive results in students' writing skills, especially in sentence creation and vocabulary building. Another one was the Digital Storytelling app which helped to encourage and engage students in the creation of their own stories through the use of technology. The authors concluded that although these apps help in the writing skills enhancement, they are not suitable of all levels.

Eck (2006) in her research aimed to identify troubles that students face in writing composition at the University of El Salvador and designed a proposal to control that problem. Her study was based on a question which asks about the writing skills difficulties that affect writing performance. It was centered on explanatory research which let the researcher describe, explain, and suggest solutions to the problem. The researcher concluded that Storytelling promotes high impact on learning as a tool and teaching method, especially because it matches characteristics of Storytelling with learner information retention.

Witte and Faigley (1981) claimed that coherence and cohesion are two important features of writing which have to be analyzed and improved by English learners. They applied a study based on Halliday & Hasan's concept of text. They described a "text" as a semantic unit. This semantic unit is linked by cohesive ties. 10 students were the intended population and the researchers had those students to write an essay and analyze them. Those 10 essays were taken from a group of writing productions belonging to 90 freshmen of the University of Texas. They wrote about "changes in behavior". The essays were graded by two readers and the researchers analyzed 5 of them with the highest grades and 5 with the lowest grade. The essays were studied based on categories of errors, syntactic features, and types of cohesive ties. They concluded that the high rated essays were denser in cohesion than those low rated essays.

Further, Witte and Faigley (1981) analyzed essays in terms of coherence. They conceptualized coherence as the understanding of a text in a real-world setting. Besides, the authors proposed some teaching implications. First, if cohesion is understood it can be taught in a good way; although, coherence is often ignored when cohesion is incorporated in curricula. For instance, rules such as "avoid passives" ignore coherence conditions that control the information structure of a written text. They also considered that "repeating keywords and phrases" reduce coherence as well. The researchers considered that cohesion is a very important feature of writing quality because it defines systems that keep a text together; on the other hand, coherence deals with those semantic relations that help a text to be understood and used (Witte & Faigley, 1981). Therefore, coherence is about the writer's aims, the intended audience background knowledge and expectancies; and, the information to be transmitted against prescriptive approaches to the teaching of writing skills. Even though, these detailed examinations focused on syntax and other formal surface characteristics in writing teaching will probably not help in the improvement of students' writing productions (Witte & Faigley, 1981).

Moreover, Khalil (1990), in a conference proceeding study, aimed to analyze cohesion in 20 compositions according to Halliday and Hasan's model, to assess text coherence in terms of Grice's precept of relevance, quantity, and manner; and, to research about the relationship between cohesion and coherence. The author asked 20 Arab participants from Bethlehem University to write a composition about what they had learned in their first semester at the university in 30 minutes. With the obtained data, cohesion analysis was performed in terms of

Halliday and Hasan's model; therefore, cohesive ties were identified, counted and described according to reference, substitution, ellipsis, conjunction, and lexical features. Those compositions were focused on one rhetorical mode of written English discourse and expository discourse. The analysis was developed by four Applied Linguistics doctorate students who were in charge of five writings each one. They evaluated those written productions by using an evaluation rubric which contained three questions (Khalil, 1990). The author concluded that students tended to overuse certain lexical items and underuse other lexical and grammatical cohesive devices. Further, students did not supply enough information about the assigned topic. Therefore, the interrelation between coherence and cohesion was low (Khalil, 1990).

Melouk (2013) suggests some pedagogical ideas that can be developed by university students to face their writing difficulties. Those difficulties are emphasized in weak prerequisites, lack of motivation for learning, teacher's lack of interest and qualifications, mother tongue interference, few opportunities to practice, among others. The researcher introduces motivating and meaningful remedy sessions to deal with students' writing errors. 1) Reading- Writing integration can be performed through pre-reading activities like asking students to write down about what they know about the topic in advance. 2) 'while reading' activities like taking notes, and 3) 'post-reading activities' such as writing summaries based on the reading material. The study also emphasizes that students need a model which is provided by the teacher. Moreover, students need more time for practicing, reinforcing, and refining writing skills. Additionally, teachers should give a 5 minutes lesson or a kind of mini-lesson for improving students' writing skills. On the other hand, students also need time to make peer-reviewing and collaborative activities for supporting others and editing their productions in order to create portfolios. Besides, the author remarks that the use of computers and word processors also help in the writing enhancement at all levels.

Miller and Pennycuff (2008) aimed to address how Storytelling can be applied as a pedagogical strategy in the classroom setting in order to improve literacy learning in the reading and writing areas. They also claimed that Storytelling is a good strategy that can be used in order to enhance literacy skills such as reading and writing. They stated Storytelling is a strategy that educators can use to impact students' writing skills because learners take their own decisions on what they



would like to write about. On the contrary, students are not framed in the scheme of receiving directions only; the teacher plays the role of facilitator of learning. This strategy makes students the owners of their own stories (Nicolini, 1994 as cited in Miller & Pennycuff, 2008). With this strategy, students record their own stories in an analytical written form. Both vocabulary and identification of the audience are areas that are positively impacted by Storytelling strategy for students can enhance their writing and have the opportunity to give and receive feedback from other students who are their audience. The authors concluded that this strategy is the way of making artistic knowing into instruction.

Besides, Göcen and Duman (2015) in their study aim to research about the effect of the digital Storytelling method on learners' creative writing skills. They also argue that Digital Storytelling is defined as the method of telling tales or rebroadcast tales to an audience through multimedia with visual aids support. The authors designed an experimental research with control and experimental groups which were chosen randomly. Furthermore, those groups of students took a pre-test and a post-test during the experiment. Their main finding is that there is a significant difference between the pre-test and the post-test of the students in the experimental group in the creative writing score and its corresponding sub-dimensions such as original ideas, fluency, flexibility, vocabulary, grammar, organization, genre, and style. Based on the results of the tests, the authors conclude that writing skills sub-dimensions like originality, fluency of thoughts, and flexibility of ideas, wide vocabulary, sentence structure, organization, genre, style, and use of grammar have been improved through digital Storytelling. They also recommend that digital aids should be used for making learning environments better. Furthermore, they argue that education programs must include active methods, strategies and techniques like Storytelling to enhance students' writing skills.

Malli's (2017) main objective is to discuss pre-writing tasks and writing elements of academic writing such as the structure of paragraphs, parts of an essay, and kinds of essays. The author explains some key writing issues like before writing tasks, developing a thesis statement, for instance. Furthermore, some essay types are addressed such as description, sequence, cause and effect, compare and contrast, and argumentative or problem – solution. Besides, some features of text organization or structure are addressed such as introduction, body, and conclusion. He

also addresses attention to language aspects like a formality, cohesion, supporting details, and how to avoid plagiarism. Besides, he remarks on the importance of teaching issues like collaborative learning, critical thinking, and independent learning. This study also focuses on inductive and deductive schemes to paragraph and essay organization. Finally, the author concludes that those topics which were mentioned before help students holistically in improving their academic writing productions to look for postgraduate programs.

All of the studies presented above are the givens of this study and they have enlightened the route of this research by proving clear and better ideas for continuing researching about the use of Storytelling for improving coherence in writing skills.

## **2.2. Philosophical foundation**

The present study was based on the philosophical foundation of the Constructivism. Adom, Yeboah, and Ankrah, (2016) name to Jerome Bruner, Jean Piaget, Lev Vygotsky, and John Dewey who are the most relevant exponents of this philosophical approach. Constructivism is the affirmation that human beings learn by doing; in other words, people acquire knowledge by experience and reflection about learned things Hohebein (as cited in Adom, Yeboah, & Ankrah, 2016)

This study also focused on the mixed research paradigm or quali-quantitative approach (Antwi & Hamza, 2015). This mixture of paradigms is considered appropriate since they are based on the research questions and the practical and situational environment that the researcher confronts. According to quali-quantitative paradigm, it is important to comprehend both the subjective and objective realities in the world without imposing own ways of thinking (De Angelis & Marzano, 2015).

## **2.3. Legal foundation**

English is a global language (Crystal, 2003); therefore, students in higher education should have a good knowledge for a better communicative development. Therefore, the present study is

based on Reglamento de Régimen Académico de la Ley Orgánica de Educación Superior (2014).

Article 31 states the regulation for learning a foreign language. The subjects determined to the learning of the foreign language may or may not be part of the curriculum of the career; in any case the higher education institutions should plan this learning in a gradual and progressive form. However, the higher education institutions must guarantee the level of English proficiency to meet the graduation requirements of the careers of superior technical level, superior technology and their equivalents; and, third level. They must organize or approve the corresponding subjects from the beginning of the college career. The proficiency of the foreign language must be assessed before the student enrolls in the last ordinary academic period of the respective career; such test will be enabling for the continuation of their studies, notwithstanding that this requirement can be fulfilled previously.

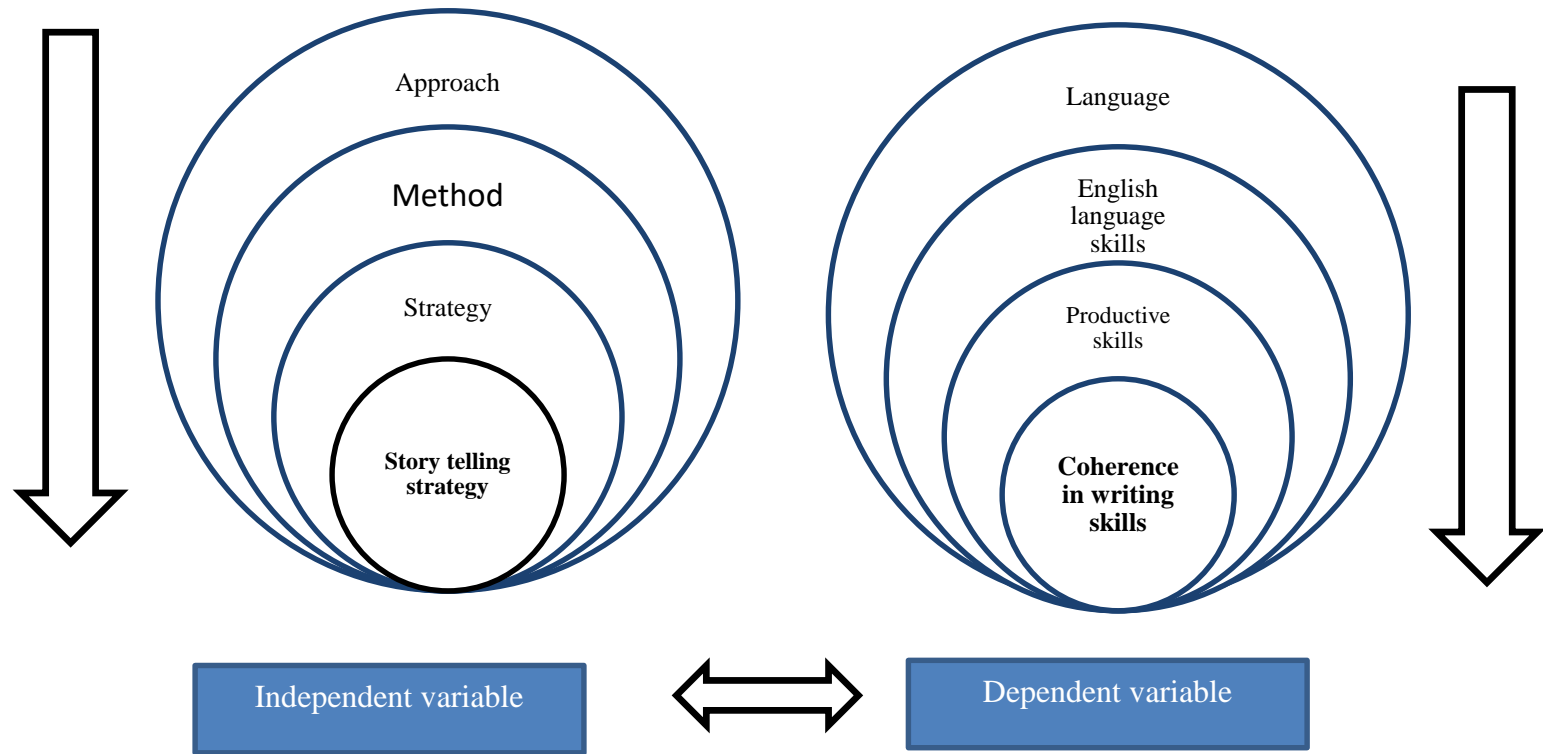
In the third level degree programs, proficiency of a language will be understood at least the level corresponding to B2 of the Common European Framework of Reference for the Languages.

For regular students who are enrolled in a career to meet the proficiency requirement of a foreign language, the higher educational institution should design programs for accomplishing this requirement or they may sign agreements with other higher educational institutions or institutions that, although not being part of the system of higher education, provide programs or language courses, as long as they give sufficiency certificates through the presentation of international exams.

#### **2.4. Conceptual foundation**

### 2.4.1. Key categories

Figure 2. Key Categories



Created by: Yanez, V. (2018)

## 2.4.2. Independent variable interrelated graphics

Figure 3. Dependent variable interrelated graphics

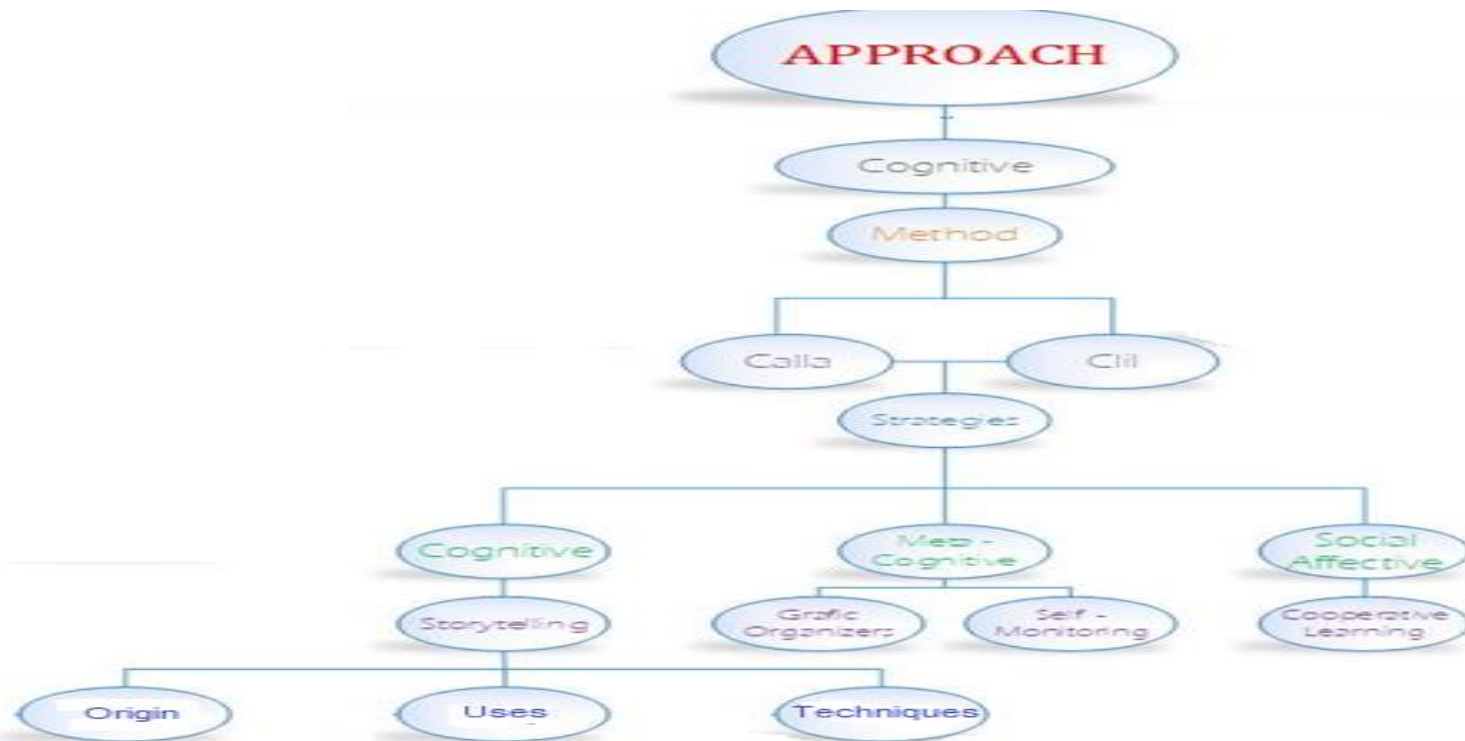
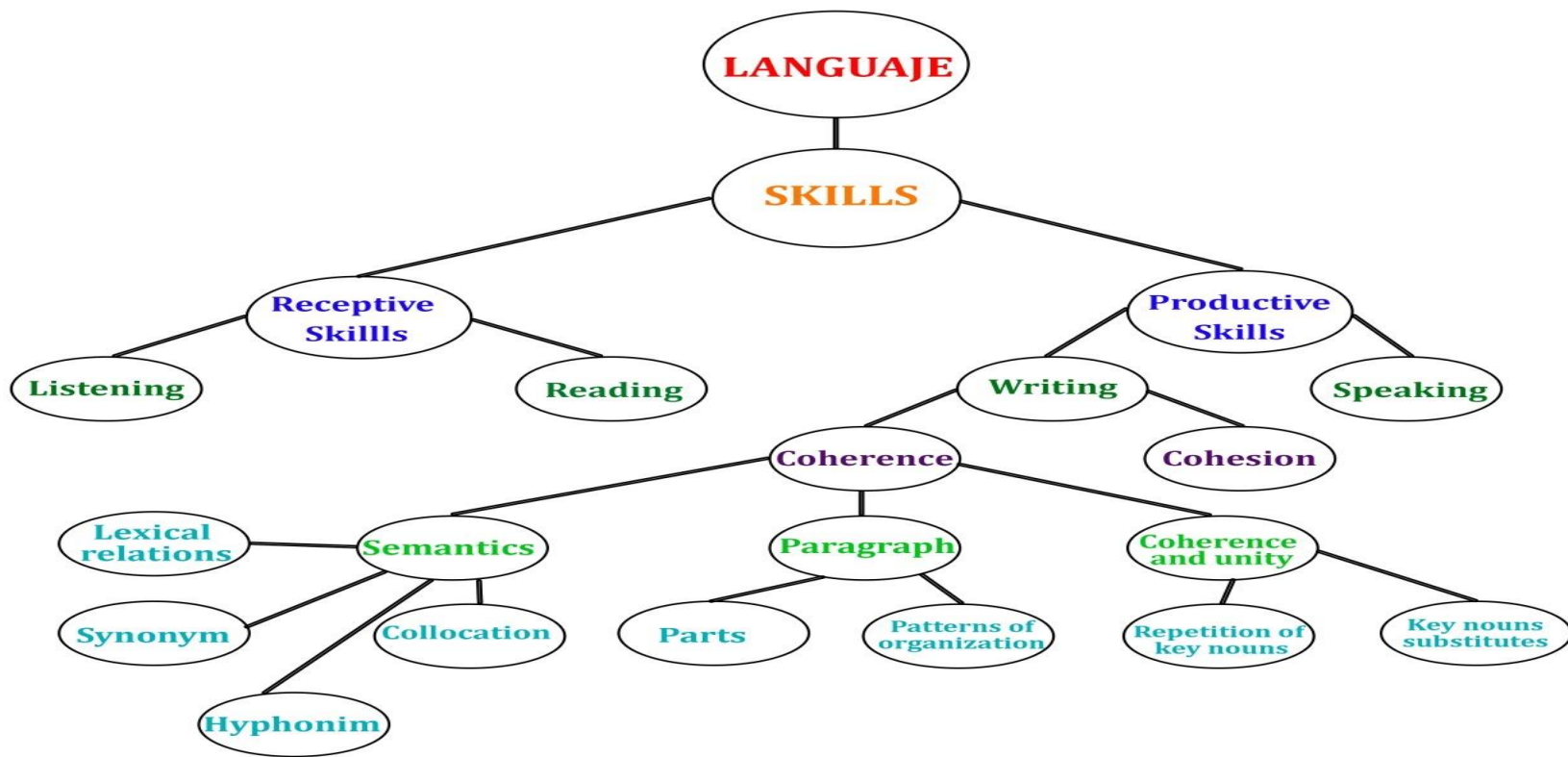


Figure 4. Independent variable interrelated graphics

Created by: Yanez, V. (2018)

### 2.4.3. Dependent variable interrelated graphics

Figure 5. Dependent variable interrelated graphics



Source: Direct research

Created by: Yanez, V (2018)

#### **2.4.4 Independent variable conceptualization**

##### **Approach**

Throughout history, language teaching approaches have been changed for updating methods and techniques in order to enhance the effectiveness of language teaching. Second or foreign language instruction is based on current approaches such as communicative and cognitive approaches (Richards and Rodgers, 2014)

##### **Communicative Language Teaching Approach**

Harmer (2008) states that Communicative Approach or Communicative Language Teaching is described as a group of beliefs that involves two aspects of language such as what to teach and the way of teaching them. “What to teach” means that this approach focuses on the language functions rather than grammar issues; on the other hand, “how to teach” means that teachers must involve their students in realistic communication activities, creating poems or writing stories for instance. Simulations and role plays are detailed as real communication activities in class. Further, the most important aspect in classes with communicative language teaching design is the desire to communicate something. Furthermore, the Communicative approach is learner-centered and it is founded on real communication for achieving successful language teaching (Herrera, 2011). It means that learners have a better language acquisition and/or learning if they are involved in real communication. Classroom activities based on this approach try to produce meaningful and real communication tasks through the use of authentic material (British Council, 2018).

This approach arose in the 1960s because of Grammar-Translation Approach defaults and it proposed a new way of teaching a language which was based on learning a language through for communication purposes. Vygotsky (1978) as cited in Herrera (2011) stated that learning

occurs in the zone of proximal development or the hole made by the learner's background knowledge and the acquired learning through the teacher's support.

The Communicative Approach is also based on constructivism or the concept of human beings born with a genetic capacity to learn a language. Chomsky remarked that a person was born with an inherent system that serves for language acquisition and usage that is called as LAD (Language Acquisition Device) which develops a natural process of interaction with context to gather the linguistic information to develop a language. He also proposed that languages have a common grammar structure called "universal grammar" (Chomsky, 1986 as cited in Herrera, 2011).

Furthermore, communicative language teaching accentuates the capability to establish communication a message in place of grammar rules concentration. It uses the vocabulary in the same importance as learning the language. It is not just focused on 'conversation'; on the opposite, it is learner-centered, content-based, and learning a language is an interactive process (Taylor, 2003). Besides, Communicative Approach or known as functional-notional is based on the idea that language is developed through functions of the language such as apologizing, requesting, inviting, and promising, and so on (Canale & Swain, 2014).

### **Cognitive Approach**

The Cognitive Approach has revolutionized psychology. It appeared in the 1950's and was founded on the basis of Piaget and Tolman's thoughts of mental processes. They argued that learning depends upon the associations between stimuli and response as cognitive maps. With the appearing of the computer, psychologists started to compare the artificial system of a computer with the complexities of human cognition. Hence, human mind codes information stores and uses it and produces an output (McLeod, 2015).

This approach conceives a new learning metaphor, learning as knowledge acquisition. This idea states learner is the processor and the teacher is the dispenser of information; for that reason, curriculum is seen as the focus of instruction. It divides topics into studies, lessons, facts, and



formulas; and, it is called a curriculum-centered approach. However, during the 1970s to 1980s, another approach came up which was called ‘learning as knowledge construction’. It emphasized the idea of subject-area learning into realistic situations. It was child-centered; besides, its assessment changed from quantitative measurements to qualitative evaluation (Herrera, 2011).

## **Method**

### **Integrated- Content Based Method**

This is a contemporary method of the Communicative Approach (Herrera, 2011) which is focused on topics of subject matters. Teachers need to choose a subject of interest to learners and the suitable materials and sources that cover the contents of the subject. Students cooperate among them and show a product at the end of the class. Besides, this method lets teachers make teaching activities more interesting and motivating because students use the language with real purposes and they show more independent and confident. Furthermore, they develop skills like note-taking, summarizing and extracting key information from texts and combine them with interaction within a group (British Council, 2018).

However, it could produce learners’ confusion because it is not focused on language learning. For that reason, teachers must create follow up activities for drawing attention to linguistic issues. Moreover, monolingual learners could overuse their first language for understanding; so the teacher should encourage students to use the target language. Furthermore, students could copy the information in reading material for presentations; but teachers should promote high order thinking by asking for conclusions and recommendations for example (British Council, 2018).

### **The Sheltered Instruction Method**

The Sheltered Instruction Method gives content area language instruction in English in a comprehensible way that promotes enhancing language skills (Markos & Himmel, 2016). It can be addressed to both second language classrooms and grade levels. Grade level content is covered in class and teachers scaffold for providing meaningful input (Herrera, 2011).

## **Cognitive Approach methods**

### **Cognitive Academic Language Learning Approach**

Chamot (1996) states Cognitive Academic Language Learning Approach integrates leaning strategies with content and language topics in classroom setting. This instructional method is composed by five stages such as preparation, presentation, practice, evaluation, and expansion. The first stage aims to elicit student's background knowledge; while the second one presents new strategies. Further, practice stage lets teachers and students activate applications of new strategies to learning activities. Moreover, evaluation stage encourages students in a self-evaluation process. Finally, expansion gets learners to make connections between learned strategies to new activities and contexts. The authors remark that this sequence can be modified according to learners' needs (Chamot and O'Malley, 1994 as cited in Chamot, 1996).

Cognitive Academic Language Learning Approach or **CALLA** enriches language that students use for academic purposes. It combines the development of academic language skills with topics from content subject matters and explicit instruction. Learning concepts are introduced and scaffolded with reduced linguistic demands. Besides, it engages learners in the domain of four language skills, listening, reading, writing, and speaking; it means that CALLA method aims to improve both content and language (Herrera, 2011). Furthermore, Lara (2010) states CALLA is based on cognitive theory and research which is suitable for second and foreign language learners. It combines topics from the content curriculum and language skills by using strategies for developing academic tasks. It is also aimed to encourage students to become independent and self-regulated learners.

### **Content and Language Integrated Learning**

Content and Language Integrated Learning or CLIL aims to use the language for communication with a combination of subject matter topics. British Council (2018) remarks teachers must

combine content, communication, cognition, and culture. Besides, it centers in four skills of the language; thus, listening for input, reading as the main source of input when teachers use meaningful material; speaking which focuses on fluency rather than accuracy; and, writing which recycles grammar in lexical activities.

In that context, English teachers integrate receptive and productive language skills and center lessons on reading materials. They also focus on functions of the language; besides language is learned lexically (CEFR, 2001); and learners styles are addressed in tasks (British Council, 2018). Rodríguez (2012) argues that Content and Language Integrated learning has been promoted innovation in methods and approaches by teaching content through English language learning process. According to the author, CLIL directs attention to subjects through foreign language learning; in this way, this method not only teaches content but also focuses on language learning issues through the use of learners' background knowledge. Besides, Figel' (2006) remarks this teaching method helps the teacher to develop their class planning on a relatively intense basis but with minor worries about school timetable. It is also useful in order to engage student on authentic way of communication because they use the target language in a genuine way.

### **Strategy**

Picard (2004) suggests strategies as components of effective teaching processes are conceptualized as specific suggestions for acquiring knowledge. They are proactive teaching aids that help to practice language skills with a variety of activities which emphasize critical concepts and rules. According to the author, strategies are all the things a teacher can do along the teaching process based on their needs.

A strategy is a group of techniques that helps to implement a method; for instance, to implement the communicative method, teachers need to foster strategies like hands-on activities, cooperative learning, scaffolding, and guarded vocabulary. And, for implementing Cognitive methods, teachers must use strategies like Storytelling, use of graphic organizers, self-monitoring, and cooperative learning (Herrera, 2011).

## **Storytelling**

Storytelling is the art which helps to narrate a tale or story instead of reading it. It is said that Storytelling is one of the most ancient of art forms that involves two main elements: selection and delivery. The teacher selects adequate stories for the delivery which needs practice and preparation. Besides, it fosters emotional intelligence and encourages language learning by building vocabulary and language structures (Dujmović, 2006). Storytelling helps to foster social interaction and learning social rules (Kluger, 2017).

Serrart (2008) states Storytelling is “the use of stories or narratives as communication tools to value, share, and capitalize on the knowledge of individuals”. It means that Storytelling is the picturesque description of ideas, personal experiences like life-lessons by means of narratives which summon emotions and insights. Storytelling has some advantages such as the combination of emotional aspects with factual concepts; the provision of a wider context where knowledge increases for meaningful sharing; and, the connection of facts with narrative structures. Furthermore, storytellers communicate naturally.

Storytelling has the same etymology as History. Yiannis ( 2003) states the words Story and History derive from a Greek group of words that include the word “histos” which means “web”; furthermore, “histanai” which means “to stand”; and “edenai” that means “ to know well”. He proposes that Storytelling is a delicate process which can be disintegrated easily; however, good stories can be valuable and have different aims such as entertaining, inspiring, educating, and convincing. Furthermore, Storytelling aims three important goals: entertaining, knowledge transferring, and warning because there is a deep connection between the writer and the people who listen or read the story (Massa, 2018).

## **History of Storytelling**

Mendoza (2015) states Storytelling is in the nature of humans and it has been changed over time. She claims Storytelling started in the Pre-history with cave drawings also called visual stories. Cavemen and hieroglyphics like the located in France date back 30000 years. Those paintings have animals like deer and bison as it is described by Groeneveld (2017) who remarks that in southern France there is a cave called as “The Chauvet cave” which is impeccably preserved

with examples of prehistorical art. It has painted and engraved drawings which represent prehistoric stories.

A number of years later, these drawn stories were shifted to oral traditions. This oral transmission of stories was developed from generation to generation. After that, stories were transformed into written stories (Mendoza, 2015). One example of oral storytellers is addressed by Jackson (2018) who argues that Oklahoma tribes are the most relevant users of Storytelling in the ancient past in the form of folktales. Those folktales were transmitted from generation to generation.

### **Uses of Storytelling**

Storytelling has been used in education for a number of years and obtained good results (Stella, 2018). It has been developed in classrooms for purposes such as sharing wisdom, authority, morality, beliefs, values, attitudes, and customs. Storytelling helps in the connection between audience and message. Teachers use it to connect oral or written messages with the audience (Malamed, 2016); for instance, storytellers create superpowers to fictional characters. Besides, stories are used to making people care about emotions and experiences such as pains, frustrations, and joys. They are also used for motivating people to achieve goals (Malamed, 2016).

Storytelling is used inside of the classroom for some purposes: a) sharing experiences, to introduce a new topic; b) for illustrating concepts; c) to improve listening and writing skills; and, d) to encourage students to learn grammar and vocabulary. Teachers can use Storytelling to demonstrate how grammar patterns and vocabulary words can be used (Liu, 2016).

### **Storytelling techniques**

The Storytelling strategy can be used with some techniques such as narrative technique, enemy and a hero, conflict/solution, making the story visual, surprise, and dialogue.

Narrative technique is also called as literary device which provides profound meaning for the reader and helps people who read to use imagination in order to visualize situations. Narrative

technique is also understood in the context of setting, plot, theme, style, characters, and/ or voice (Warner, 2018).

Besides, writers use narrative techniques for making stories interesting to the reader because it is much more important how the story is told than what the story is about. Those techniques respond to four questions: first, who is telling the story; then, who is the writer communicating to?; how the narrator and the characters communicate to each other in the story; and, when the events happened (McIntire & Pruzinsky, 2018).

Narrative technique has some components; therefore, it deals with the author's point of view, narration, speech, and tense. Point of view answers the following question: Who is telling the story?. Therefore, the answers can be the narrator of the story, first person, and the reader of the story, second person, or someone else, third person. The second component of this technique is narration. Narration answers the question: Who is the narrator talking to?. This question has three different answers: direct narration when the author talks to the reader, directly; frame narration is used when the narrator describes someone else's story; and, indirect narration which is used by the narrator when he or she is talking to an absent audience. The third component is speech, which answers the following question: How does the narrator speak? This question can be answered with direct speech, indirect speech, and reported speech. The final component of the narrative technique is tense. Tense refers to the time the story takes place. It can be in the present, past or future tense which take the form of predictions or instructions (McIntire & Pruzinsky, 2018).

Storytellers need to follow some steps to produce an interesting story. First, the writer organizes information needed into a scheme. This format has a beginning where the author sets the stage. The story also needs a hard challenge to be completed. It happens in the middle of the story. And at the end of the story, the writer ends in a new reality (Malamed, 2016).

Neely (2014) states there are other Storytelling techniques: 1) having an enemy and a hero because stories need a good character and a bad one. 2) Using conflict/solution which characters face; the author must not write irrelevant details for avoiding the reader's distraction; furthermore, the writer must tell the story like he or she normally speaks. 3) Making the story visual because images make stories powerful and interesting. It can make the story personal and

shows the author's personality; and, 4) adding surprise is important on the contrary the story will be boring.

Another Storytelling technique is the dialogue technique which refers to the use of conversations among the characters which let the writer to create interesting and engaging stories. The author craves the drama when characters interact in a story (Khoury, 2018). According to Wilson (2018), stories which have dialogues seem to be real because their characters are communicating to each other. With this fact, readers can understand characters. Furthermore, dialogues can make stories very interesting and they also can make them to have faster advancement.

#### **2.4.2 Dependent variable conceptualization**

##### **Language**

Crystal (2008) refers language is the concrete fact of uttering, writing or using signs under certain circumstances. It is also the concept of parole or performance. Moreover, it is identified by the word 'idiolect' when language is studied as a linguistic system subjacent an individual's use in a certain time and place or in the synchronic analysis. Chomsky 1999 (as cited in Crystal, 2008) established a difference between language as the element of the mind and language viewed as an element which is independent of the mind. Besides, language is referred to as a 'Pidgin' or trade language.

Language is viewed as the scheme which can be oral, written, or based on symbols through which human beings as part or social groups express. Language plays vital roles like communication, identification, playing, imaginary expression, and emotional dispatch (Crystal & Robins, 2018). Furthermore, language is conceived as a method of communication performed by humans in different ways: written or spoken which consists of the usage of the word in a defined and conventional way (Oxford Dictionary, 2018).

Language is conceived as a system of symbols which are used for communication. Those symbols may be used either oral or written. Language is a characteristic of human behavior as a key aspect of intelligence which can be recorded for long-term (written) from one generation

to others. On the other hand, oral language is a means of communication. Language can be natural and constrained. It is natural when it is evolved as a regular way of communication among people of the same culture; for example English, French, Spanish, and so on. It is constrained when it is special or short in vocabulary which is limited to certain types of communication such as programming languages (Robin, 2013).

### **Language competence**

Language competence or linguistic competence is the tacit and implicit knowledge of the language (Nordquist, 2017). According to the author, people do not know rules and principles about how to use or combine sounds, words, and sentences; however, they know exactly when they are making mistakes Fernandez (2011) as cited in Nordquist (2017). Additionally, linguistic competence is the innate ability to match sounds and meanings Chomsky 1965 as cited in Nordquist (2017).

Language competence is different from language performance. The first one is considered as the knowledge that is shared by the listener and the speaker in the same community which is completely homogeneous. This knowledge is for producing a language and understanding its words, sentences, and their corresponding rules (CEFR, 2001). On the contrast, language performance is related to the process in which language users apply their knowledge into their own use (Oxford Dictionary, 2018).

### **Communicative language competence**

The Common European Framework of Reference (2001) states communicative language competences are composed by linguistic competences, socio-linguistic competences, and pragmatic competences. Lexical, grammatical, semantic, phonological, orthographic, and orthoepic competences are part of Linguistic competence.

Pragmatic competences deal with the knowledge of rules that users of the language have. Therefore, language users are: organized (discourse competence) in other words, language users communicate with coherence and cohesion and logical order; besides, they apply language with a purpose (functional competence) ; for example asking, requesting, inferring ; and, they follow interactional and transactional schemata (design competence) (CEFR, 2001).



Socio-linguistic competencies are about the social dimension of language use and the abilities that language users should have to manage with it because language is a sociocultural phenomenon. Social relations are framed by politeness, conventions, folk-wisdom expressions, dialect and accent (CEFR, 2001).

### **Language performance**

Language performance is the actual use of the language; this means that language users perform a language through the application of rules and knowledge about it. On the contrast, language competence refers to the knowledge that human beings have about the rules and structure of any language. Language performance is analyzed through factors such as 1) speech production and perception, 2) features and limitations of language users' mental capacities: memory, concentration, and attention; 3) the socio-cultural environment, 4) the dialectical setting; and, 5) individuals' style, emotions, and knowledge (Nordquist, 2017).

Language competence deals with “knowing”; while language performance is the factual “doing”. In the past, instruction was centered on knowing about the target language especially words and sentences. Teachers thought that if students learn a language they have the capacity to use it through reading, listening, speaking, and writing. However, in some cases learners produce language in an unnatural way; therefore, there is a low level of language performance (Bilash, 2009).

Performance of the language is focusing on “doing” and teachers should approach it in order to acquire students' language proficiency. For achieving this goal, communicative teaching methods can be used. It would let teachers encourage students in doing things with the target language (Bilash, 2009).

### **English language skills**

The four skills of language are four abilities and capacities that permit the learners to understand and produce language either in spoken or written in structure and conventional ways (Oxford Dictionary, 2018) and to have successful communication (Morehouse, 2017). In the Educational field, the four language skills constitute the main feature of the teaching-learning process. They

must be addressed together because they are integrated in the real use of language (Usó & Martinez, 2006).

Those four skills are listening, speaking, reading, and writing. In the process of language acquisition, language skills are ordered in the following sequence: first, children listen, then, they speak; after that, they read, and finally, they write (Morehouse, 2017). There are two kinds of skills which are called receptive (reading and listening) and productive skills (writing and speaking). Receptive skills are also known as passive skills and the other one are called as active skills (British Council, 2018).

Krashen (1982) as cited in Richards (2015) states it is important to center teaching activities into developing receptive skills because the last ones will produce naturally from receptive improvement. Krashen remarked that meaningful input is very necessary for learning purposes.

## **Productive skills**

### **Speaking**

Speaking occurs in the second stage of language acquisition. It happens when human beings activate the vocal tract and the brain to produce sounds of the language (Morehouse, 2017).

Swain (1985) as cited in Newton (2009) states his output hypothesis of the language acquisition as a reaction of Krashen's (1985) input hypothesis. He proposes that speaking and writing constitute as important products in language acquisition. Swain (1995) as cited in Newton (2009) proposes three functions of output: 1) the noticing function, it occurs when a learner is conscious about his or her own gaps; for example "they do not how to say what they want to say"; 2) the hypothesis testing function refers to the attempt for producing knowledge and correcting when receive feedback, and 3) the meta-linguistic function which refers to spoken production use to solve communication problems (Newton, 2009).

### **Writing**

Writing is the ultimate language skill that occurs in the acquisition of language. The same as speaking, it is an active skill because it requires that humans use their hands to write symbols and their mind to produce ideas. It is considered an artificial language skill because not all languages have a writing system (Morehouse, 2017). Writing skills go beyond writing words or sentences; therefore, educators must be concerned about it and correct mistakes of L2 students' written productions constantly in avoid 'fossilization of errors' (Kepner, 2018).

Writing skills have some functions that writers fulfill. Those are for example: when a person writes down his or her name, he or she is identifying; if a person writes a shopping list, she is identifying, communicating and/or reminding; as well as when he or she is writing a memo; a student is satisfying a requirement when he or she is writing an essay; besides, self-communion is promoted while writing a diary; if a person wants to communicate, recombine, and allow introspection, he or she will create a professional article; finally, if a person wants to show creativity he or she will create a poem or novel (Grabe & Kaplan, 2014).

Writing skills are not natural. They are acquired and culturally transmitted from generation to generation in schools or other learning environments; and, they need to be practiced (Grabe & Kaplan, 2014). Additionally, writers can apply different styles; for instance, health and social care topics need to be addressed with a descriptive writing style; while science or engineering need a more analytical writing style; on the other hand, reflective styles of writing can be applied when learners are writing about their own learning process (The Open University, 2018).

Written communication has three major elements: a structure which is the manner the content is addressed; style, that is the mode it is produced; and, content which topic the writer is explaining about. The structure is easier to teach and learn; however writing with good quality is more difficult (University of Kent, 2018).

### **Writing approaches**

In this study, three principal writing approaches such as the product approach, the process approach and the genre approach have been reviewed.

First, the **product approach** is used by teachers in order to assess about the final writing production taking into account criteria like vocabulary, grammar, spelling, and punctuation, and content and organization (Brown, 1994 as cited in Yan, 2005). Raimes (1993) as cited in Yan (2015) remarks teachers collect students' writing productions, check and provide feedback for students' corrections. This approach does not consider the writing process, and is based on a correction which affects students' motivation; furthermore, it is applied by educators who emphasize the importance of final drafts (Yan, 2005). The teacher provides a model and it is the base of discussion and analysis; students create similarly written productions based on the provided model. This helps students to learn about discourse structure, linguistic issues, and organization of ideas (Klimova, 2014).

Secondly, the **process writing approach** refers to the writers' skills to plan and revise, as well as edit, and produce as many drafts as being necessary to finish with a product (Stanley, 2003). Stanley (2003) claims this approach conceives writing as a creative act which needs time and feedback for students to enhance grammar, fluency, and accuracy in writing skills of the target language; nevertheless, there can be problems like student's frustration and negative reactions because of reediting, again and again, the same production. This approach also has another quandary: it may not be compatible with some cultural contexts like classrooms in the U.S for cultural diversity (Panofsky, et al., 2005).

The process writing approach centers on four main stages: 1) pre-writing; 2) composing and drafting; 3) revising; and, 4) editing (Tribble 1996 as cited in Yan, 2005). Pre-writing stage centers in brainstorming for the generation of ideas to outline a model based on background knowledge (Yan, 2005). This stage is helpful for generating individual ideas about a specific topic in a quick way (Ariza, 2005).

Furthermore, the process writing approach centers on language use development through brainstorming, group discussion, and re-writing. It uses texts for making comparisons, stating ideas. Besides, writers need more than one draft; this approach also concentrates on a purpose, theme, and type of the text. The writer emphasizes in the audience; and, creativity and collaborative works are also emphasized (Klimova, 2014).

Finally, the **genre approach** is a writing approach that became popular in the 1980s. It aims to research different genres which can help students to distinguish genres, their structure, and form, in order to apply their knowledge to their own written output (Yan, 2005). Cope and Kalantzis (1993 as cited in Yan, 2005) established this approach has three stages: first, the aimed genre is exemplified by the student; then, the text is created in cooperation of both teacher and students; finally, the text is built by students freely. This approach also shows learners different discourses and their structures (Yan, 2005).

### **Writing genres**

When students are preparing to write a short story, they must take into consideration Storytelling goals (Massa, 2018); in this way, students will be aware of the purpose of their writing productions. Therefore, they must think about entertaining, information, or persuading. Moreover, all of the writing productions have their own features such as stories, letters, poems, or essays (Tompkins, 2010).

Tompkins (2010) classifies as main writing genres a) **descriptive** writing which has precise terminology that is used to compare with metaphors and similes through sensory details; b) the **expository** writing is used to give directions, compare and contrast, detail cause, and effect, or report problems and solutions; c) **journals and letters** are used to address specific audiences. They are not as formal as the rest of the genres; d) **narrative** writing has the form of stories which have a starting point, middle and an end; this writing genre also creates plots for characters; e) **persuasive** writing is created for convincing about any point of view; and, f) **poetry** writing uses rhyme and picturesque words to create poems.

Table 1 shows the activities that can be developed with each one of the narrative genres:

**Table 1** *Writing genres*

<b>WRITING GENRES AND ACTIVITIES</b>	
<b>Descriptive Writing</b>	<b>Expository Writing</b>
Character sketches	Alphabet books
Comparisons	Autobiographies
Descriptive essays	Directions
Descriptive sentences	Essays
	Posters

Found poems	Reports Summaries
Journals and Letters Business letters Courtesy letters Double-entry journals E-mail messages Friendly letters Learning logs Personal journals Persuasive Writing Advertisements Book and movie reviews Letters to the editor Persuasive essays Persuasive letters	<b>Narrative writing</b> Original short stories Personal narratives Retellings of stories Sequels to stories Story scripts  <b>Poetry writing</b> Acrostic poems Color poems Free verse Haiku “I Am” poems Poems for two voices

**Source:** Tompkins (2010)

Storytelling is part of the narrative writing genre. It is widely used for entertaining and engaging the audience in an inventiveness experience and it is arranged according to setting, events, characters, language, and past tense. Narrative writing tells a fiction story; however, sometimes it is based on factual experiences. The framework of this genre is fixed by setting the characters, the place, and the time; then, the author sets an initial event which explains how the characters get involved in a conflict or problem. After that, the writer provides a resolution or how the problem was solved. Furthermore, to create a successful story some language features have to be taken into consideration such as past tense, determined characters who develop dialogues, descriptive words which make the reader to create images; and the use of correct linking words (PDST, 2014).

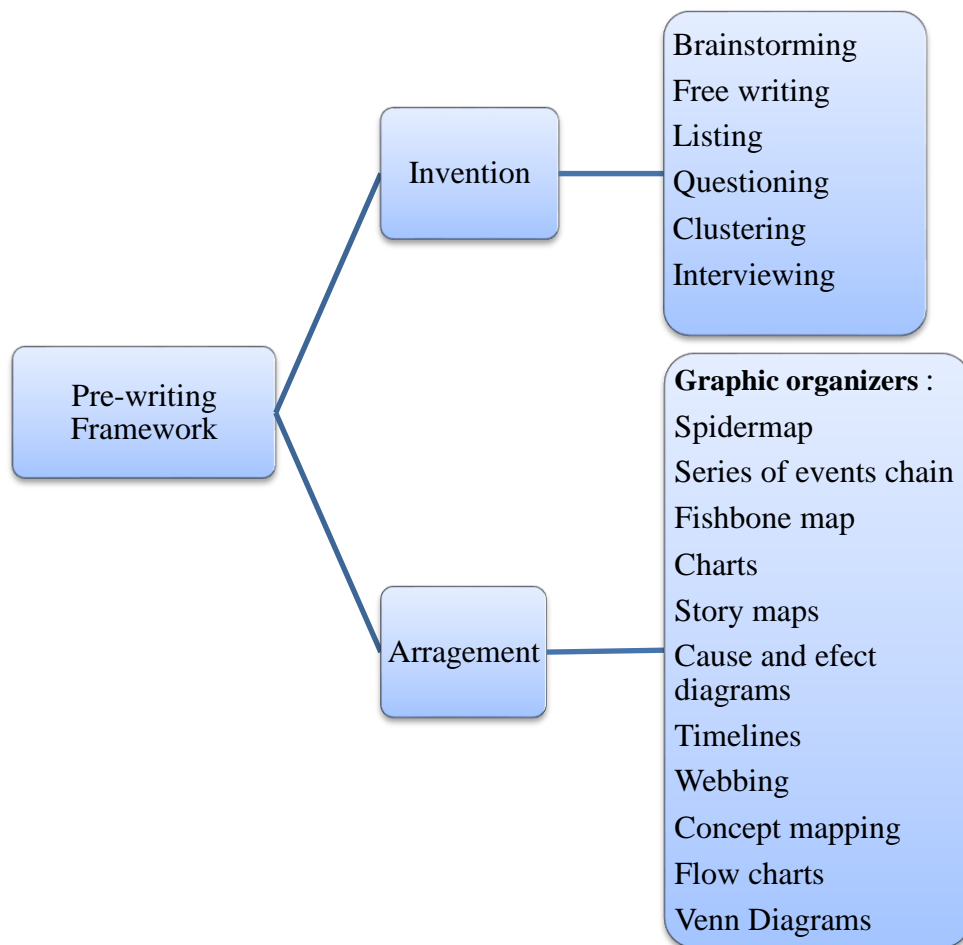
## **Writing process**

### **Steps for writing productions**

To produce a written production it is necessary that authors follow three main steps such as pre-writing, writing itself, and revising and editing.

### **Pre-writing**

First, the writer must have an idea. It is called as a Pre-writing stage. Mogahed (2013) suggests a framework of the pre-writing stage which is divided into two main sections: invention and arrangement.



**Figure 6.** Pre-writing framework

**Source:** Mogahed (2013)

Invention activities help writers to inspire themselves with their imagination (Stanley, 2003). Within the invention, activities are brainstorming, freewriting, listing, questioning, clustering, interviewing, and looping (Mogahed, 2013).

**Brainstorming** is a well-known activity which the main goal is to produce a list of as many words as possible for a provided topic (Mogahed, 2013). This activity is performed whether in small groups or with the whole class; and, the results are good because one idea is very useful

to remind another one (Verner, 2018). Brainstorming can be designed on a sheet of paper in this way: the idea is located in the center of a sheet of paper and words related to the topic are located around (Stanley, 2003). The ideas bank which is produced by students is highly helpful for their writing production (Verner, 2018).

### **Free writing**

Free writing is similar to brainstorming and is helpful for molding ideas into words which are written on the paper or in the computer; in other words, the teacher has students to write down every thought that come from their minds (Verner, 2018) as fast as they come (Lahl, 2008) ; this step of writing is also called as fast writing. It is developed without taking into account neither correctness, organization, language nor precision (Elbow, 1998). Mogahed (2013) remarks free writing is a non-linear activity which helps writers to have a general overview of the topic without distracting on details. Furthermore, free writing is the action that does not worry about correctness and quality of text in terms of grammar, punctuation or spelling. These aspects will be corrected or improved later (Wasco, 2011). Lahl (2018) suggests that any kind of bullets can be used for writing thoughts. These ideas can also lack coherence which is right at the pre-writing stage.

### **Listing**

Listing is the activity that lets the writer roster possible topics, subtopics, and additional items that will be used as prompts to come up with new ideas later (Mogahed, 2013).

### **Questioning**

Questioning is the origin of a doubt about something (Oxford Dictionary, 2018) . Writers ask “journalist” questions such as who?, what?, when?, where?, why?, and how?; and, answer them later. These answers will form the basis of the written production (Mogahed, 2013) .

### **Clustering**

Clustering is also known as mind mapping because it is the action of coming up with ideas that are connected to each other in a form or a mind map which has a central word or topic. This technique is used by creative people who write a central word in a circle that is connected by



lines and other circles back to the central word (Lahl, 2008). This activity is also suitable for spatial learners who also design tree diagrams, balloons, and strings (Mogahed, 2013). Verner (2008) names this activity as “idea webbing” that helps writers to show the relationship among ideas.

Clustering is also called bubbling and diagraming. This activity is very helpful because most of the people do not think in a linear way; on the contrary, one thought carries out to another one which goes back and forth to the central idea (Wasco, 2011).

### **Interviewing**

Wood and Fisher (2001) as cited in Mogahed (2013) claim interviewing is the action of establishing a dialog with people who have knowledge about a certain topic. Students interview and establish questions in advance.

The second section of pre-writing is called “arrangement”, which is composed by the use of graphic organizers such as spider maps, series of events chain, fishbone map, charts, story maps, cause and effect diagrams, timelines, webbing, concept mapping, flowcharts, and Venn diagrams (Mogahed, 2013).

### **Graphic organizers**

Graphic organizers are ways to organize ideas starting from brainstorming and ending with the presentation of findings. They can be used in classroom environments for groups, pair work, or individual work (Mogahed, 2013). They can take the forms of cause and effect diagrams, compare and contrast diagrams, sequence charts, flowcharts, cause and effect charts, as well as main idea and details charts (Delrose, 2011) . Teachers should model the use of graphic organizers before asking students to create them (Lancaster, 2013).

### **Writing itself**

The second stage is writing itself where the author develops his or her first rough draft (Lombardo, 2018); as its name suggests, it does not need to be perfect; the most important fact is that the outline is designed and the text is produced with clear ideas and supporting details (Surber, 2018). Later on, the author edits and reviews (Lombardo, 2018) by asking if the ideas

are organized, whether the details are strong or not, or if some details should be included or discarded. This step is outstanding because writers add, rearrange, remove, and replace information in a continuous process of writing drafts (Surber, 2018); and, it can be developed by asking a second opinion for having feedback (Lombardo, 2018).

### **Revising and editing**

Finally, in the third stage, the writer revises and edits his or her story for polishing and publishing the final draft (Lombardo, 2018). Revising and editing are two different things: the former deals with the text development in terms of topic, ideas, and audience (Kwon, 2017) or the content (Surber, 2018); the latter refers to the use of grammar, spelling, and punctuation (Kwon, 2017); in other words, the mechanics of the written production (Surber, 2018). Once the author has revised and edited, the text is polished. The writer improves the text by the correction of minor details in grammar, spelling, punctuation, and coherence in sentences; it means that the texts are shiny and smooth (Kwon, 2017).

### **Coherence and unity**

According to the Oxford dictionary (2018), coherence is the quality of forming a unified whole in a logical and consistent way. A paragraph which is coherent is also consistent, logic, organized, ordered, has good sense, and shows unity. Each sentence in a paragraph has a good relationship with others and especially with the topic sentence. Furthermore, when a text is coherent, it has sentences which flow smoothly (Monmouth University, 2018) and the reader clearly understands and connects information provided with his background knowledge (Indiana University Bloomington, 2018).

Cohere means “hold together”. It means that sentences should be in smooth flowing and connected to each other (Oshima & Hogue, 2006). To accomplish coherence and unity in paragraphs the writer must repeat keywords or phrases frequently because it is a way which will help the writer to maintain coherence.

Another way to maintain coherence in a paragraph is the creation of parallel structures; this action will help writers to connect ideas clearly and the reader will understand those

connections. Besides, the author must be consistent in standpoint, verb tenses, and number. Finally, using the appropriate transition words and phrases will help to connect ideas; in this way, readers follow writer's thoughts (Indiana University Bloomington, 2018).

The correct use of transitions words is crucial for developing a well-structured and coherent paragraph (Oshima & Hogue, 2006). Table 2 aims to provide information about transition words and their purposes:

**Table 2. *Transition words***

TRANSITION WORDS	
PURPOSE	WORDS AND PHRASES
<b>To show addition</b>	again, and, also, besides, equally important, first (second, etc.), further, furthermore, in addition, in the first place, moreover, next, too
<b>To give examples</b>	for example, for instance, in fact, specifically, that is, to illustrate
<b>To compare</b>	also, in the same manner, likewise, similarly
<b>To contrast</b>	although, and yet, at the same time, but, despite, even though, however, in contrast, in spite of, nevertheless, on the contrary, on the other hand, still, though, yet
<b>To summarize or conclude</b>	all in all, in conclusion, in other words, in short, in summary, on the whole, that is, therefore, to sum up
<b>To show time</b>	after, afterward, as, as long as, as soon as, at last, before, during, earlier, finally, formerly, immediately, later, meanwhile, next, since, shortly, subsequently, then, thereafter, until, when, while
<b>To show place or direction</b>	above, below, beyond, close, elsewhere, farther on, here, nearby, opposite, to the left (north, etc.)
<b>To indicate a logical relationship</b>	accordingly, as a result, because, consequently, for this reason, hence, if, otherwise, since, so, then, therefore, thus

Source: Indiana University Bloomington (2018)

### **Techniques to develop writing skills**

Techniques that are applied in the classroom environment are important for developing a good writing production.

iEduNote (2017) states writers must adapt their language use to a specific audience and avoid unfamiliar words in order to catch the reader's understanding. Furthermore, words that are employed must be short because they communicate better than long ones. The writer also must avoid overuse of camouflaged verbs which in the end are abstract nouns. Communication must be clear through the use of exact and concrete words which have the right strength and vigor. Moreover, sexist words, such as "he" or "she" must be avoided; writers must write in plural instead with "they" for instance. Other words that must be avoided are technical ones and acronyms. Additionally, the written text must be in active voice. The writer should avoid stereotyped by race, nationality, age or disabilities words. Further, short sentences must be used with correct unity.

Besides, the author must take care of paragraph design (iEduNote, 2017). A paragraph is a group of sentences that express a particular idea. A paragraph is well structured; in other words, a good paragraph maintains flow, objective, informs about the writers' ideas (Monmouth University, 2018). Paragraphs can be composed by either one sentence or ten sentences; it means that the number of sentences is irrelevant. Nevertheless, the paragraph must be long enough in order to develop the main idea in a clear way. A paragraph can be used to answer a test question, and it is also used as part of an essay (Oshima & Hogue, 2006)

A paragraph is a well-organized system of sentences which show coherence. They contain different kinds of data. It can describe, narrate, compare, contrast, or describe causes and effects (Indiana University Bloomington, 2018). Nordquist (2018) states a paragraph is a group of closely connected sentences which express a central idea. It starts with a new line which is sometimes indented.

Paragraphs are compound by three main parts: Topic sentence, supporting sentences, and concluding the sentence.

A topic sentence is a sentence that introduces and states the main idea that the writer intends to develop (University of Sidney, 2012). Furthermore, it not only states the main idea but also limits the matter to one specific field. The part of it where the specific field to be discussed is the controlling idea (Oshima & Hogue, 2006).

When the paragraph is well-organized, it develops a unique controlling idea in its topic sentence. It plays functions such as: supporting a thesis statement, unifying content, leading the sentence order; and, advising the reader about how the topic will be discussed and organized (Indiana University Bloomington, 2018). The topic sentence is almost always the first sentence of the paragraph but it sometimes can occur at the end (Nordquist, 2018).

In addition to the topic sentence, there are supporting sentences in a paragraph. Supporting sentences are elaborated to analyze, exemplify, persuade, or a combination of the formers (University of Sidney, 2012). They are in charge of developing the topic sentence; it means that they prove the topic sentence by providing more information about it (Oshima & Hogue, 2006).

Once the topic sentence is set, it is important that the topic is enough developed. Writers should not be limited to a certain number of sentences. The paragraph must be sufficiently long for avoiding readers' disinterest. Therefore, the supporting sentences must contain clear examples, definitions, and it should be well-organized (Monmouth University, 2018).

Finally, a paragraph has its corresponding concluding sentence. It is always used to round off what the writer has stated until now. It is also used for linking the paragraph with the next one (Indiana University Bloomington, 2018). The concluding sentence indicates the end of the paragraph and makes the reader to remind the most important details previously developed (Oshima & Hogue, 2006).

## **Structure of short stories**

Stories are structured according to the plot, characters, setting, and point of view. Narratives have two parts: the “what” and the “how”. “What refers to the **story**; while “how’ refers to the discourse. The story is formed by events which compile the actions and the happenings; and, the characters and setting. On the other hand, discourse is the language that is used for communication (Chatman, 1980).

The plot is known as the group of events, the things that occur throughout the story, which are arranged in a sequence. Along the story, the main character develops a series of events that end in the goal achievement (Alez, 2017). The plot is ordered into three main stages: the starting point, the middle, sometimes it has flashbacks, and the end (Surber, 2018).

The characters are people who take part in the story (Surber, 2018). The protagonist or the main character has to deal with three stages in the story: a) first act which refers to the normal way of living of the main character that is interrupted by some problem; b) the second act is the climax of the story where the protagonist succeeds and fails in achievement of goals; and, c) the third act is the “final battle” or the achieving of the protagonist’s goal (Alez, 2017). For characterization in a short story, the author must describe who and how the main character and other characters are, this includes their physical appearance, thoughts, feelings, and their way of acting regarding others (Dwankowski, 2010).

The setting of a short story is the picturesque description of the place and the time the story carries out (Surber, 2018). The writer must take into account details about time, as this story is short, therefore the time will be short as well. The setting has details like the geography, weather, time, and social conditions (Dwankowski, 2010).

The writer’s point of view means whose eyes the story is being narrated; sometimes the writer is the main character of the story. That is the reason why authors sometimes write in first person (Dwankowski, 2010).

## **Techniques to create a short story**

According to Herz (2014) writers must considerate some techniques to create engaging stories. First, the writer should invoke multiple senses; for instance, the description of sounds, scents, tastes, and sensations make the reader to be immersed inside of the story. Secondly, writers may introduce inquisitive and complex characters because readers prefer stories which have characters with whom they can feel or express sympathy or criticize. The third technique to create an engaging story is to evoke strong emotions. Readers prefer stories that make them feel strong emotions such as horror, happiness, humor, love, anger, and determination, among others when they understand the implications of the story and they wonder what will happen next. This fact causes that readers are interested in the story and they are also curious about the future of the characters. The fourth technique is to use good character voice because it produces a high impact in the reader's interpretation of the story.

Moreover, a short story is the art of the glance (Dufresne, 2011). To create a good short story, Strathy (2018) remarks the writer must take care of the following techniques:

1. Set the story goal. It means that the main character must achieve a goal or solve any problem.
2. Set the consequence if the goal is not achieved. It is important to establish the terrible consequences if the goal is not achieved or the problem is not solved. The writer must avoid that negative consequences happen.
3. Establish the requirements. The writer must describe the actions to follow to achieve the goal. Those actions can be described as the events in the story to accomplish goals or solve problems.
4. Set the forewarnings. They help the writer to make the audience anxious and engaged in the story because sometimes the main character is in danger and the consequences are almost happening.

Goals and consequences create drama and tension in the story and requirements and forewarnings create in the reader a feeling of hope and fear (Strathy, 2018) because he or she is emotionally involved with the characters of the story (Dufresne, 2011).

5. Establish the costs. Costs are the slaughters that the main character suffers pain to achieve his or her goals.
6. Create dividends. On the contrary to costs, dividends are rewards that the protagonist obtains for his or her sacrifice.

## **2.5 Variable statement**

### **Independent variable**

Storytelling strategy

### **Dependent variable**

Coherence in writing skills

## **2.6 Hypothesis**

H1. A researcher's intervention through the use of Storytelling strategy improves coherence in writing skills development.

H0. A researcher's intervention through the use of Storytelling strategy does not improve coherence in writing skills development.



## CHAPTER III

### METHODOLOGY

#### 3.1. Basic research modality

The present study was based on **mixed methods** research modality. Mixed methods research is a methodology which is used for addressing investigation that involves collecting, analyzing, and integrating both quantitative and qualitative data (Schoonenboom & Johnson, 2017); for instance, theoretical data was collected from the research background, the theoretical foundation of the two variables of this study, from the students' productions before and after the teacher's intervention in the classroom, and from the responses that came from the students and the teachers in the survey: so, all of them constituted the qualitative data for this research. On the other hand, after receiving the pre-and post-test, the researcher graded the students' stories and used a rubric for this purpose. That rubric had scales of assessment that helped to obtain quantitative data. Thereafter, this quantitative data which came from the exams and the survey were analyzed with the SPSS statistical software through the Cronbach alpha, for validity and reliability; and, and the T- student test in order to prove the hypothesis. Furthermore, a survey was applied for both teachers and students. The integration of those kinds of data provided a better understanding of the research problem. Based upon the theory, this research modality was fundamental in the consecution of this study which was carried out with students at Cambridge Language Extension of Escuela Superior Politécnica de Chimborazo;

Qualitative research is helpful when the researcher aims to develop a theory that will be explained after the experience (Newman & Benz, 1998); therefore, it involves discovery. Social phenomenon is an identifier of the qualitative research which is researched from the participants' point of view. Furthermore, it is useful to describe, explain, and interpret the collected data (Wiliams, 2007). Qualitative research is an effective model which lets the researcher involved in the research process (Cresswell, 2003 as cited in Wiliams, 2007).

Qualitative research lets to observe the social phenomenon in the classroom setting to establish the research questions (Williams, 2007). Inductive reasoning is associated with qualitative research since it collects data through the use of narrative or verbal methods such as observations, interviews, and document analysis (Lodico, Spaulding, & Voegtle, 2010).

On the other hand, quantitative research focuses on the hypotheses and their testing for confirming or discarding them (Newman & Benz, 1998). Sousa, Driessnack, and Costa (2007) claim quantitative investigation adopts a strict, systematic, and objective strategy to produce and polish knowledge. This design uses deductive reasoning and generalization initially. Deductive reasoning is a process where the researcher starts with an established theory or structure, in which concepts are reduced to variables, collecting evidence to evaluate or prove if the theory is confirmed. While generalization deals with conclusions which are developed from the evidence collected through samples. They can be extended into a larger population.

Besides, this study is focused on applied research for it aims to solve practical issues (Cherry, 2018). Since writing skill is part of English teaching and learning process which impacts in students' performance, it is important to find solutions for its problems, in this case, the application of Storytelling strategy for coherence in writing productions.

## **3.2. Level of research**

The present research is centered on three main kinds for research: socio-educational research, quasi-experimental research, descriptive research, and applied research.

### **3.2.1. Socio-educational research**

This study deals with socio-educational design as well because it involves language learning of students at ESPOCH as part of their knowledge background, identity, and social context (Cohen, Manion, & Morrison, 2007). This study motivates to develop an effective intervention related to the use of Storytelling strategy for improving coherence in writing skills.

### **3.2.2. Quasi-experimental research**

This research has a quasi-experimental design for two reasons. First, the researcher has done her investigation with two groups, the control group and experimental one. They were

previously established (Lodico, Spaulding, & Voegtle, 2010) by the Languages Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo. Secondly, the researcher has given the PET Writing part as the pre-test and the post-test to both control and experimental groups. The former test was developed before the researcher's intervention and the latter was taken by the students after the researcher's intervention in a real classroom setting also called as field experimentation (Cohen, Manion, & Morrison, 2007) rather than in a laboratory (Muijs, 2011).

### **3.2.3. Descriptive research**

The present research is also centered in a descriptive design since it aims to seek about the incidence and the values in which one or more variables are displayed. Besides, studies establish hypotheses (Hernández, Fernández, & Baptista, 1997). Consequently, this study has described two variables and hypotheses as well.

### **3.2.4. Correlational research**

This study is correlational for it attempts to describe the relationship between two variables in a determined time (Hernández, Fernández, & Baptista, 1997). For that reason, the relationship of Storytelling strategy for coherence in writing skills has been analyzed.

### **3.2.5. Applied research.**

This study is also focused on applied research because it aims to provide data about the applicability of teaching practices through the researcher's intervention in a class by testing hypotheses (Lodico, Spaulding, & Voegtle, 2010); therefore, the effectiveness of the Storytelling strategy for coherence in writing skills has been proved.

## **3.3. Population and sampling**

The present study was developed at the Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo. The researcher has worked with 14 English teachers and two groups of students who belonged to the experimental group and the control group. Those students were part of the Sixth level. The control group was formed by 25 students and the experimental group was formed by 26 students as the table below shows.

Table 3. *Population*

<b>Groups of Students</b>	<b>Number of students</b>	<b>%</b>
<b>Control</b>	25	49.02%
<b>Experimental</b>	26	50.98%

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### 3.4. Operationalization of variables

**Table 4.** Operationalization of variables: Independent variable

INDEPENDENT VARIABLE	DIMENSIONS	INDICATORS	TECHNIQUE/ INSTRUMENT
<p><b>Storytelling Strategy</b></p> <p><b>Characterization</b></p> <p>Part of narrative literary genres in prose: nonfiction and fiction, which has its corresponding uses such as: share experiences, introduce topics, illustrate concepts, improve language skills, and learn grammar and vocabulary through the use of techniques like create setting, plot, theme, style, characters, and/or author’s voice (Khoury, 2018).</p>	<p>Narrative Literary Genres in Prose</p>	<ul style="list-style-type: none"> <li>- Nonfiction</li> <li>- Fiction</li> </ul>	<p>PET Exam Writing Part/ Rubric</p> <p>Your local newspaper wants to reward people who have contributed a lot to the community. Write a letter to the newspaper. In your letter:</p> <p>Suggest someone who deserves the reward, mention what they have done to help the community; and say what reward you would like to give this person</p> <p><i>Begin your letter as follows:</i></p> <p><i>Dear...</i></p>
	<p>Uses of Storytelling</p>	<ul style="list-style-type: none"> <li>- Share experiences</li> <li>- Introduce topics</li> <li>- Illustrate concepts</li> <li>- Improve language skills</li> <li>- Learn grammar and vocabulary</li> </ul>	
	<p>Storytelling techniques</p>	<ul style="list-style-type: none"> <li>- Narrative</li> <li>- Dialogue</li> <li>- Enemy and hero</li> <li>- Conflict /solution</li> <li>- Visual story</li> <li>- Surprise</li> </ul>	

Created by: Yanez V. (2018)

## Dependent Variable

**Table 5.** Operationalization of variables: Dependent variable

DEPENDENT VARIABLE	DIMENSIONS	INDICATORS	TECHNIQUE/ INSTRUMENT ITEMS
<p><b>Coherence in Writing skills</b></p> <p><b>Characterization</b></p> <p>One of the language skills which is studied in terms of writing approaches such as process, product, and genre; as well as writing genres like: descriptive, expository, journals and letters, narrative, persuasive, and poetry through a process that is formed by stages such as pre-writing, writing, and revising</p>	Writing approaches	<ul style="list-style-type: none"> <li>- Process</li> <li>- Product</li> <li>- Genre</li> </ul>	<p>Writing part: write a story</p> <p>PET Exam: Writing part: write an informal letter or a story</p> <p>Your local newspaper wants to reward people who have contributed to the community. Write a story to the newspaper. In your story you must include:</p> <p>The name of someone who deserves the reward; describe the story about what she or he has done to help the community; and, say what reward you would like to give this person</p>
	Writing Genres	<ul style="list-style-type: none"> <li>- descriptive</li> <li>- Expository</li> <li>- Journals and letters</li> <li>- Narrative</li> <li>- Persuasive</li> <li>- Poetry</li> </ul>	

and editing which must be developed with coherence and unity (Common European Framework of Reference, 2001)	Writing process	<ul style="list-style-type: none"> <li>- Pre-writing</li> <li>- Writing</li> <li>- Revising and editing</li> </ul>	<b><i>Write about 150 words.</i></b>
	Coherence and unity	<ul style="list-style-type: none"> <li>- Repetition of Key nouns</li> <li>- Key nouns substitutes</li> <li>- Consistent pronouns</li> <li>- Transition signals</li> <li>- Logical Order</li> </ul>	

Created by: Yanez V. (2018)

### 3.5 Tools and techniques

As the present study has a quasi-experimental design because it was carried out in the classroom not in a laboratory (Cohen, Manion, & Morrison, 2007); furthermore, the PET exam general writing part1 was applied to both control and experimental groups of students. **PET exam** is used because Cambridge English writing scripts are marked by trained professional examiners in a secure online marking environment. The Writing Examiners award marks using a Writing Assessment Scale which was developed with explicit reference to the Common European Framework of Reference for Languages. It covers all the levels of the Cambridge English exams and is divided into four subscales namely content, communicative achievement, organization, and language (Cambridge, 2014). The writing part of this exam has one single question which consists in one single task that wants the students to write about any person in the community who deserves a reward because of any good action for the society. The details that students have to take into consideration are:

- write the name of the person who rewards the recognition
- describe the story what he or she did to help the community;
- and, write about what regard the writer would like to give this person.

**PET writing part exam** was taken as the tool to develop the pre and post-tests. The **pre-test** can be observed in the **Annex 3** and the **post-test** can be found in the **Annex 4**. The pre-test and the post-test had their corresponding **assessment rubric** which is placed in the annex 5 of this study.

The **rubric** is widely connected with the exam has 4 criteria related to writing development namely content, communicative achievement, organization, and language, like the main issues in the exam. **Content** evaluates if the written material produced by the student is relevant to the proposed task or if the learner clearly communicates the message. **Communicative achievement** assesses if the writer holds the reader's attention and communicates straightforward ideas. **Organization** refers to *coherence* in the written production and the way it is organized to transmit the message. Finally, **language** refers to the appropriate use of vocabulary. The rubric also has 6 scales of assessment from 0 which is the lowest to 5 that is the highest (Cambridge, 2014).

It was also used a **survey** for students and teachers that can be observed in the annex 4 and 5. The first surveys was directed for the teachers and the annex 5 was de rubric directed to



the students. The survey was constructed and validated by professionals in education from the Escuela Superior Politécnica de Chimborazo. The survey was formed by questions which aimed to determine how the Storytelling strategy enhances the coherence in students' writing skills. The survey had a kind of closed question (Chiner, 2011) type because the students had to highlight on the provided scales. Those scales were three: always, sometimes, and never.

### 3.6 Data collection plan

A validated pre-test and post-test, PET exam writing part1, and a rubric were necessary to use for the collection of data about the effectiveness of Storytelling strategy to improve coherence in writing skills. The present study was conducted to 51 students who attend to Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo. Before taking the post-test, a researcher's intervention was developed for one month. This intervention was related to class planning which aimed to apply Storytelling and writing techniques for improving coherence in students' written productions. Besides, to work with students during the intervention, a booklet containing techniques was created and used.

Furthermore, it was also necessary to pass a survey to teachers and students to classify the most effective Storytelling techniques and to determine coherence aspects for developing writing skills. The survey was validated by two professors of Escuela Superior Politécnica de Chimborazo. It was also validated with Cronbach alpha through the statistical software SPSS (Statistic package for Social Sciences) as table 6 shows below.

Table 6. Survey validity test

<b>Validity test</b>		
Cronbach alpha	Cronbach Alpha based in standardize d elements	N. of elements
,712	,672	10

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**Table 7.** *Data collection plan*

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<b>Purpose:</b>	To accomplish the objectives of the present study work.
<b>Place:</b>	Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo
<b>Target group:</b>	Students of sixth level A and B
<b>Theme:</b>	Storytelling strategy to improve coherence in writing skills
<b>Researcher:</b>	Viviana Yanez
<b>Time for the collection of information:</b>	September 2018- February 2019
<b>Techniques:</b>	Testing and strategy application Survey
<b>Instruments:</b>	PET Exam Writing Part1 Storytelling techniques Writing techniques Questionnaire

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**3.7 Data collection and analysis**

Once the instruments were applied it was necessary to:

- Tabulate the collected data
  
- Analyze and interpret the results

## CHAPTER IV

### ANALYSIS AND INTERPRETATION

Descriptive and inferential statistic methods were applied in order to analyze and present the teachers and students' survey results.

The students' survey was written in Spanish to ensure understanding of all the items.

#### 4.1. Students' survey

Item 1. ¿Considera usted que el uso de la estrategia Storytelling ayuda a mejorar la coherencia en la destreza de la escritura de los estudiantes?

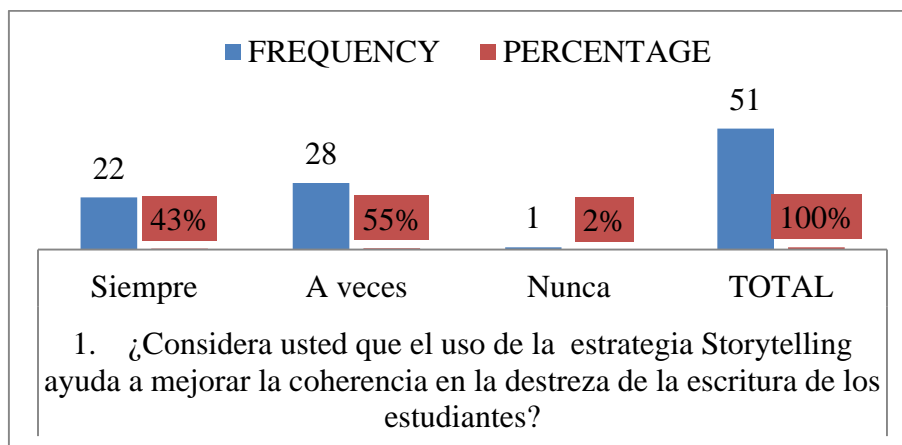
Table 8. *Item 1. Students' survey. Storytelling to improve coherence*

ITEM	SCALE	FREQUENCY	PERCENTAGE
1. ¿Considera usted que el uso de la estrategia Storytelling ayuda a mejorar la coherencia en la destreza de la escritura de los estudiantes?	Siempre	22	43%
	A veces	28	55%
	Nunca	1	2%
	TOTAL	51	100%

**Source:** Students' survey

**Created by:** Yanez, V. (2018)

Figure 7. *Item 1. Students' survey. Storytelling to improve coherence*



**Source:** Students' survey

**Created by:** Yanez, V. (2018)

Analysis and interpretation: Item 1 results show that 22 students who represent the 43% of the total population always consider that the use of Storytelling strategy helps to improve coherence in their writing skill development. On the other hand, 28 students who make the 55% consider that this strategy sometimes helps to enhance coherence in writing skills. Lastly, 2% of the population says that Storytelling never helps to improve coherence in writing skills.

It is clearly visible that both “always and sometimes” groups are high with a slight difference between them. Therefore, the populations agree on the idea that Storytelling strategy helps to improve coherence in writing skills.

Item 2. ¿Cuáles son los usos más relevantes de la estrategia Storytelling?

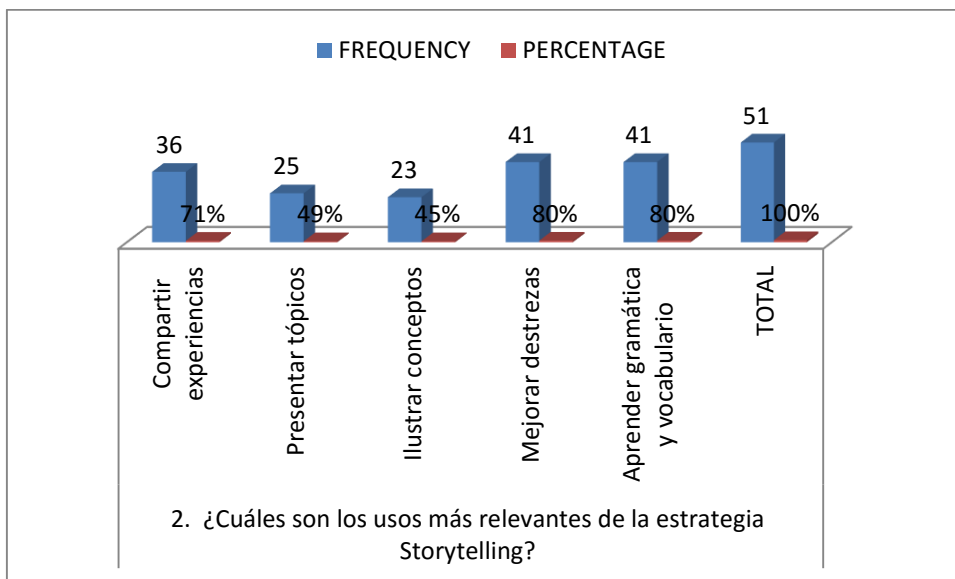
Table 9. *Item 2. Students' survey. Uses of Storytelling*

ITEM	SCALE	FREQUENCY	PERCENTAGE
2. ¿Cuáles son los usos más relevantes de la estrategia Storytelling?	Compartir experiencias	36	71%
	Presentar tópicos	25	49%
	Ilustrar conceptos	23	45%
	Mejorar destrezas	41	80%
	Aprender gramática y vocabulario	41	80%
	TOTAL	51	100%

**Source:** Students' survey

**Created by:** Yanez, V. (2018)

Figure 8. *Item 2. Students' survey. Uses of Storytelling*



**Source:** Students' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** item 2 results show the more relevant uses of Storytelling. It is displayed that 36 surveyed who represent the 71% of the population indicate that Storytelling strategy is useful for sharing experiences; furthermore, the 49% of them say that this strategy is used for introducing topics. Besides, the 45% of the total population indicates that Storytelling is used in order to illustrate concepts while the 80% of the population says that Storytelling is used to improve skills. Finally, 41 students out of 51 which represent the 80% of the total population say that the most important use of Storytelling is to learn grammar and vocabulary.

These results show that students are aware of the uses of Storytelling strategy for their learning process because there are high percentages that show this students' awareness especially the idea that Storytelling is useful for improving skills and learning grammar and vocabulary.

Item 3. ¿Ha utilizado su maestro/a alguna vez la estrategia Storytelling en las tareas escolares?

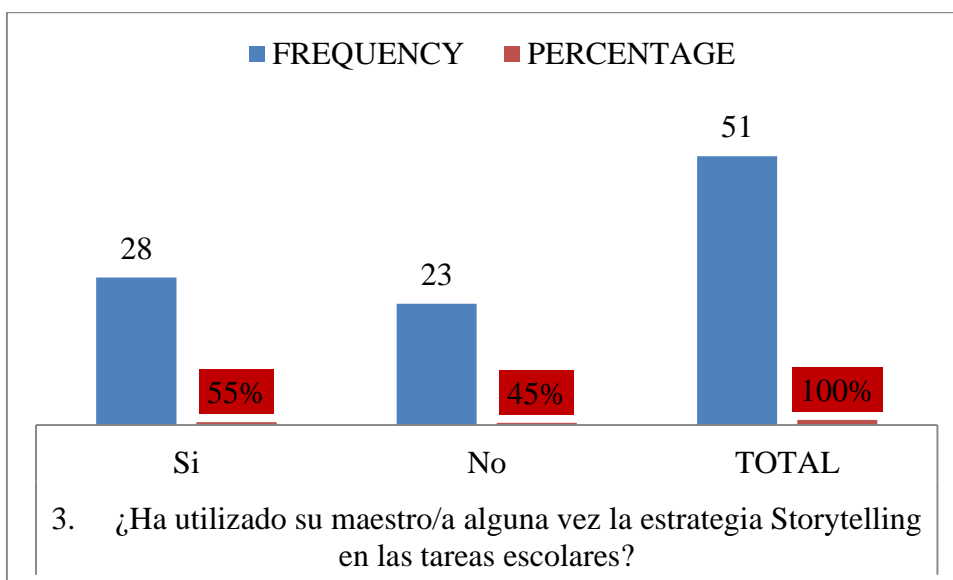
Table 10. *Item 3. Students' survey. Storytelling in the school tasks*

ITEM	SCALE	FREQUENCY	PERCENTAGE
3. ¿Ha utilizado su maestro/a alguna vez la estrategia Storytelling en las tareas escolares?	Si	28	55%
	No	23	45%
	TOTAL	51	100%

**Source:** Students' survey

**Created by:** Yanez, V. (2018)

Figure 9. Item 3. Students' survey. Storytelling in the school tasks



**Source:** Students' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** the results of students' survey in the item number 3 show that 28 students out of 51 which represents 55% of the population state that their teacher uses Storytelling strategy in classes; on the other hand 45% of the total population indicates that their teacher does not use Storytelling strategy in her class.

From these results it is understood that most of the students have faced Storytelling activities in class; however, there is a high percentage of the population that has not experienced this strategy in their classes.

Item 4. Si su respuesta es afirmativa, en qué destreza del lenguaje lo ha hecho?

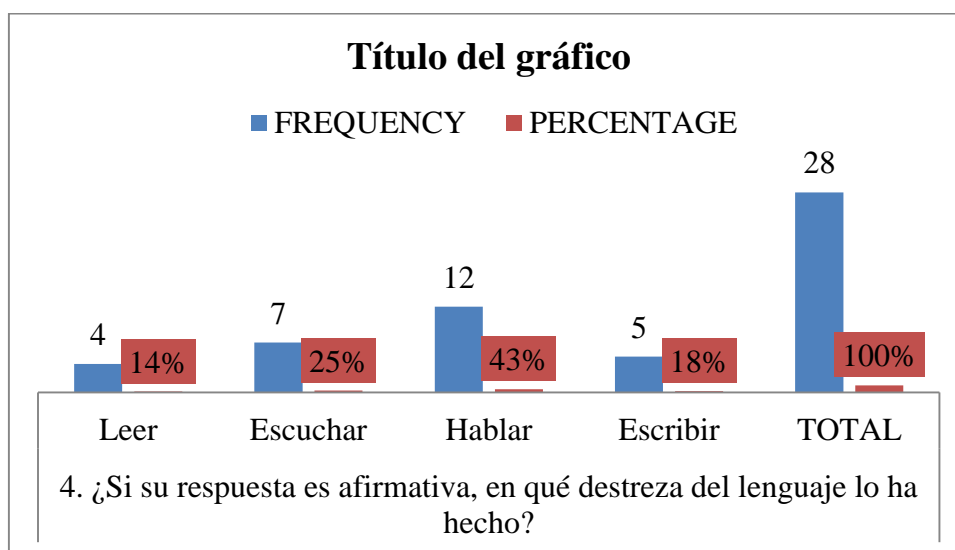
Table 11. *Item 4. Students' survey. Language skills*

ITEM	SCALE	FREQUENCY	PERCENTAGE
4. Si su respuesta es afirmativa, en qué destreza del lenguaje lo ha hecho.	Leer	4	14%
	Escuchar	7	25%
	Hablar	12	43%
	Escribir	5	18%
	TOTAL	28	100%

**Source:** Students' survey

**Created by:** Yanez, V. (2018)

Figure 10. *Item 4. Students' survey. Language skills*



**Source:** Students' survey

**Created by:** Yanez, V. (2018)

**Analysis and Interpretation:** Since in item 3, 28 students out of 51 answered that their teacher has used Storytelling strategy in their classes; the item 4 looks for information about the language skill which is emphasized with Storytelling strategy. Therefore, the results show that 4 students who make 14% of the population affirm that Storytelling is emphasized in reading skill; besides, 7 students who make 25% say that the strategy is used with listening skill; further, 43% of the total population remark that they have used Storytelling in classes for speaking skill; finally, 18% of the surveyed claim Storytelling strategy is used in classes with writing skill.

With these results, it can be implied that writing skill which is the base of the present research has not been treated before; therefore, this study is completely feasible for improving coherence in writing skills.

Item 5. ¿Con qué técnicas de la estrategia Storytelling está usted familiarizado?

Table 12. *Item 5. Students' survey. Storytelling techniques*

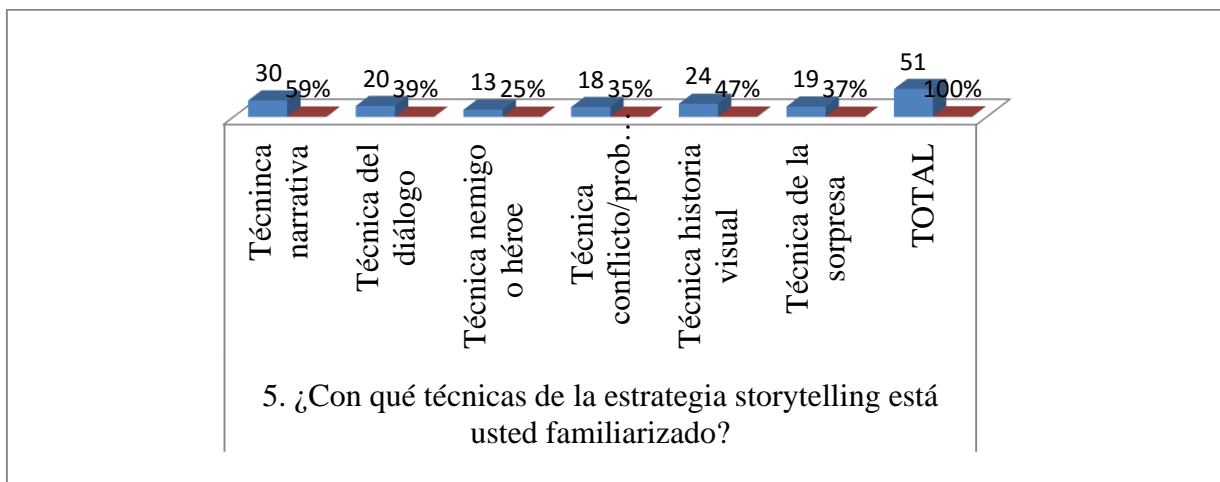
ITEM	SCALE	FREQUENCY	PERCENTAGE
5. ¿Con qué técnicas de la estrategia Storytelling está usted familiarizado?	Técnica Narrativa	30	59%
	Técnica del diálogo	20	39%
	Técnica Enemigo o héroe	13	25%
	Técnica Conflicto/solución	18	35%
	Técnica historia visual	24	47%
	Técnica de la Sorpresa	19	37%
	TOTAL	51	100%

**Source:** Students' survey

**Created by:** Yanez, V. (2018)

Figure 11. *Item 5. Students' survey. Storytelling techniques*





**Source:** Students' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** Item number five aims to look for information about the familiarization of students with techniques of Storytelling strategy; therefore, the results are the following. 59% of them say that they are familiarized with narrative technique while 39% of the students are familiarized with dialog technique; moreover, the Hero and enemy technique is known by 25% of the population. Besides, 35% of the population answered that conflict/solution technique is familiar for them; while the visual history technique is familiar for 47% of the students. Finally, the surprise technique is familiar for 37% of the population. In this context, it can be interpreted that students do have ideas about Storytelling strategy techniques however they need teachers' support to improve their writing skill.

Item 6. Cuando usted desarrolla una producción escrita, le motiva su docente a seguir el proceso de la escritura.

Table 13. *Item 6. Students' survey. Writing process*

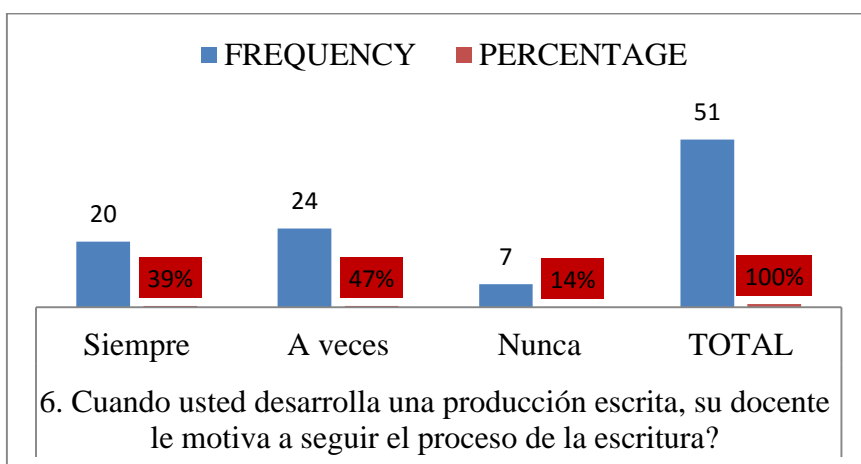
ITEM	SCALE	FREQUENCY	PERCENTAGE
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6. Cuando usted desarrolla una producción escrita, le motiva su docente a seguir el proceso de la escritura.	Siempre	20	39%
	A veces	24	47%
	Nunca	7	14%
	TOTAL	51	100%

**Source:** Students' survey

**Created by:** Yanez, V. (2018)

Figure 12. *Item 6. Students' survey. Writing process*



**Source:** Students' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** Based upon the results showed above: 20 students out of 51 who represent the 39% of the population always are encouraged by the teacher to follow the writing process; besides, 24 of them answer that they sometimes follow those steps; finally, 7 students who represent 14% of the total population say that they never follow the writing process.

As the results show, the majority of students follow a writing process while writing activities; however, there are students that need support on it.

Item 7. Cuando usted escribe, su maestro solamente se enfoca en el producto final.

Table 14. *Item 7. Students' survey. Final writing product focus*

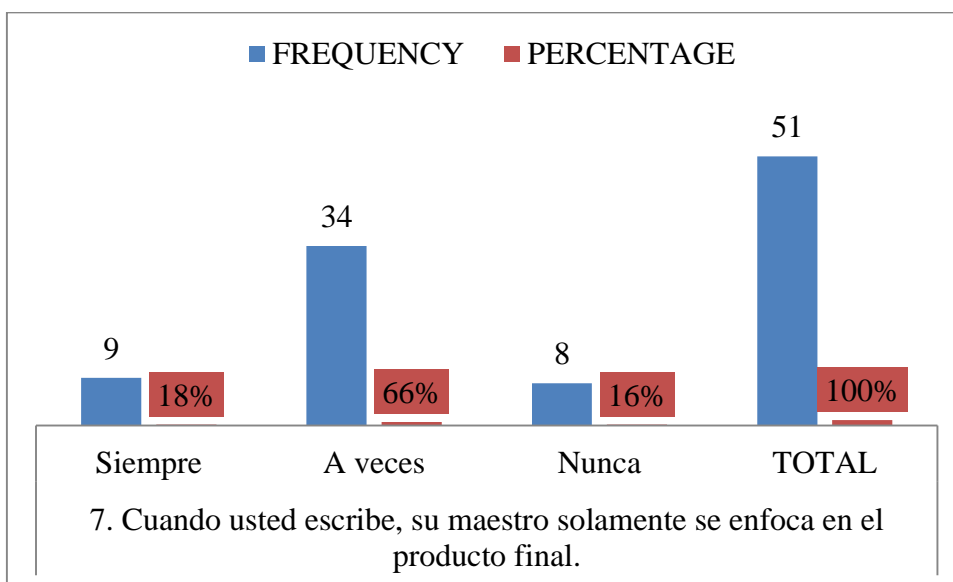
ITEM	SCALE	FREQUENCY	PERCENTAGE
	Siempre	9	18%

7. Cuando usted escribe, su maestro solamente se enfoca en el producto final.	A veces	34	66%
	Nunca	8	16%
	TOTAL	51	100%

**Source:** Students' survey

**Created by:** Yanez, V. (2018)

Figure 13. Item 7. Students' survey: Final writing product focus



**Source:** Students' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** The information in the table above indicates that the results for the item 7 are: 9 surveyed answer that their teacher always focuses on the final writing product; in the same range 8 students out of 51 say that their teacher never emphasizes in the final product. However, 34 students out of 51 who make 66% of the total population say that their teacher sometimes emphasizes in the final writing product. These results show that students need clearer ideas about final writing products.

Item 8. Cuando usted escribe, pone su maestro énfasis en el género de la escritura.

Table 15. Item 8. Students' survey. Writing genre focus

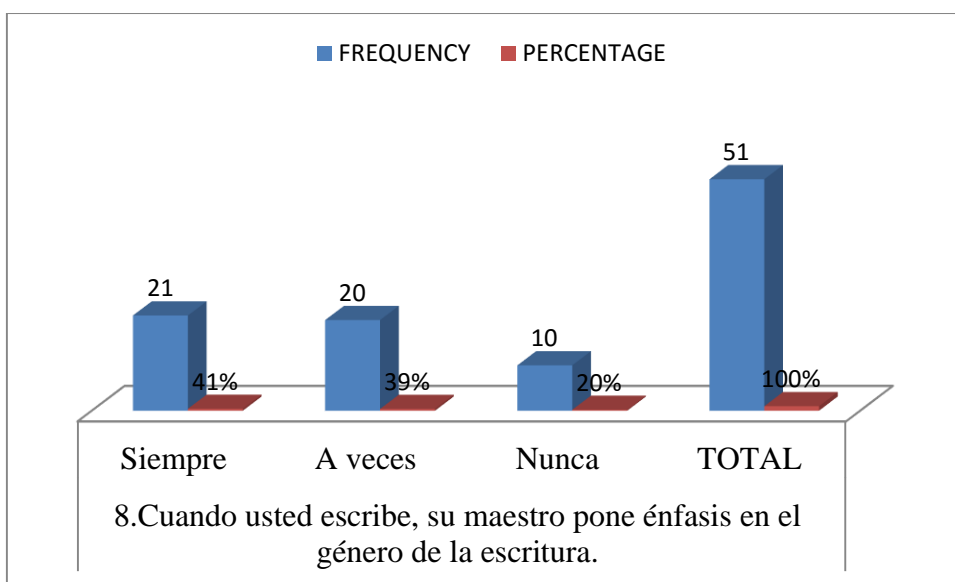
ITEM	SCALE	FREQUENCY	PERCENTAGE
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8. Cuando usted escribe, su maestro pone énfasis en el género de la escritura.	Siempre	21	41%
	A veces	20	39%
	Nunca	10	20%
	TOTAL	51	100%

**Source:** Students' survey

**Created by:** Yanez, V. (2018)

Figure 14. *Item 8. Students' survey. Writing genre focus*



**Source:** Students' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** The results in item 8 show that 41% of the students suggest their teacher always emphasizes in the writing genre while writing activities. Furthermore, 20 surveyed out of 51 say that their teacher sometimes does it. Finally, 10 who represent the 20% of the population affirm that their teacher never emphasizes in the writing genre during writing activities in class.

These results give the idea that teachers need support for writing issues in order to improve their teaching development.

Item 9. ¿Con qué frecuencia, su maestro/a utiliza los siguientes géneros de la escritura?

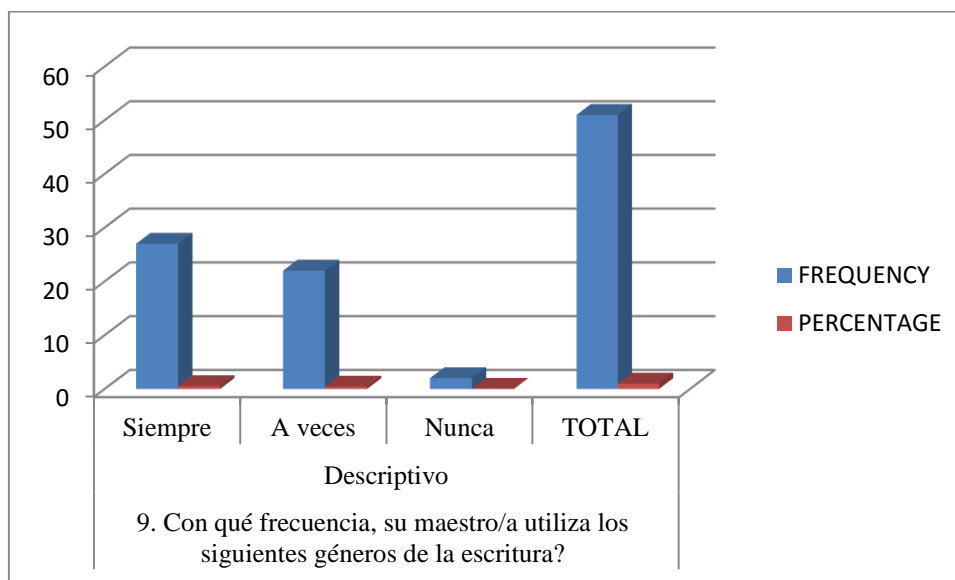
Table 16. *Item 9. Students' survey. Descriptive genre*

ITEM	SCALE	FREQUENCY	PERCENTAGE	
9. ¿Con qué frecuencia, su maestro/a utiliza los siguientes géneros de la escritura?	Descriptivo	Siempre	27	53%
		A veces	22	43%
		Nunca	2	4%
		TOTAL	51	100%

**Source:** Students' survey

**Created by:** Yanez, V. (2018)

Figure 15. Item 9. Students' survey. Descriptive genre



**Source:** Students' survey

**Created by:** Yanez, V. (2018)

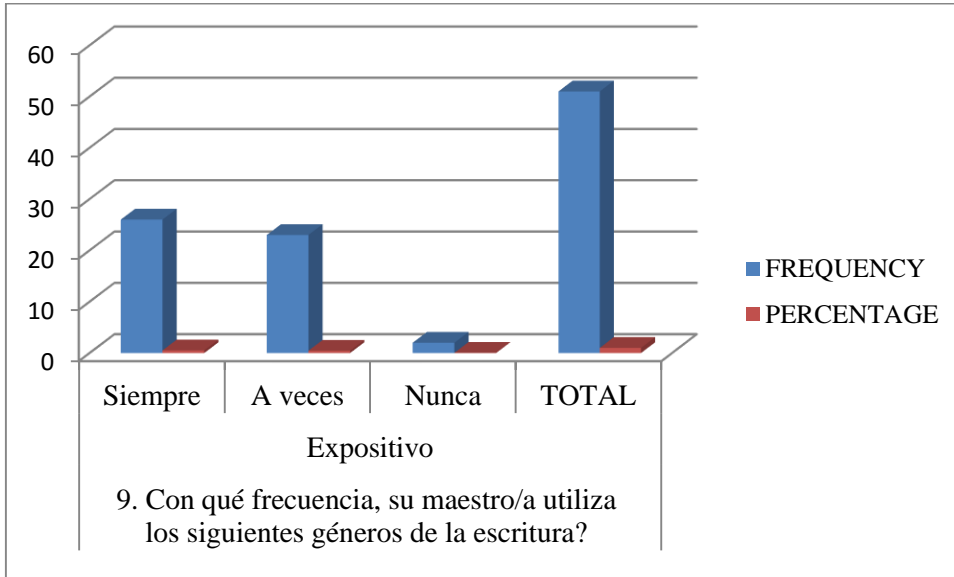
Table 17. Item 9. Students' survey. Expositive genre

ITEM	SCALE	FREQUENCY	PERCENTAGE	
9. ¿Con qué frecuencia, su maestro/a utiliza los siguientes géneros de la escritura?	Expositivo	Siempre	26	51%
		A veces	23	45%
		Nunca	2	4%

Source: Students' survey

Created by: Yanez, V. (2018)

Figure 16. Item 9. Students' survey. Expositive genre



Source: Students' survey

Created by: Yanez, V. (2018)

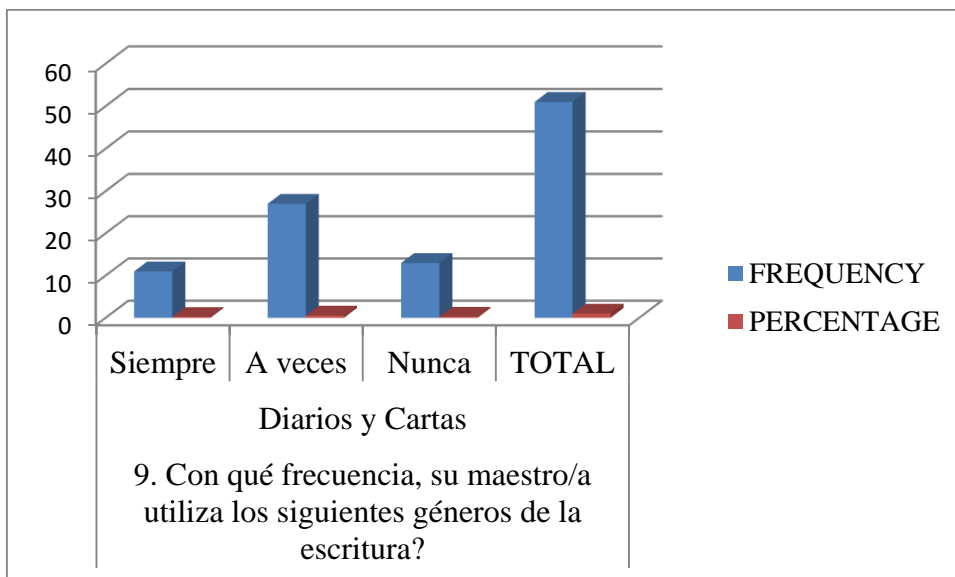
Table 18. Item 9. Students' survey. Journals and letters

ITEM	SCALE	FREQUENCY	PERCENTAGE
9. ¿Con qué frecuencia, su maestro/a utiliza los siguientes géneros de la escritura?	Diarios y Cartas	Siempre	11 22%
		A veces	27 53%
		Nunca	13 25%
		TOTAL	51 100%

Source: Students' survey

Created by: Yanez, V. (2018)

Figure 17. Item 9. Students' survey. Journals and letters



**Source:** Students' survey

**Created by:** Yanez, V. (2018)

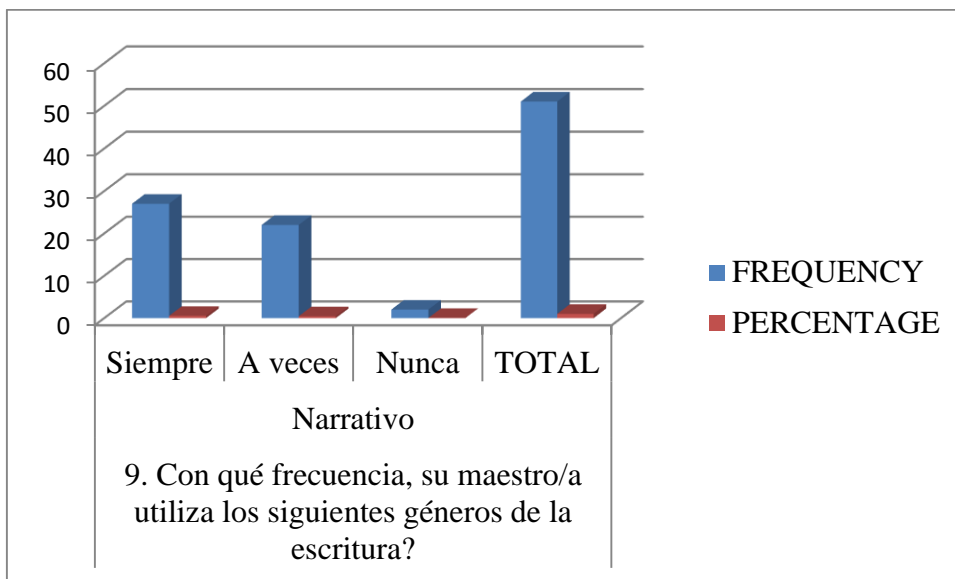
Table 19. *Item 9. Students' survey. Narrative genre*

ITEM	SCALE	FREQUENCY	PERCENTAGE
9. ¿Con qué frecuencia, su maestro/a utiliza los siguientes géneros de la escritura?	Narrativo Siempre	27	53%
	A veces	22	43%
	Nunca	2	4%
	TOTAL	51	100%

**Source:** Students' survey

**Created by:** Yanez, V. (2018)

Figure 18. *Item 9. Students' survey. Narrative genre*



**Source:** Students' survey

**Created by:** Yanez, V. (2018)

Table 20. *Item 9. Students' survey. Persuasive genre*

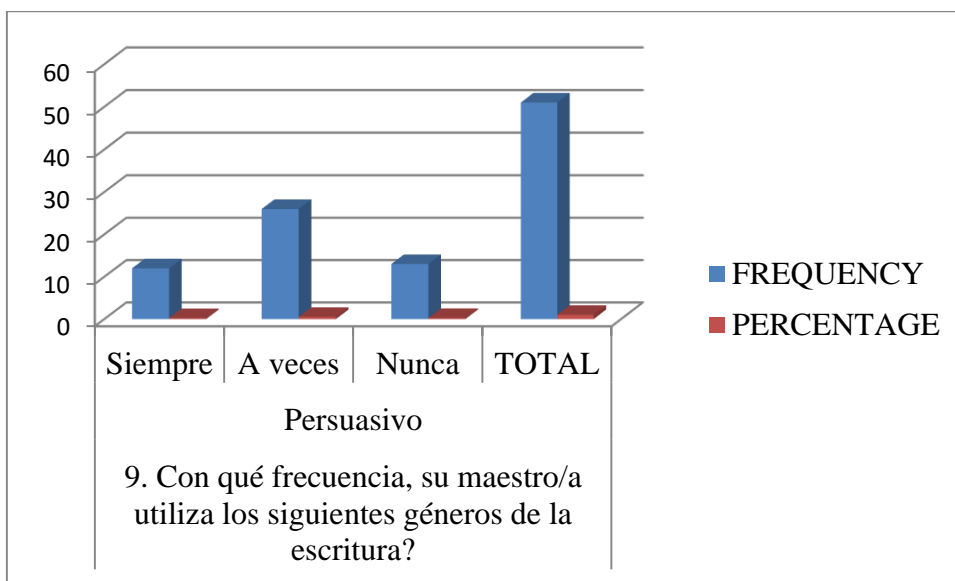
ITEM	SCALE	FREQUENC Y	PERCENTAG E
9. Con qué frecuencia, su maestro/a utiliza los siguientes géneros de la escritura?	Persuasivo Siempre	12	24%
	A veces	26	51%
	Nunca	13	25%
	TOTAL	51	100%

**Source:** Students' survey

**Created by:** Yanez, V. (2018)



Figure 19. *Item 9. Students' survey. Persuasive genre*



**Source:** Students' survey

**Created by:** Yanez, V. (2018)

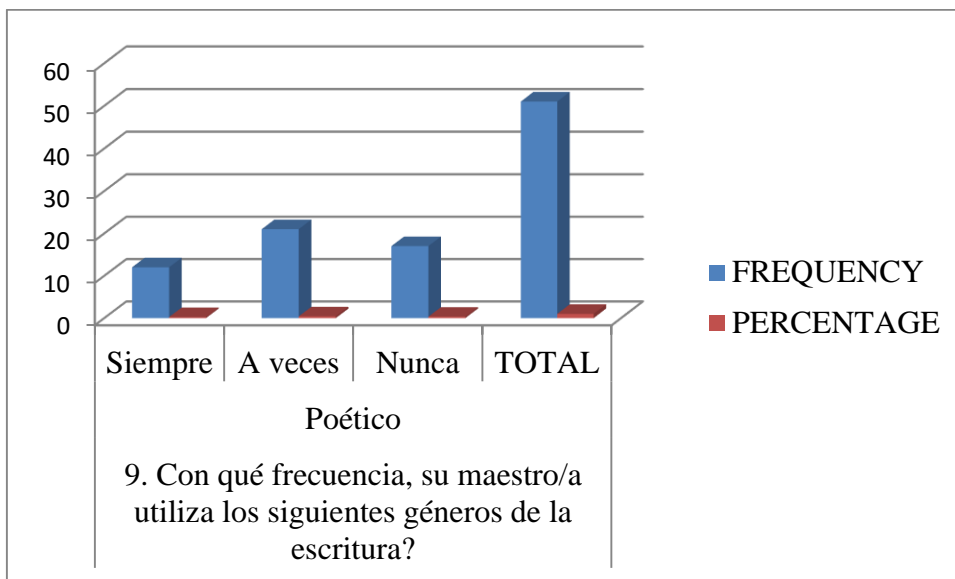
Table 21. *Item 9. Students' survey. Género poético*

ITEM	SCALE	FREQUENC Y	PERCENTAG E	
9. Con qué frecuencia, su maestro/a utiliza los siguientes géneros de la escritura?	Poético	Siempre	12	24%
		A veces	21	41%
		Nunca	17	33%
		TOTAL	51	100%

**Source:** Students' survey

**Created by:** Yanez, V. (2018)

Figure 20. *Item 9. Students' survey. Género Poético*



**Source:** Students' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** The results of item 9 are divided into writing genres which are descriptive, expository, journals and letters, narrative, persuasive, and poetry.

Regarding descriptive genre 27 out of 51 students who represent 53% of the students say that their teacher always uses this writing genre in class. Furthermore, 43 percent of them argue that their teacher sometimes does it while 4% of them say that their teacher never uses descriptive writing genre. The second writing genre results indicate that 51% affirm that their teacher uses the expository writing genre; while the 45% state that their teacher sometimes uses it. On the contrary, the 4% of the surveyed say that their teacher never uses the expository writing genre. Besides, results related to journals and letters say that 22% of the total population claims their teacher always uses this kind of writing genre; the 53% suggest their instructor sometimes uses this genre while the 25% say that he or she never uses it. Moreover, the results about the narrative writing genre indicate that 53% of the students answer that their teacher always uses this genre; while the 43% say that he or she sometimes does it; and, only 2% argue that their teacher never uses it. Further, 24% of the population says that their teacher always uses the persuasive writing genre; on the other hand, 51% argue that their teacher sometimes uses it; but the 25% say that their teacher never does it. Finally, results show that 24% emphasize that teacher always uses poetry writing genre; whilst 41%

of them say that their teacher sometimes uses it; however, 33% of them say that their teacher never uses poetry in class.

To sum up, most of the students have an idea about writing genres; however, they really need orientation to enhance their writing skills.

Item 10. ¿Cuáles de las siguientes etapas del proceso de la escritura, considera usted que su profesor toma en cuenta para planificar sus clases de producciones escritas?

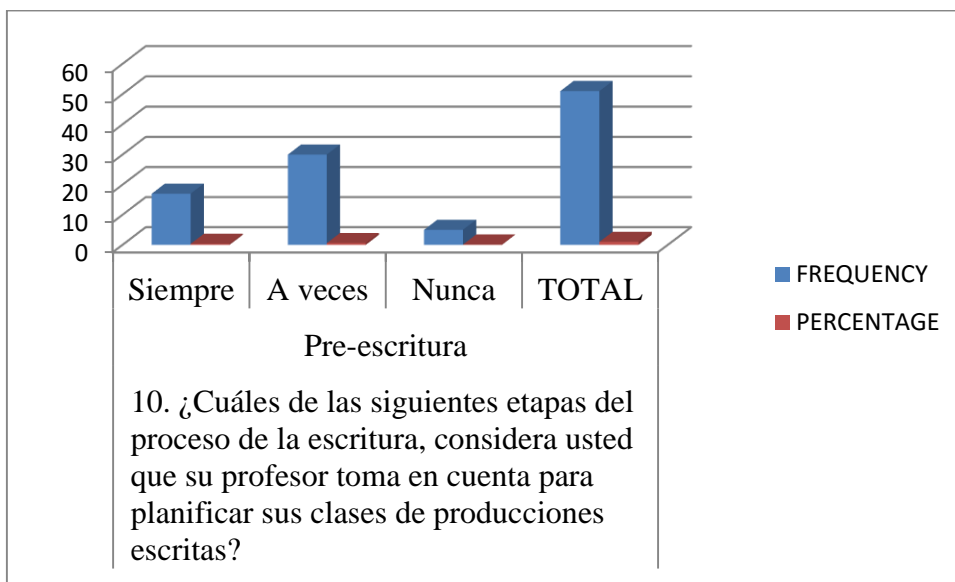
Table 22. *Item 10. Students' survey. Pre-writing*

ITEM	SCALE	FREQUENCY	PERCENTAGE	
10. ¿Cuáles de las siguientes etapas del proceso de la escritura, considera usted que su profesor toma en cuenta para planificar sus clases de producciones escritas?	Pre-escritura	Siempre	17	33%
		A veces	30	59%
		Nunca	5	10%
		TOTAL	51	100%

**Source:** Students' survey

**Created by:** Yanez, V. (2018)

Figure 21. *Item 10. Students' survey. Pre-writing*



**Source:** Students' survey

**Created by:** Yanez, V. (2018)

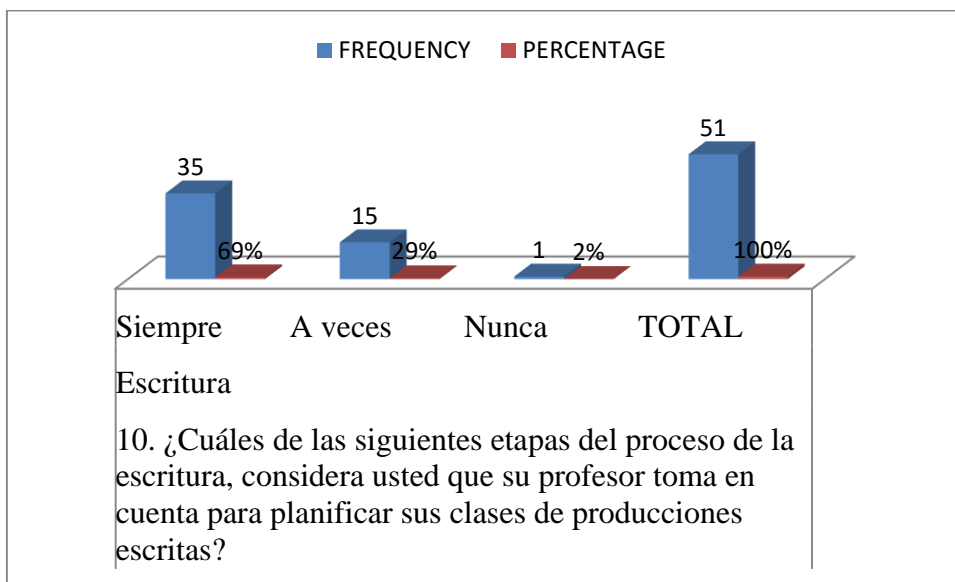
Table 23. *Item 10. Students' survey. Writing*

ITEM	SCALE	FREQUENCY	PERCENTAGE
10. ¿Cuáles de las siguientes etapas del proceso de la escritura, considera usted que su profesor toma en cuenta para planificar sus clases de producciones escritas?	Siempre	35	69%
	A veces	15	29%
	Nunca	1	2%
	TOTAL	51	100%

**Source:** Students' survey

**Created by:** Yanez, V. (2018)

Figure 22. Item 10. Students' survey. Writing



Source: Students' survey

Created by: Yanez, V. (2018)

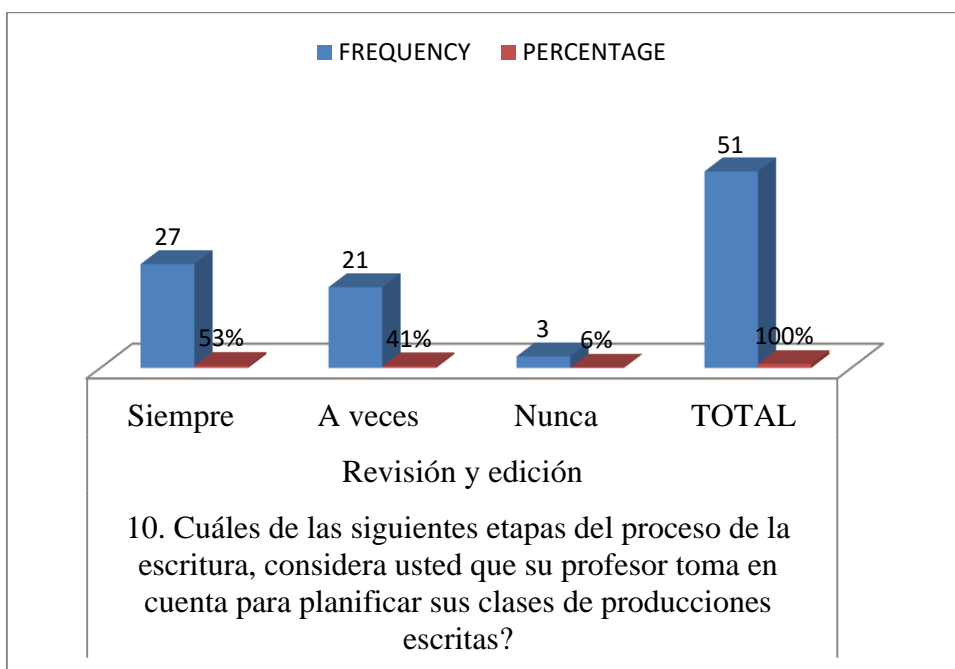
Table 24. Item 10. Students' survey. Reviewing and edition

ITEM	SCALE	FREQUENC Y	PERCENTAG E
10. ¿Cuáles de las siguientes etapas del proceso de la escritura, considera usted que su profesor toma en cuenta para planificar sus clases de producciones escritas?	Revisión y Edición	Siempre	27 53%
		A veces	21 41%
		Nunca	3 6%
		TOTAL	51 100%

Source: Students' survey

Created by: Yanez, V. (2018)

Figure 23. Item 10. Students' survey. Reviewing and edition



**Source:** Students' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** Regarding the stages of the writing process the results are the following. First, 17 out of 51 students answered that their teacher always considers pre-writing activities in their class planning. On the contrary, 30 of 51 who make the 59% of the total population says that their teacher does it; but, only 5 students who represent 10% of the population argue that their teacher never considers pre-writing activities in his or her classes. Besides, 69% of the population thinks that their teacher always considers writing itself in class planning; whilst, 29% emphasizes that their teacher sometimes considers it; and, only the 2% states that their teacher never considers it. Lastly, the results about edition and revision show that 53% of the students consider that their teacher always takes into consideration issues about reviewing and editing students' writing productions; whereas, 41% of them indicate that their teacher sometimes does it; but, 6% of the students argues that their teacher never does it.

These results give the researcher the idea of the post-writing activities must be implemented in the classroom.

#### 4.2. Teachers' survey

Item 1. Do you think Storytelling strategy improves the coherence of students' writing skills?

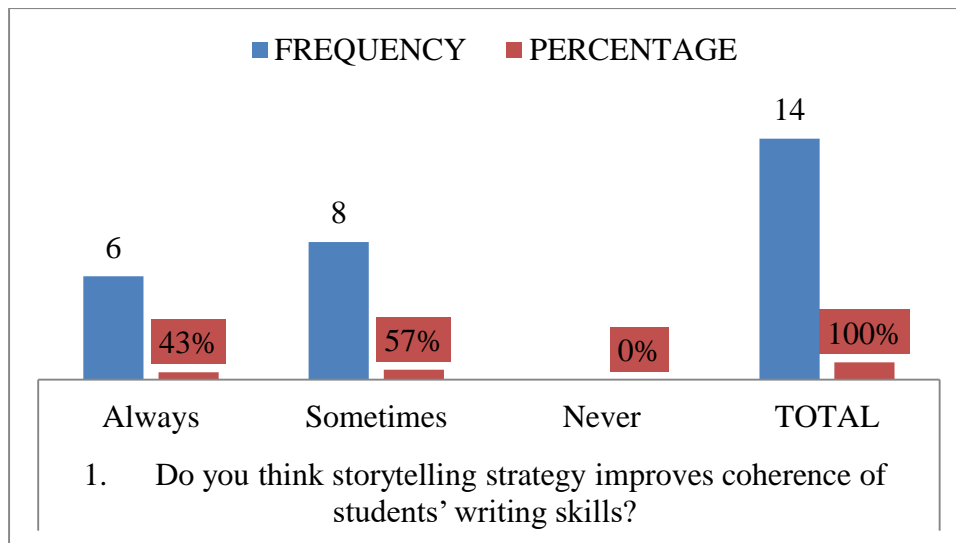
Table 25. Item 1. Teachers' survey. Storytelling to improve coherence

ITEM	SCALE	FREQUENCY	PERCENTAGE
1. Do you think Storytelling strategy improves the coherence of students' writing skills?	Always	6	43%
	Sometimes	8	57%
	Never		0%
	TOTAL	14	100%

Source: Teachers' survey

Created by: Yanez, V. (2018)

Figure 24. Item 1. Teachers' survey. Storytelling to improve coherence



Source: Teachers' survey

Created by: Yanez, V. (2018)

**Analysis and interpretation:** As the results displayed above show, in item 1, 6 teachers out of 14 think that the Storytelling strategy always improves coherence in writing skills; furthermore, 8 students who represent the 57% of the total population think that Storytelling strategy sometimes helps students to improve coherence in writing skills. Therefore, it is concluded that teachers are aware of the helpfulness of Storytelling strategy for improving the coherence of students' writing skills.

Item 2. What are the most relevant Storytelling uses?

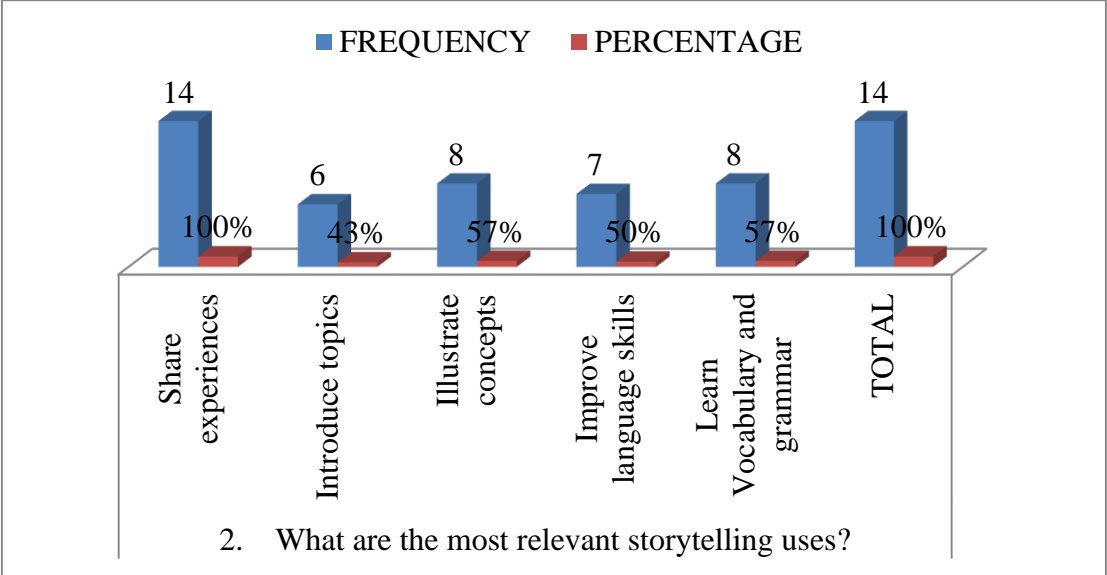
Table 26. Item 2. Teachers' survey. Storytelling uses

ITEM	SCALE	FREQUENCY	PERCENTAGE
2. What are the most relevant Storytelling uses?	Share experiences	14	100%
	Introduce topics	6	43%
	Illustrate concepts	8	57%
	Improve language skills	7	50%
	Learn Vocabulary and grammar	8	57%
	TOTAL		14

Source: Teachers' survey

Created by: Yanez, V. (2018)

Figure 25. Item 2. Teachers' survey. Storytelling uses



Source: Teachers' survey

Created by: Yanez, V. (2018)

**Analysis and interpretation:** As the results show, a hundred percent of teachers agree on the idea that the most relevant Storytelling use is to share experiences. Furthermore, 43% of the population says that Storytelling is used to introduce topics; while 57% of them say it is



used to illustrate concepts; furthermore, 50% think that Storytelling is used to improve skills; and, 57% indicates that it is used for learning vocabulary and grammar. With these results, it can be inferred that teachers do use Storytelling however they need a guide to do it in a more effective way.

Item 3. Have you ever applied Storytelling strategy in your class work?

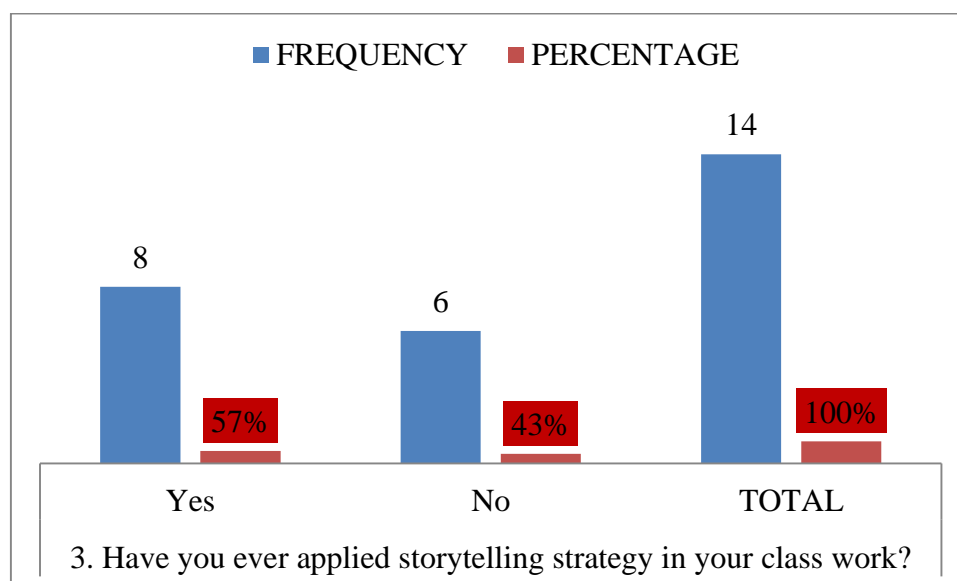
Table 27. Item 3. *Teachers' survey. Storytelling in school tasks*

ITEM	SCALE	FREQUENCY	PERCENTAGE
3. Have you ever applied Storytelling strategy in your class work?	Yes	8	57%
	No	6	43%
	TOTAL	14	100%

**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

Figure 26. Item 3. *Teachers' survey. Storytelling in school tasks*



**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

**Analysis and Interpretation:** the information above shows that 57% of the total population of teachers indicates that they have applied Storytelling strategy in their classwork; on the other hand, 43% of them claim they have never applied this strategy in their classwork. Since

there is a high percentage of teachers that affirm they have not applied Storytelling strategy in their classes, it is important to socialize it for helping them to improve the teaching duties.

Item 4. If you answer is affirmative; which skill of the language you have applied it in?

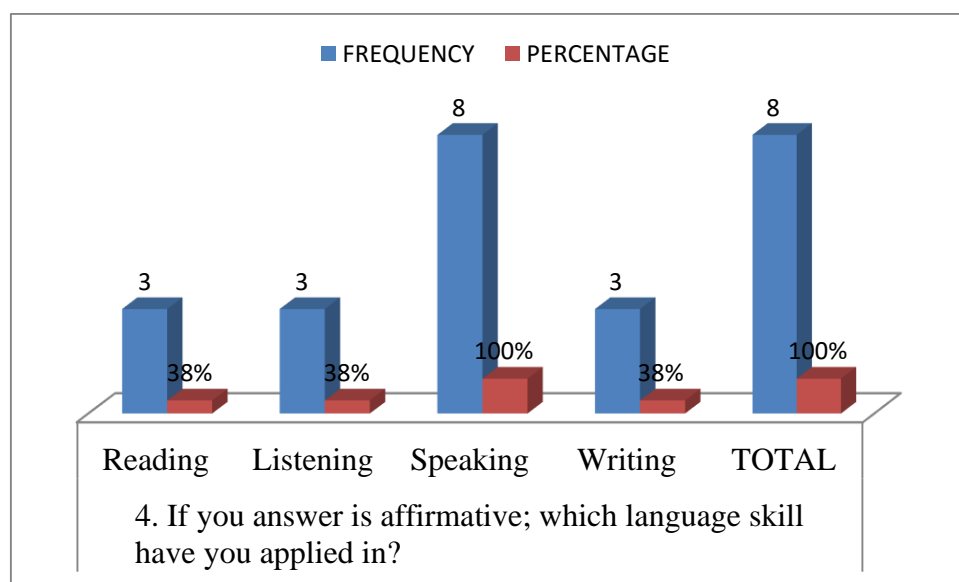
Table 28. *Item 4. Teachers' survey. Language skills*

ITEM	SCALE	FREQUENC Y	PERCENTAGE
4. If you answer is affirmative; which language skill have you applied in?	Reading	3	38%
	Listening	3	38%
	Speaking	8	100%
	Writing	3	38%
	TOTAL	8	100%

**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

Figure 27. *Item 4. Teachers' survey. Language skills*



**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** Since there were 8 respondents who argue that they have used Storytelling strategy in their classwork, one hundred percent of them have used it in speaking skills; on the contrary, they have applied this strategy in a 38% in the other three skills such as reading, listening, and writing. These results give the guide to emphasize Storytelling strategy for writing purposes.

Item 5. Which techniques of Storytelling strategy are you familiar with?

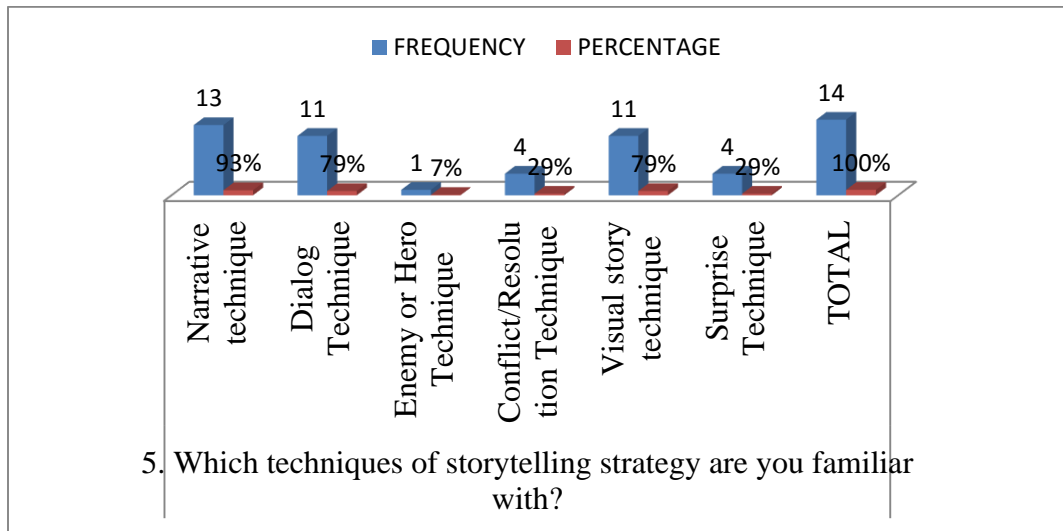
Table 29. Item 5. Teachers' survey. Storytelling techniques

ITEM	SCALE	FREQUENCY	PERCENTAGE
5. Which techniques of Storytelling strategy are you familiar with?	Narrative technique	13	93%
	Dialog Technique	11	79%
	Enemy or Hero Technique	1	7%
	Conflict/Resolution Technique	4	29%
	Visual story technique	11	79%
	Surprise Technique	4	29%
	TOTAL	14	100%

Source: Teachers' survey

Created by: Yanez, V. (2018)

Figure 28. Item 5. Teachers' survey. Storytelling techniques



Source: Teachers' survey

Created by: Yanez, V. (2018)

**Analysis and interpretation:** Item 5 aims to look for information about the techniques of Storytelling which are familiar to teachers. In this context, 98% of the total population of teachers indicates that they are familiar with the narrative technique; further, 79% of them affirm that they are familiar with dialog technique. On the contrast, 29% of teachers argue that they are familiarized with the Conflict/Resolution technique. Besides, 11 teachers out of

14 indicate that they well-known the visual story technique. Finally, 29% of the teachers' population indicates they are familiar with surprise technique. With this information, the researcher has a wide understanding of what teachers need to strengthen.

Item 6. When students do a writing activity in class, do you ask them to follow the writing process?

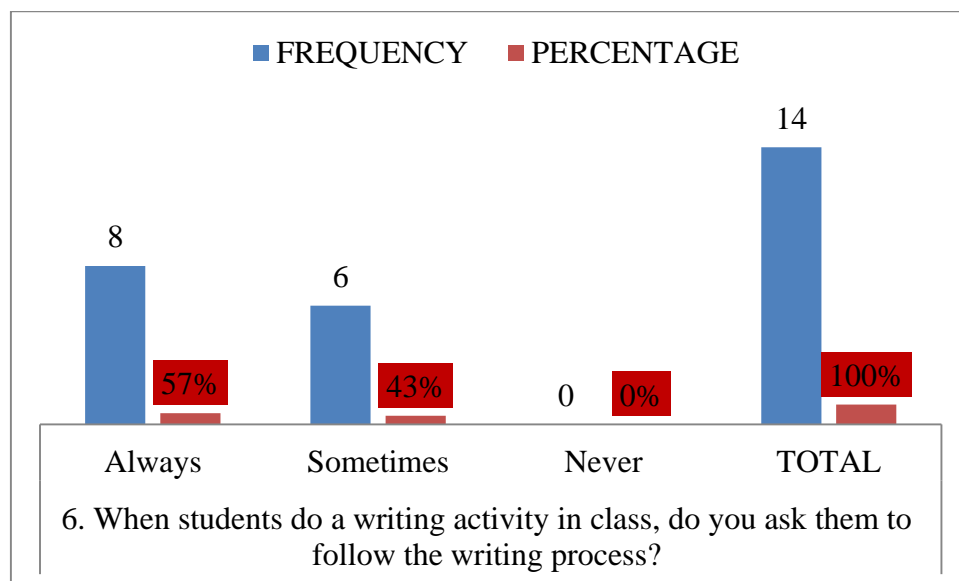
Table 30. *Item 6. Teachers' survey. Writing process*

ITEM	SCALE	FREQUENCY	PERCENTAGE
6. When students do a writing activity in class, do you ask them to follow the writing process?	Always	8	57%
	Sometimes	6	43%
	Never	0	0%
	TOTAL	14	100%

**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

Figure 29. *Item 6. Teachers' survey. Writing process*



**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** The information displayed above shows that teachers ask their students to follow a process during writing exercises in class and the results are: 57% of teachers affirm that they always do it, while 43% of them sometimes ask students to follow

a writing process. These results are comprehensible because teachers are aware of the importance of following a process in writing activities in class.

Item 7. When your students write, do you focus on the final product only?

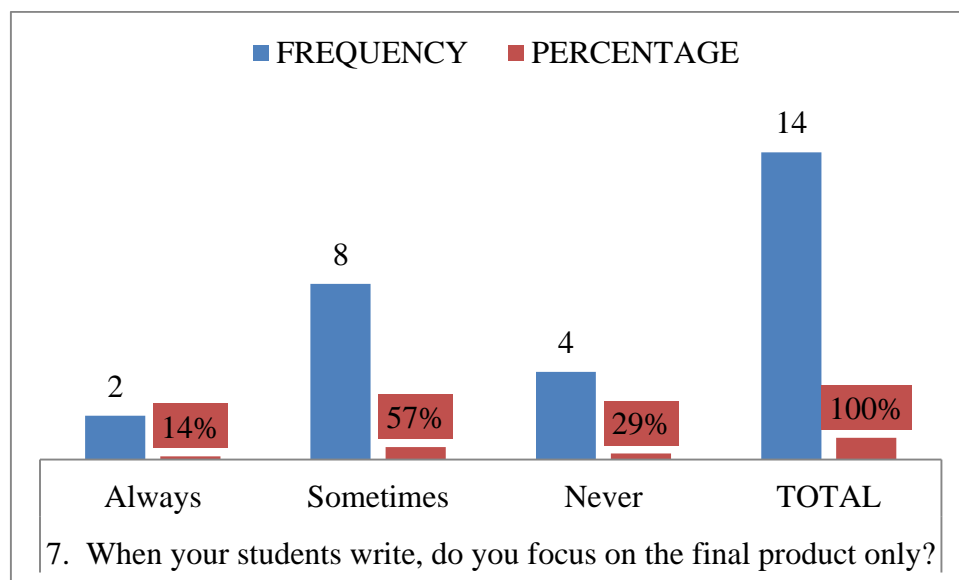
Table 31. *Item 7. Teachers' survey. Final writing product focus*

ITEM	SCALE	FREQUENCY	PERCENTAGE
7. When your students write, do you focus on the final product only?	Always	2	14%
	Sometimes	8	57%
	Never	4	29%
	TOTAL	14	100%

**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

Figure 30. *Item 7. Teachers' survey. Final writing product focus*



**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** 2 out of 14 teachers indicate that they always focus on the final product when students write; however, 8 teachers who represent 57% of the population say they sometimes do it; 29% of them suggest that they never focus on the final product for writing exercises. These results imply that teachers need to clarify ideas about the writing process.

Item 8. When your students write, do you emphasize the writing genre?

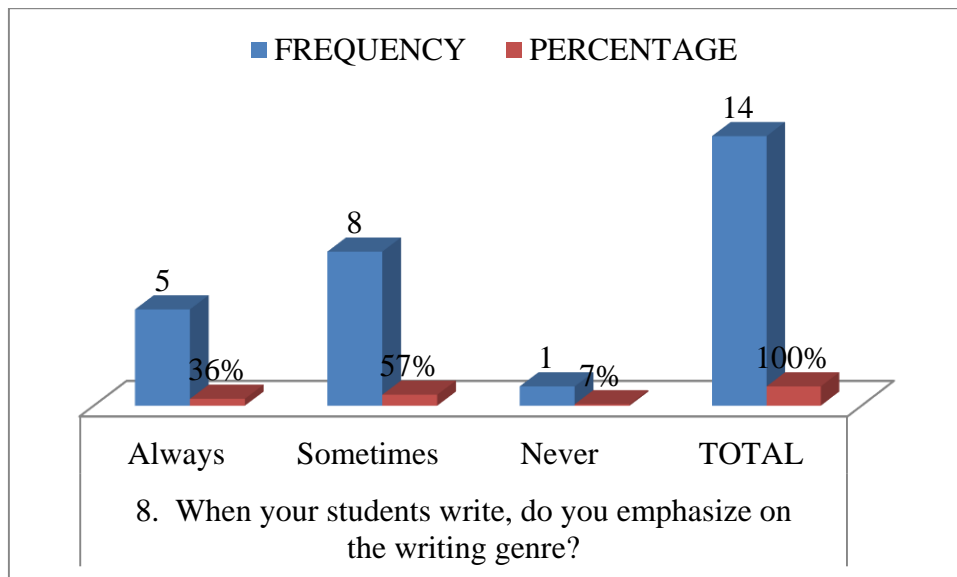
Table 32. Item 8. Teachers' survey. Writing genre focus

ITEM	SCALE	FREQUENCY	PERCENTAGE
8. When your students write, do you emphasize the writing genre?	Always	5	36%
	Sometimes	8	57%
	Never	1	7%
	TOTAL	14	100%

**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

Figure 31. Item 8. Teachers' survey. Writing genre focus



**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** The table above indicates that 36 percent of the teachers emphasize on the writing genre during writing activities; while 57% of them remark that they sometimes do it; and, only 7% of the total population says that they never emphasize on the writing genre. The obtained results from the survey suggest that teachers are not conscious about writing genre at all; therefore, it is important to research it.

Item 9. How often do you use these writing genres in class?

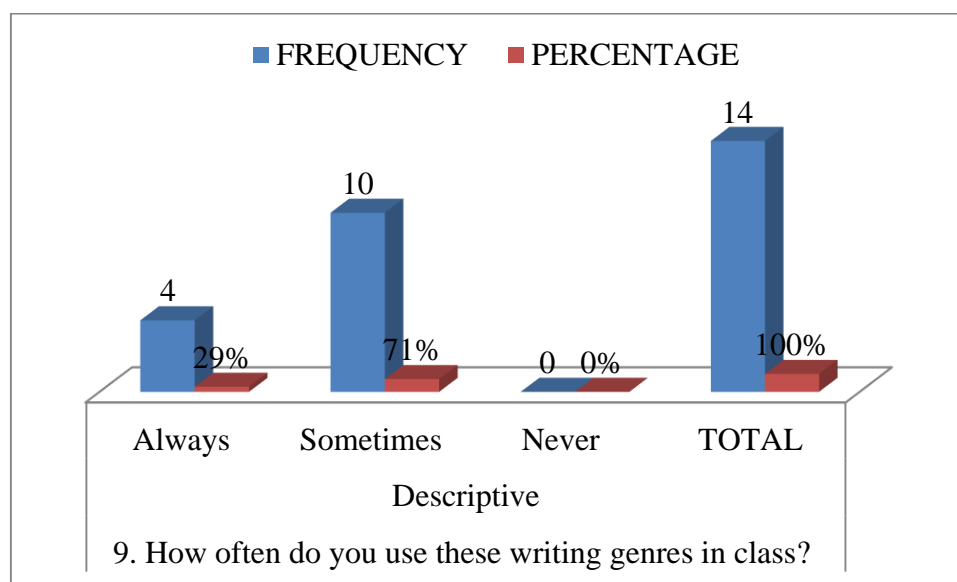
Table 33. Item 9. Teachers' survey. Descriptive genre

ITEM	SCALE	FREQUENCY	PERCENTAGE
9. How often do you use these writing genres in class?	Always	4	29%
	Sometimes	10	71%
	Never	0	0%
	TOTAL	14	100%

Source: Teachers' survey

Created by: Yanez, V. (2018)

Figure 32. Item 9. Teachers' survey. Descriptive genre



Source: Teachers' survey

Created by: Yanez, V. (2018)

**Analysis and Interpretation:** the results presented above corresponds to the frequency of using the descriptive writing genre; therefore 29% of the population state that they always use this writing genre but 71% say that they sometimes use it. These results also show the necessity to improve the usage of this important writing genre.

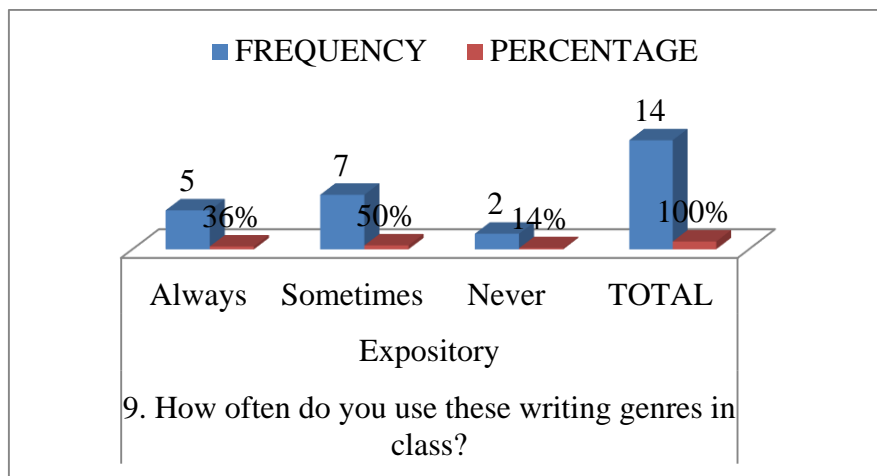
Table 34. *Item 9. Teachers' survey. Expository genre*

ITEM	SCALE	FREQUENCY	PERCENTAGE
9. How often do you use these writing genres in class?	Expository Always	5	36%
	Sometimes	7	50%
	Never	2	14%
	TOTAL	14	100%

**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

Figure 33. *Item 9. Teachers' survey. Expository genre*



**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** 36% of the population argue that they always use the expository writing genre; besides, half of the population indicates that they sometimes use it but 14% of the population say that they do it. It also gives the perspective of teachers use the expository writing genre however they need to use it with more frequency.

Table 35. *Item 9. Teachers survey. Journals and letters*

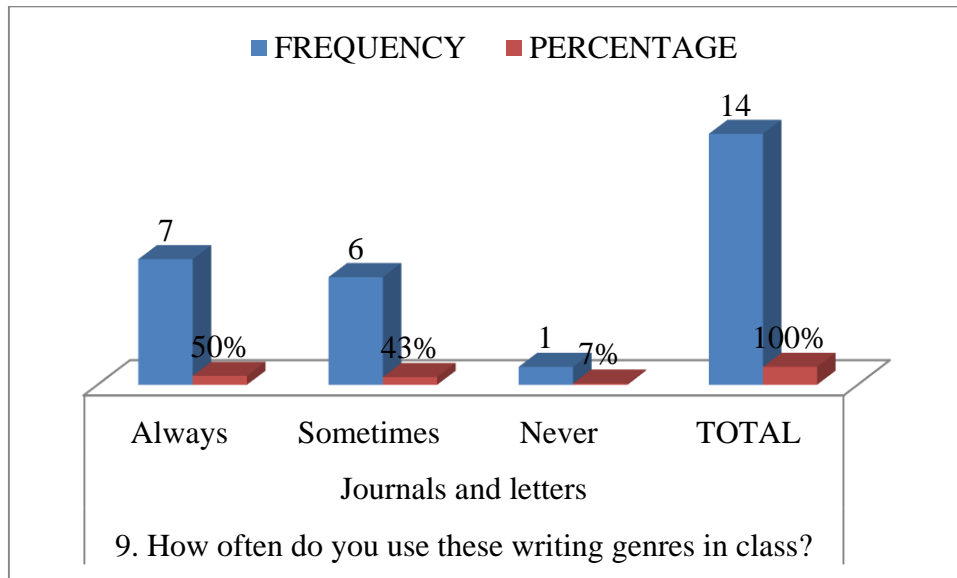
ITEM	SCALE	FREQUENCY	PERCENTAGE
9. How often do you use these writing genres in class?	Journals and letters Always	7	50%
	Sometimes	6	43%
	Never	1	7%
	TOTAL	14	100%

**Source:** Teachers' survey



**Created by:** Yanez, V. (2018)

Figure 34. *Item 9. Teachers' survey. Letters and journals*



**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** The results displayed above show that 7 out of 14 teachers always use journals and letters in their classes; furthermore, 6 teachers who represent 43% indicate that they sometimes use them, and only 7% of them say that they never use journals and letters in writing activities. In sum, teachers use journals and letters in their writing classes and this is good because students develop meaningful writing activities.

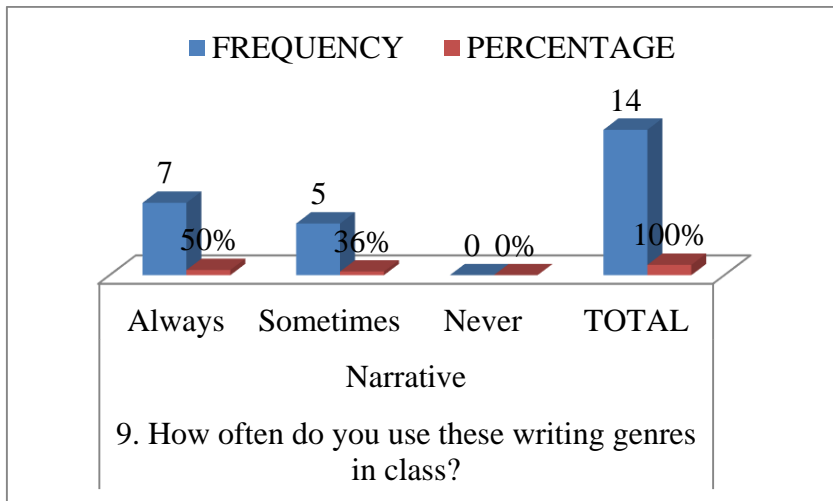
Table 36. *Item 9. Teachers' survey. Narrative genre*

ITEM	SCALE	FREQUENCY	PERCENTAGE	
9. How often do you use these writing genres in class?	Narrative	Always	7	50%
		Sometimes	5	36%
		Never	0	0%
		TOTAL	14	100%

**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

Figure 35. *Item 9. Teachers' survey. Narrative genre*



**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** 50% of the teachers remark they always use narrative writing genre; besides 36% of them state they sometimes do it. Therefore, it is clearly shown that teachers are aware of the use of narrative writing genre.

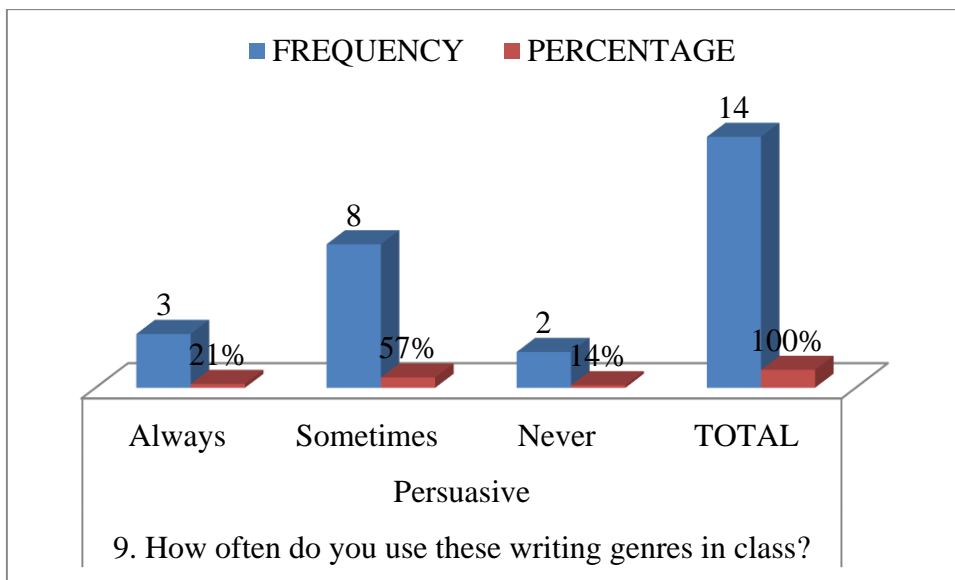
Table 37. *Item 9. Teachers' survey. Persuasive genre*

ITEM	SCALE	FREQUENCY	PERCENTAGE
9. How often do you use these writing genres in class?	Persuasive Always	3	21%
	Sometimes	8	57%
	Never	2	14%
	TOTAL	14	100%

**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

Figure 36. *Item 9. Teachers' survey. Persuasive genre*



**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** the results displayed above indicate that 21% of the teachers use persuasive writing genre all of the time, 57% of them argue they sometimes use it, on the other hand, 14% of the total population of teachers never use persuasive writing genre.

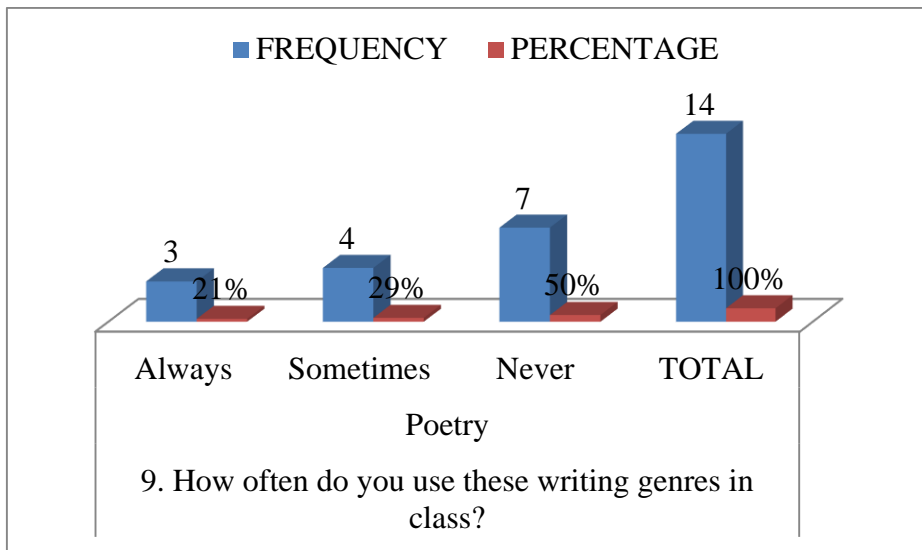
Table 38. *Item 9. Teachers' survey. Poetry writing genre*

ITEM	SCALE	FREQUENC Y	PERCENTAG E	
9. How often do you use these writing genres in class?	Poetry	Always	3	21%
		Sometimes	4	29%
		Never	7	50%
		TOTAL	14	100%

**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

Figure 37. *Item 9. Teachers' survey. Poetry writing genre*



**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** The results above show that 21% of the teachers always use poetry as writing genre in class; besides, 29% sometimes use it but the 50% of the total population of teachers do not use it. These results give the idea that teachers need to learn about this writing genre in order to help their students.

**Item 10. What of the following writing process stages, do you consider when planning a writing activity for your class?**

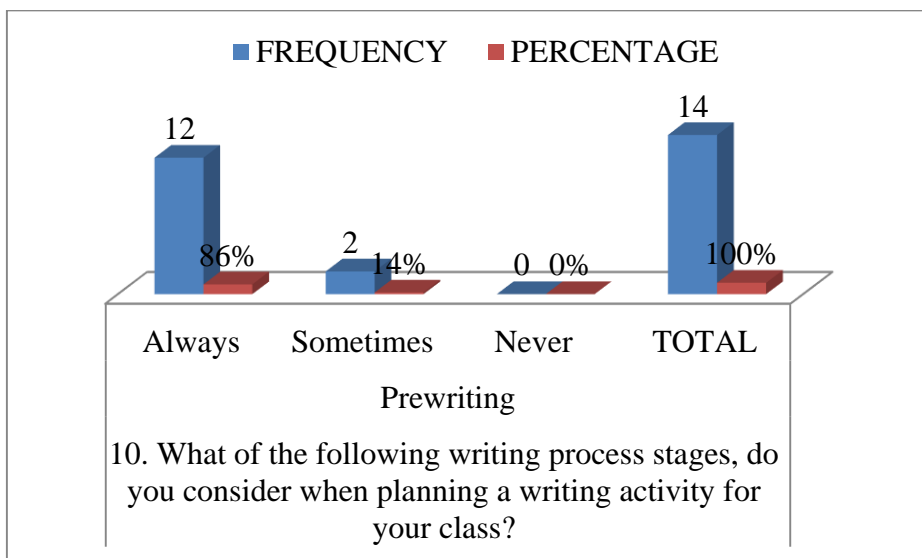
Table 39. *Item 10. Teachers' survey. Prewriting*

ITEM	SCALE	FREQUENCY	PERCENTAGE
10. What of the following writing process stages, do you consider when planning a writing activity for your class?	Always	12	86%
	Sometimes	2	14%
	Never	0	0%
	TOTAL	14	100%

**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

Figure 38. Item 10. Teachers' survey. Prewriting



**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** The results presented above show that 86% of the teachers consider prewriting activities all the time while class planning; on the contrast, 14% of the population sometimes consider them in their class planning. It is clearly stated that teachers perform their class planning taking into consideration prewriting activities.

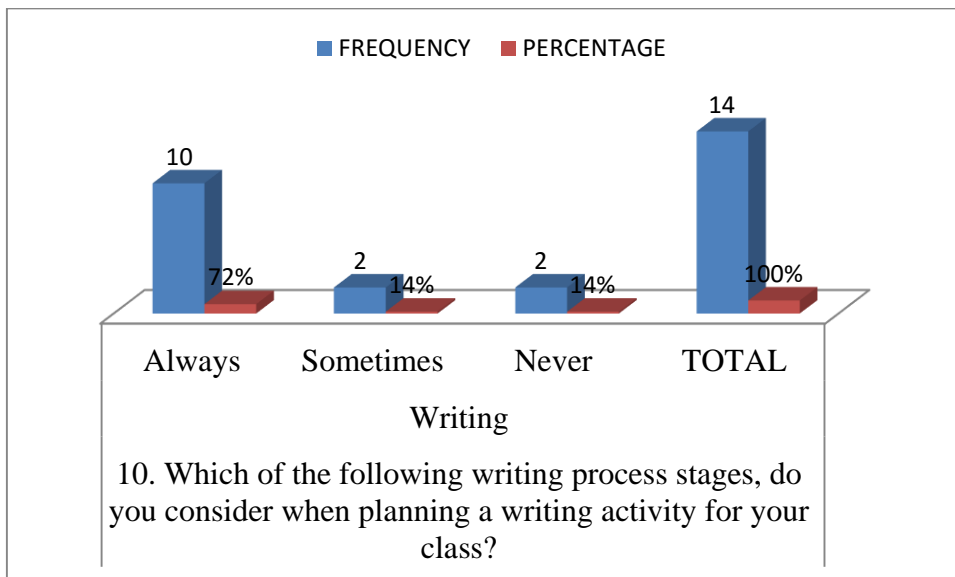
Table 40. Item 10. Teachers' survey. Writing

ITEM	SCALE	FREQUENCY	PERCENTAGE
10. What of the following writing process stages, do you consider when planning a writing activity for your class?	Always	10	72%
	Sometimes	2	14%
	Never	2	14%
	TOTAL	14	100%

**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

Figure 39. Item 10. Teachers' survey. Writing



**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

**Analysis and interpretation:** the results presented above indicate that 72% of the teachers take into account writing itself activities in their class planning; while 14% of the population answer they sometimes do it but 14% of them say they never consider writing itself activities in their class planning.

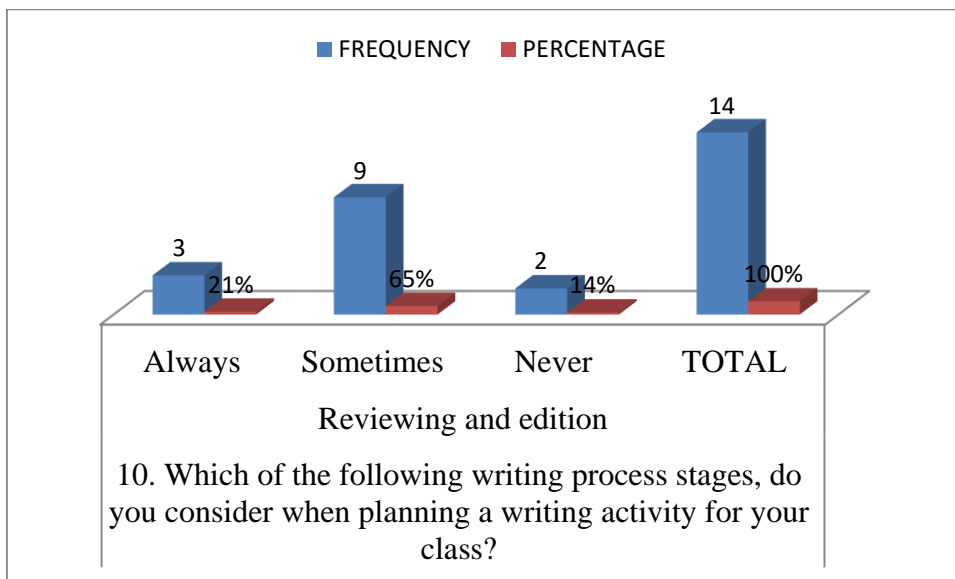
Table 41. Item 10. Teachers' survey. Reviewing and edition

ITEM	SCALE	FREQUENCY	PERCENTAGE
10. Which of the following writing process stages, do you consider when planning a writing activity for your class?	Always	3	21%
	Sometimes	9	65%
	Never	2	14%
	TOTAL	14	100%

**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

Figure 40. *Item 10. Teachers' survey. Reviewing and edition*



**Source:** Teachers' survey

**Created by:** Yanez, V. (2018)

Analysis and interpretation: Last but not least, the results above indicate that 21% of the teachers' population always develop class planning including reviewing and edition activities; on the contrast, 65% of the population say that they sometimes take into consideration them; finally, 14% of the teaches never consider planning reviewing and edition in their class planning. Therefore it is implied that teachers need support and guide within this writing process stage.

### 4.3. Pre and post-tests results Preliminary English Test: Writing

As it has been mentioned before, two groups of students were part of this study, the control group and the experimental one. The former had a population of 25 students and the latter was formed by 26 students. Furthermore, two tests were given to all the students before (pre-test) and after (post-test) the researchers' intervention to both the control and the experimental groups. Consequently with the data obtained and the analysis were performed as it is detailed below:

#### 4.3.1. Control group

##### Pre-test

Table 42. Pre-test Control Group

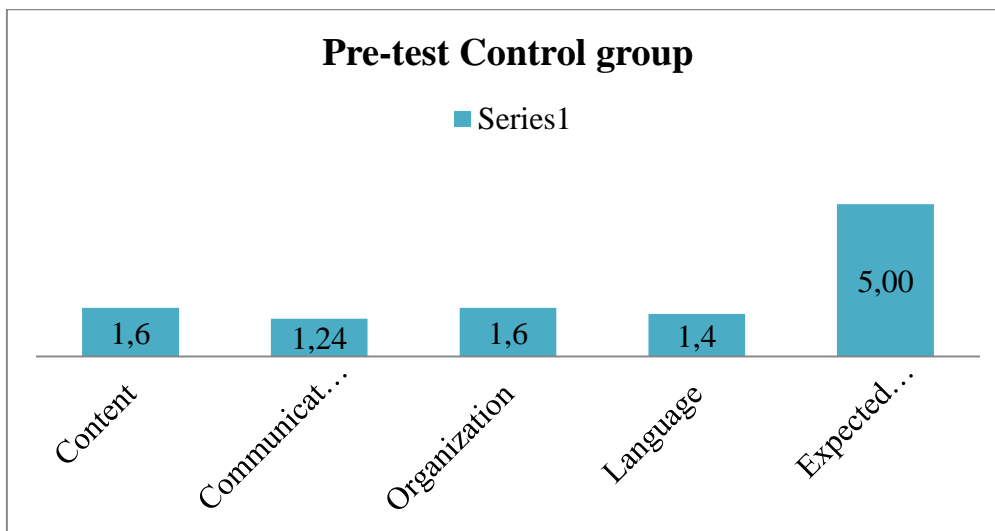
<b>Writing Pre-test</b>	
<b>Criteria</b>	<b>Average</b>
Content	1,6
Communicative Achievement	1,24
Organization	1,6
Language	1,4
<b>Expected Average</b>	<b>5,00</b>

**Source:** Pre-test Control group

**Created by:** Yanez, V. (2018)



Figure 41. *Pre-test Control Group*



**Created by:** Yanez, V. (2018)

The assessment rubric had four main criteria such as content, communicative achievement, organization, and language as detailed in Annex 5 of the current study.

It is clearly stated that control group started with 1,6 in content, 1,24 in communicative achievement, 1,6 in the organization, and 1,4 in language. It is also important to mention that the expected average was 5.

### Post-test

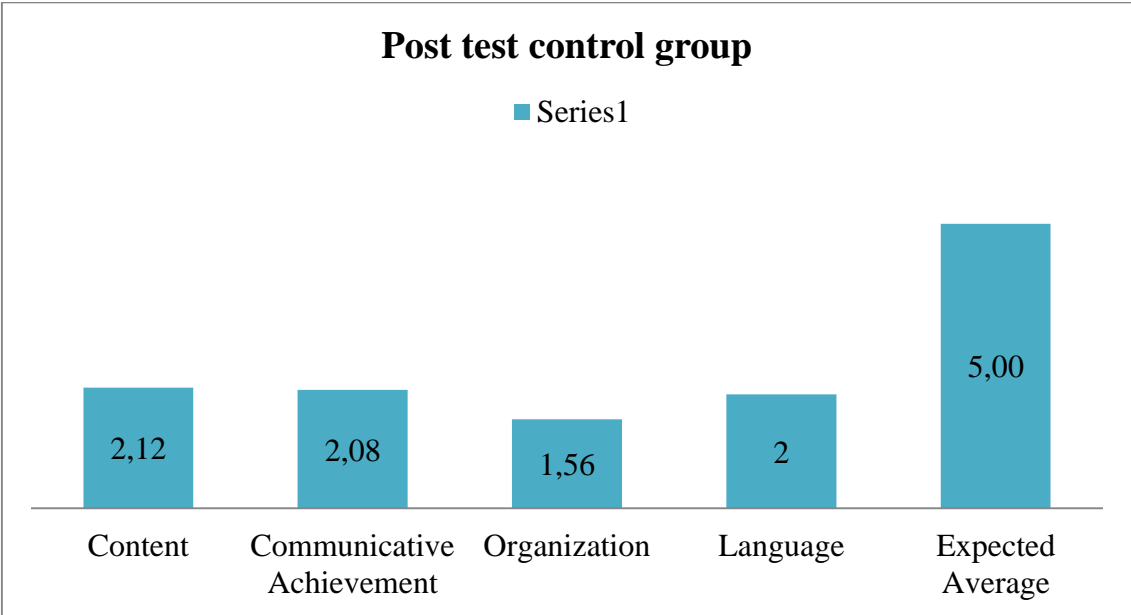
Table 43. *Post-test Control group*

Writing Post-test	
	Average
Content	2,12
Communicative Achievement	2,08
Organization	1,56

Language	2,00
Expected Average	5,00

Created by: Yánez, V. (2018)

Figure 42. *Post-test control group*



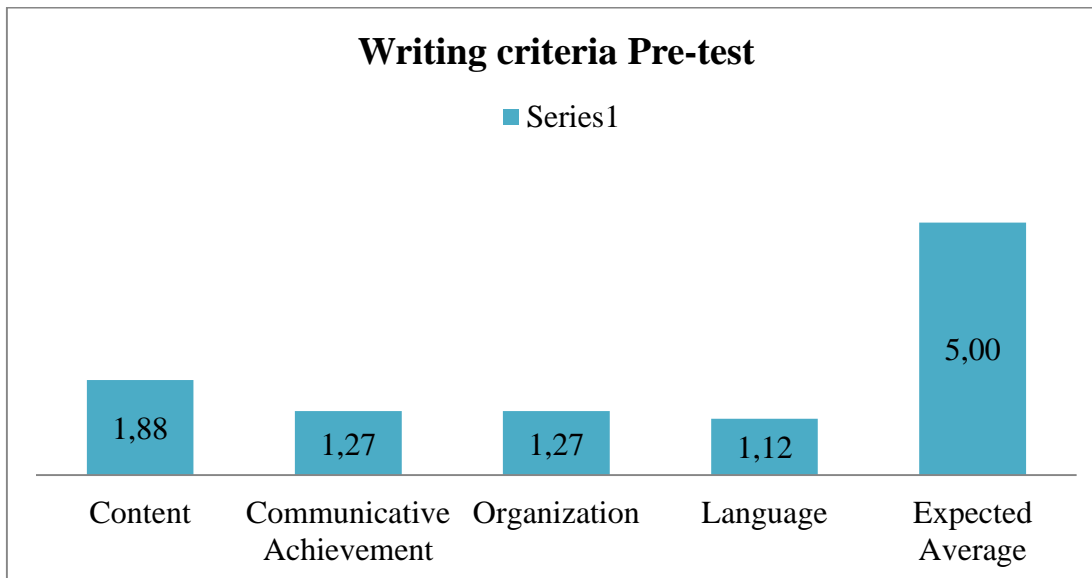
Created by: Yánez, V. (2018)

On the contrary, the results in the post-test for the control group are 2,12 in content, 2,08 in communicative achievement, 1,56 in organization, and 2,00 in language.

### 4.3.2. Experimental group

#### Pre-test

Table 44. *Pre-test experimental group*



Created by: Yáñez, V. (2018)

The experimental group obtained the following average in the corresponding criteria: in content 1,88, in the communicative achievement 1,27, in the organization 1,27; and, 1,12 in language.

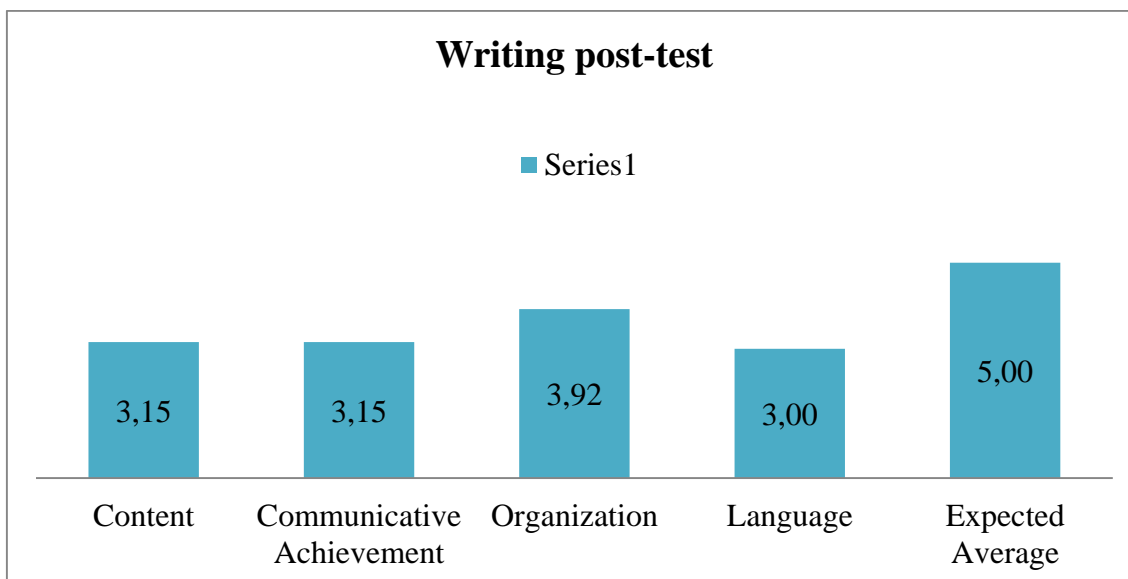
#### Post-test

Table 45. *Post-test experimental group*

Writing Criteria	
Post - Test	Average
Content	3,15
Communicative Achievement	3,15
Organization	3,92
Language	3,00
Expected Average	5,00

Created by: Yáñez, V. (2018)

Figure 43. *Post-test experimental group*



Created by: Yánez, V. (2018)

On the other hand, the post-test results which belong to the experimental group are content 3,15, communicative achievement 3,15, organization 3,92, and language 3.

#### **4.5. Hypothesis verification**

For the hypothesis verification, it is important to remark about the alternative hypothesis and the null hypothesis which were set in chapter two.

H1. A researcher's intervention through the use of Storytelling strategy improves coherence in writing skills.

H0. A researcher's intervention through the use of Storytelling strategy does not improve coherence in writing skills.

This study was carried out at Cambridge Languages Center in the Escuela Superior Politécnica de Chimborazo with students of 6<sup>th</sup> level during one month. The hypothesis verification was performed with SPSS statistical software and with the T- student test.

## Reliability test

Table 46. *Reliability test*

<b>Summary of cases processing</b>			
		N	%
Cases	Valid	51	100%
	Excluded	0	0,0%
	Total	51	100,0

Created by: Yáñez, V. (2018)

For this study, 51 valid cases were treated divided into two main groups. The first group is called the Control group with 25 valid cases and the second one which is called the experimental group with 26 valid cases.

Table 47. *Statistics of reliability*

<b>Statistics of reliability</b>	
Cronbach Alfa	N of elements
,259	2

Created by: Yáñez, V. (2018)

Cronbach Alpha determines a reliability of 0,259 which is a positive result; it means that the results and the tests are reliable in with two elements or Control and Experimental groups.

## Normal distribution test

Table 48. *Normal distribution test. Control group: pre-test*

<b>CONTROL GROUP</b>	
<b>Kolmogorov-Smirnov test for one data<sup>a</sup></b>	
	<b>PRE-TEST</b>

	N	25
Normal parameters <sup>b,c</sup>	Mean	5,8400
	Std. Deviation	2,47790
Most Extreme Differences	Absolute	,313
	Positive	,313
	Negative	-,229
Test Statistic		,230
Asip.Sig. (2 tailed)		,000 <sup>d</sup>

Created by: Yáñez, V. (2018)

Table 49. *Normal distribution test. Experimental group: pre-test*

<b>EXPERIMENTAL GROUP</b>		
<b>Kolmogorov-Smirnov test for one data<sup>a</sup></b>		
		PRE-TEST
	N	26
Normal parameters <sup>b,c</sup>	Mean	5,5385
	Std. Deviation	1,67883
Most Extreme Differences	Absolute	,241
	Positive	,241
	Negative	-,180
Test Statistic		,230
Asip.Sig. (2 tailed)		,000 <sup>d</sup>

Created by: Yáñez, V. (2018)

According to the information above, the Kolmogorov-Smirnov Test for one data shows that the distribution of the population is normal in both the control group and the experimental group. The Asip. Sig is <0,005; therefore, there is enough evidence to affirm that the data come from a normal distribution.

These results let the researcher continue with the T-student test to compare population means.

### **T – Student test to compare population means**

Table 50. *T-student to compare population means*

GROUP	Group statistics			
	N	Mean	Standard Deviation	Standard error mean
Control	25	5,8400	2,47790	,49558

PRE-TEST	Experimental	26	5,5385	1,67883	,32925
----------	--------------	----	--------	---------	--------

Created by: Yanez, V. (2018)

Table 51. *Levene test for Equality*

Independent samples T-Test										
		Levene test for equality		T-test for equality of means						
		F	Sig.	t	gl	Sig.(two-tailed)	Mean Difference	Standard Error Difference	95% Confidence Interval of the Difference	
									Inferior	Superior
PRE-TEST	Equal variances assumed	1,855	,179	,511	49	,612	,30154	,59058	-,88528	1,48836
	Equal variances not assumed			,507	42,06	,615	,30154	,59498	-,89918	1,50225

Created by: Yanez, V. (2018)

The Levene test for equality of variances which is displayed above, it is clearly assumed that the Sig. is  $> 0.05$ ; in the table above, it is 0.179. Hence, equal variances are assumed.

Moreover, the T-test for equality of means demonstrates that the Sig. is 0,179 which is  $> 0.05$ ; therefore, there are no significant differences between the mean in the control group and the mean in the Experimental group with a 95% of confidence.

### T-TEST

Finally, T-test aims to prove whether there is an important difference between the means of both the control and the experimental groups in the Post-test or not. This idea is set for the alternative hypothesis in the current study deals with a researcher's intervention through the use of Storytelling strategy improves coherence in writing skills.

The researcher has accomplished an intervention through Storytelling strategy to improve coherence in writing skills, it is needed to see if the intervention has fulfilled its goals or not.

The intended hypothesis is:

$$\mu_1 \neq \mu_2$$

The formula shown above implies that the means in the Control group, G1, is not the same as the means in the Experimental group, G2, for the post-test.

Table 52. *T-Test. group statistics. Post- test*

		Group statistics			
	GROUP	N	Mean	Standard Deviation	Standard error mean
POST-	Control	25	7,7600	2,38537	,47707
TEST	Experimental	26	13,230	3,19133	,62587

8

Created by: Yanez, V. (2018)

Table 53. *Independent sample T-test. Posttest*

Independent samples T-test										
		Levene test for equality		T-test for equality of means						
		F	Sig	t	gl	Sig.(two-tailed)	Mean Difference	Stand ar d Error Differ ence	95% Confidence Interval of the Difference	
									Infer ior	Superi or
POST - TEST	Equal variances assumed	2,457	,123	-6,912	49	,000	-5,47077	,79144	-7,06122	-3,88032
	Equal variances not assumed			-6,952	46,233	,000	-5,47077	,78697	-7,05463	-3,88690

Created by: Yanez, V. (2018)



The Levene test for equality shows the sig. is  $> 0.05$  that is 0.123. It means that equal variances are assumed.

Furthermore, with the 95% of confidence, it is concluded that there is a high difference between the means of the  $\mu 1$  with respect to  $\mu 2$ . G1 or Control group had a final mean of 7.7600 which is lower than the result of the G2 or Experimental group that obtained a final mean of 13,2308.

Therefore, hypothesis 1 is accepted and hypothesis 0 is rejected. Further, the researcher's work in class with the proposal "Storytelling strategy to improve coherence in writing skills" handbook had a positive impact in the students of the Sixth level at Cambridge Languages Center in Escuela Superior Politécnica de Chimborazo.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Conclusions

After a deep analysis of the obtained results through the teachers' and students' survey as well as the pretest and posttest results, important conclusions are presented.

- It was determined that Storytelling strategy highly helped to enhance coherence in writing skills; therefore the alternative hypothesis which stated Storytelling strategy enhances coherence in writing skills development was accepted. It was achieved through a teachers' intervention in the classroom, in this way, coherence was enhanced on students' writing skills through the Storytelling strategy because it is an important part of language development.
- The effects of Storytelling in the written process were positive since the total population of teachers who participated in this study show awareness of the use of Storytelling strategy to improve coherence in writing skills. Based on the results of the T-test with a reliability result; it was determined that the use of the Storytelling strategy enhances coherence in writing skills of students at the sixth level of Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo. Both students and teachers consider Storytelling strategy as an important resource to enhance their writing skills. The data obtained from the pretest and the posttests were analyzed and the posttest results show the high improvement in the experimental group against the control which stayed in the same rate. It is concluded that alternative hypothesis is accepted; on the contrast, there is enough evidence for rejecting the null hypothesis. Therefore, the Storytelling strategy has positive effects to improve coherence in writing skills.
- The most effective Storytelling techniques for improving coherence in the development of writing skills were classified and applied during the class intervention which carried positive results in students' language progress. Both students and teachers agree that Storytelling techniques which are combined with the writing

process stages help in the enhancement of coherence in writing skills. The researcher provided interesting handbook about Storytelling strategy.

## **5.2. Recommendations**

Based upon the results that come from the entire study and after the classroom intervention and data analysis some recommendation must be provided:

- It is strongly recommended that teachers apply Storytelling strategy in class not only for speaking skills but also for improving coherence in writing skill. This action will give teachers and students an interesting and engaging way of improving language performance. This will also provide students the opportunity to produce well organized and coherent written texts.
- It is also suggested that teachers provide students effective tools such as the Handbook: Storytelling strategy to improve coherence in writing skills because it is a valuable material which can be used at Escuela Superior Politécnica de Chimborazo and in other dimensions as well. It details how texts can be connected and coherent through the use of transition words.
- It is advised that teachers share with students effective Storytelling techniques to improve their writing skills. It will let them produce writing texts with great value and the communication of ideas will also be more effective.

Furthermore, it is necessary to point out to some limitations of this process of investigation:

First, the lack of registers specialized in students' writing development at Cambridge Language Center at Escuela Superior Politécnica de Chimborazo in the moment of the study. Second, the lack of research in this field at Cambridge Language Center of Escuela Superior Politécnica de Chimborazo; and finally, there was not enough time for a better proposal development. It is needed to mention that if there would be more time, the results would have been higher in the students' coherence in writing productions. The researcher had to fulfill

other requirements such as the accomplishment of the institutional teaching planning, so the time was reduced.

## CHAPTER VI

### THE PROPOSAL

**Topic:** Handbook of Storytelling strategy to improve coherence in writing skills development

#### 6.1 Informative data

**Name of the institution:** Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo.

**Location:** Riobamba

**Beneficiaries:** 51 students belonging to 6<sup>th</sup> level

**Estimated time:** 4 weeks

**Beginning:** August 1, 2018

**Researcher:** Viviana Vanesa Yáñez Valle

#### 6.2 Background of the proposal

The present proposal is presented because Storytelling strategy has been applied through the researcher's intervention at Languages Center Cambridge Extension at ESPOCH with a group of 51 students belonging to 6<sup>th</sup> level. This proposal had the duration of 4 weeks which aimed to improve coherence in writing skills development. Before the intervention, PET exam writing part was applied as the Pre-test; as well as a post-test after the researchers' intervention with the same structure. The results displayed in chapter four of this study proved that students struggled in writing skills before the experimentation. Nevertheless, during the researcher's intervention, positive effects were demonstrated such as the improvement of students' writing skills performance while creating stories which are evidenced in the post-test results. It is needed to explain that before the designing and implementation of this proposal, students' and teachers' surveys were applied. The collected data gave the researcher ideas because the necessity of improving learners' coherence in writing skills was evidenced.

The experimentation was carried out through the application of ten sessions. Those sections highlighted five Storytelling techniques such as narrative, making the story visual, problem and solution, dialogue, and hero and enemy; all of the mentioned before had the writing process stages such as prewriting, writing itself, and revision. Those sessions consistently explain teaching process for improving coherence in students' writing skills development. The main objective of this handbook is to help teaches in their classwork to create an engaging learning environment of coherence in writing skills through the application of Storytelling strategy. Additionally, the sessions contain worksheets for students' use.

## **6.2. Justification**

Storytelling strategy to improve coherence in writing skills is a proposition that is necessary and justified because of its purpose and its importance.

The purpose of this proposal is to improve students' coherence in writing skills through the implementation of Storytelling strategy since writing skills are crucial for English language development. In this global and competitive world, students at Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo are eager of improving their language skills specially the writing skill. Therefore, this proposal is justified because it provides essential guidelines for teachers' use.

This proposal has great importance because students need to produce original stories and other written texts to show their knowledge in the target language.

## **6.4 Objectives**

### **6.4.1 General**

To design a handbook of Storytelling strategies to improve coherence in writing skills

### **6.4.2 Specific objectives**

To present Storytelling techniques for producing original stories

To apply three writing process stages for improving coherence

To provide a resource for teachers to be applied in writing classes

## **6.5. Feasibility analysis**

The present proposal is feasible because of three main reasons.

First, this proposal was designed for helping teachers and students to improve writing skills not only at ESPOCH but also in the community in general. Secondly, this proposal is feasible because authorities, English teachers, and students are committed to its success. Furthermore, authorities have given permission and support for the development of this intervention. In the same way, teachers want to help by providing material and ideas based on their experiences, and students want to improve their writing skills development.

Lastly, this proposal does not need many financial expenses. It just needs the teacher and students' commitment and enough motivation to accomplish learning goals.

## **6.6. Proposal foundation**

### **Theoretical**

#### **Storytelling**

Chibana (2016) states academics and marketers have discovered that human brains have the capacity to process and store information acquired from stories. She claims when people hear “once upon a time” people are transported to imaginary scenes through their minds.

Zack (2014 as cited in Khuory, 2016) argues stories are powerful because they help to transport people to other worlds; furthermore when they do that transportation, people are learning and changing their brain chemistry. Therefore, it makes people be a social individual.

Miller and Pennycuff (2018) state Storytelling is a valuable educational strategy because of the process which involves reading and writing skills. This pedagogical strategy can be used in language instruction in order to increase students' language competencies.

Besides, writers use narrative techniques for making it interesting to the reader because it is much more important how the story is told than what the story is about. Those techniques respond to four questions: first, who is telling the story; then, who is the writer communicating to?; how the narrator and the characters communicate to each other in the story; and, when the events happened (McIntire & Pruzinsky, 2018).

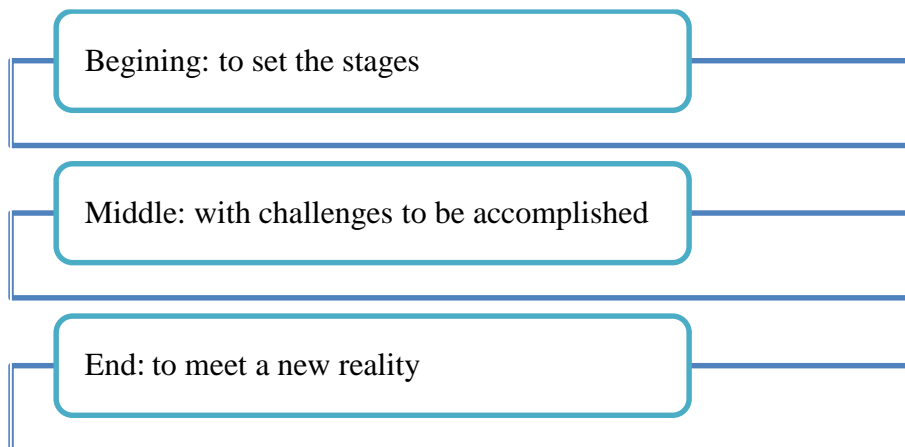
## Storytelling techniques

### 1. Narrative technique

McIntire and Pruzinsky (2018) state narrative technique is related and deals with author's point of view, narration, tense, and speech; furthermore, it relevant to plot (Warner, 2018). The author's point of view responds to the question "who is telling the story?". It means that the story can be written in three different persons: First person, second person, or in the third person. Narration can be in three different ways: direct when the writer talks to the reader; frame, when the writer is talking to an audience which is not there. Besides, speech which can be direct, indirect, or reported speech; and, tense that refers to the time when the story takes place: past, present, or future (McIntire & Pruzinsky, 2018).

### 2. Follow steps deals with the process that the writers must follow to create a story.

First, the writer needs to organize information through the use of a scheme which has three parts:



Source: Malamed (2016)



### **3. Enemy and hero**

This technique helps the writer to create an interesting and engaging story because all stories need a good guy and a bad one who is the villain. The hero will try to reach goals that were established by the author. Those goals will benefit many people (Neely, 2014).

### **4. Visual story**

Neely (2014) claims good stories have images to be more powerful and interesting. Visuals that can be used are memes, cartoons, videos, photographs, etc.

### **5. Dialogue technique**

Khoury (2018) states dialogues make stories creative and engaging because authors crave drama when people interact.

## **Writing**

Nordquist (2017) defines writing as the process of using symbols, the alphabet, punctuation, and spaces, to communicate meaningful ideas in a readable form.

## **Stages of the writing process**

### **1. Pre-writing**

The pre-writing activities help learners to have a clear idea about the organization of their stories. Furthermore, they help learners to build interpersonal skills, high order thinking, and planning skills. Pre-writing activities are divided into two steps: invention and arrangement. When students follow the invention step, they develop activities like brainstorming, free writing, clustering, listing, interviewing, questioning, and looping. While when students are following arrangement step, they are using tools like graphic organizers, chains of events, fishbone maps, story maps, Venn Diagrams, cause and effect diagrams, timelines, webbing, concept maps, and flow charts (Mogahed, 2013).

### **2. Writing itself**

In this stage, the writer creates his or her draft. In this stage, the writer uses pre-writing materials that were developed in advance. Furthermore, the writer reads, adds, discards,

includes details in a process of creating more than one draft (Surber, 2018). The writers also ask for a second opinion in order to have feedback (Lombardo, 2018).

### **3. Revising**

This is the ultimate stage of the writing process where writers edit, revise, polish, and publish their final drafts (Lombardo, 2018). Writers revise content in terms of the topic, ideas, and intended audience; and, edit grammar, spelling, and punctuation. After revising, and editing, writers polish the text by looking at coherence in sentences (Kwon, 2017).

### **6.7. Proposal development**



UNIVERSIDAD TÉCNICA DE AMBATO

# Storytelling strategy to improve coherence in writing skills development

Viviana Yáñez

2018

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## INTRODUCTION

This proposal provides a motivational and engaging material for teachers who use Storytelling strategy for improving coherence in writing productions. The author assumes that students do have prior knowledge of writing development because students are in 6<sup>th</sup> level which means that they are at an intermediate level. Yanez (2018) introduces information in easy parts which are called as sessions, starting from transition signals to improve writing productions to the creation of a tale.

This handbook provides class planning which can be developed by teachers through a series of tasks which follow the steps of writing stages such as pre-writing, writing itself, and reviewing. Class planning activities and tasks are centered on communicative approach to accomplish goals, not only for improving coherence in writing skills but also for establishing real communication among students.

### **Profile of the classes**

The intended audience is formed by a group 26 students who attend to the 6<sup>th</sup> level of Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo. They are also called the experimental group.

### **Goals**

At the end of the application of the present handbook, students will be able to

- Recognize the parts of a story.
- Follow writing stages.
- Create a story outline.
- Produce their own stories
- Improve coherence in writing productions

### **Assessment**

Students will be assessed through formative Assessment by the use of a rubric in Annex

## SESSION 1

### AN INTRODUCTION TO WRITING

#### Storytelling Strategy Narrative technique

**Objective:** Students will be able to create simple sentences with coherence and unity and a short paragraph about any place they have visited in their holidays.

**Instruments:** Worksheets 1 and 2

**Target group:** Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo students from 6<sup>th</sup> level

**Grouping configuration:** Individual and pairs

**Class Time:** 3 hours

**Materials:** Worksheet, dictionary, computer

**Assessment:** Rubric

#### Writing process

Prewriting	Writing	Revising
<ul style="list-style-type: none"> <li>- Get the students to read two paragraphs in worksheet 1 to decide which one is more comprehensible.</li> <li>- Explain about transition words and provide the student Worksheet 2, session 1 to analyze in pairs and create sentences about their last holiday. Ex. <i>Last weekend, I went to Baños and found there some friends; however, Lisa did not appear.</i></li> <li>- Elicit one sentence from each pair and list on the board.</li> <li>- Ask the students to use transition signals to create a paragraph; for example Student 1: <i>Last holiday I went to the beach.</i> Student 2: <i>however, I did not swim because I was sick.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Ask students to write a short paragraph: <i>Task: choose two places you have visited recently. Write about topics such as: weather, location, quality of food, service, and prices.</i> Ex. <i>Last holidays, I went to the Galapagos Islands with my family. It was a great time together because the weather was fantastic and everything was new to us. We decided to stay at Santa Isabel Island because an aunt of mine lives there. We ate different sea dishes; for example, shrimp cocktail, seafood grill, and fresh orange juice. Furthermore, the service was good because people were very nice. As my parents work hard all year long, they had money to afford everything. The prices were affordable and I thought that they were in accordance with the service quality. Finally, we returned home after five wonderful days.</i></li> <li>- Provide feedback if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask students to read their paragraphs and review to edit and polish them.</li> <li>- Students add some drawings to their paragraphs and paste them in the classroom walls.</li> </ul>

## SESSION 1 - WORKSHEET 1

**Task 1.** Read the paragraphs below twice.

**Task 2.** Decide what the most understandable paragraph is.

### PARAGRAPH 1

My last holiday was great. I went to Nanjing, China for about month and it was my first time in China. Also, the people were very friendly and polite. I went during the fall season so the weather was very nice. I stayed in the downtown area and saw many skyscrapers and how they changed colors at night; for example, blue, green, yellow and other colors. In addition, I visited their big malls and shopping centers. I used taxis, buses, trains (subway) and sometimes a scooter or a bicycle for transportation. There are many foreigners in Nanjing and I met some of the teachers and the students from many different countries. Some of the food I really liked such as hot pot and stir-fried food. I also ate duck because Nanjing is famous for that. Finally, I visited many historical places and temples like the presidential palace and Jiming Temple downtown.

### PARAGRAPH 2

My last holiday was great. I went to Nanjing, China for about month and it was my first time in China. The people were very friendly and polite. I went during the fall season so the weather was very nice. I stayed in the downtown area saw many skyscrapers and how they changed colors at night; blue, green, yellow and other colors. I visited their big malls and shopping centers. I used taxis, buses, trains (subway) and sometimes a scooter or a bicycle for transportation. There are many foreigners in Nanjing I met some of the teachers and the students from many different countries. Some of the food I really liked such as hot pot and stir-fried food. I also ate duck Nanjing is famous for that. I visited many historical places and temples like The presidential palace and Jiming Temple downtown.

**Source:** <http://www.eslpages.com/skills/writing/write-ten-sentences-about-your-last-holiday>

**SESSION 1 -WORKSHEET 2**  
**TRANSITION SIGNALS**

MEANING/ FUNCTION	TRANSITION PHRASES	CONJUNCTIVE ADVERBS	COORDINATING CONJUNCTIONS	SUBORDINATING CONJUNCTIONS	OTHERS
To introduce an additional idea	- In addition	Furthermore Moreover Besides Also too	and		Another (+noun)  An additional (+noun)
To introduce an opposite idea or contrast	- On the other hand  - In contrast	However  Nevertheless  Instead  Still  Nonetheless	But  Yet	Although  Though  Even though  Whereas  while	In spite of (+noun)  Despite (+noun)
To introduce a choice or alternative		Otherwise	or	If  unless	
To introduce a restatement or explanation	- In fact  - Indeed	That is			
To list in order	First, Second, Third  Next, Last, Finally				The first, second, third, etc  The next, Last, final
To introduce an example	- For example  - For instance				An example of (+noun)  Such as (+noun)
To introduce a conclusion or summary	Clearly, Brief, In conclusion, indeed, in short, in summary	Therefore, Consequently,  Hence, Thus			
To introduce a result	accordingly, as a result, as a consequence		so		

Source: Oshima& Hogue (2006)



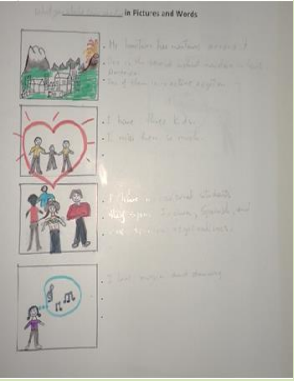
## SESSION 1 - WORKSHEET 2

### RUBRIC FOR THE PARAGRAPH PRODUCTION

CATEGORY	4 Very Good	3 Good	2 Low	1 Very Low
Complete sentences	Always writes complete sentences (99-100%).	Most of the time write complete sentences (80-98%)	Sometimes (70-80%) writes using complete sentences.	Rarely writes using complete sentences.
Coherence between the paragraphs and drawings	There is always coherence between the paragraphs and the drawings (100%).	There is coherence between the paragraphs and the drawings most of the time (99-90%).	Sometimes there is coherence between the paragraphs and the drawings (89%-75%).	There is no coherence between the paragraphs and the drawings.
Vocabulary	Uses appropriate words and phrases that are understood by the audience. There are new words that are clearly defined. Uses transition signals.	Uses appropriate words and phrases that are understood by the audience. There are two or three new words but they are not defined. Uses transition signals.	Uses appropriate words and phrases that are understood by the audience. There are not new words. Uses transition signals.	Uses many words and phrases that are not understood by the audience.
<b>Final grade:</b>				

## SESSION 2

### MYSELF

<p>Storytelling Strategy</p> <p>Narrative technique</p>		
<p>Writing objective: Students will be able to write a description of the most relevant aspects of their own life.</p> <p>Instruments: Chart</p> <p>Target group: Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo students from 6<sup>th</sup> level</p> <p>Grouping configuration: Individual and pairs</p> <p>Class Time: 3 hours</p> <p>Materials: Worksheet, dictionary, computer</p> <p>Assessment tool: Rubric</p>		
<p>Writing process</p>		
<p style="text-align: center;"><b>Prewriting</b></p> <ul style="list-style-type: none"> <li>- Give session 2- worksheet 1 to draw about four aspects of students' lives in the left column.</li> <li>- Students brainstorm words and ideas in the right column and share in pairs.</li> <li>- Teacher shows to students her own life pictures as an example.</li> </ul> 	<p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Ask students to write sentences in simple present tense and first person with the information in the brainstorming activity to create paragraphs.</li> <li>- The teacher provides worksheet 2 – session 2 to exemplify what and how students are expected to write.</li> <li>- Provide feedback.</li> </ul>	<p style="text-align: center;"><b>Revising</b></p> <ul style="list-style-type: none"> <li>- Show the writing rubric in Worksheet 3 session 2.</li> <li>- Ask students to read and exchange their lives descriptions to check spelling and grammar.</li> <li>- Collect students' descriptions to read, assess, and provide feedback.</li> <li>- Students edit and review their descriptions again.</li> <li>- Students upload them to <a href="http://epoch-Storytelling.blogspot.com">epoch-Storytelling.blogspot.com</a></li> </ul>

## SESSION 2 - WORKSHEET 1

### MY LIFE IN PICTURES AND WORDS

**Task 1.** Draw pictures that represent the most relevant aspects of your life.

**Task 2.** Brainstorm words and phrases for describing your pictures in the column to the right.

**Task 3.** Write a description of your life in a separate sheet of paper. Write one paragraph per each picture you have drawn.

PICTURES	WORDS

**Source:** Herrera (2010)

## SESSION 2 - WORKSHEET 2

### My life

My name is Karen. I am 19 years old. I am from Riobamba – Ecuador. I was born in 1999. My favorite color is black. I am short and thin. I speak Spanish. I have a number of things to say about me; therefore, I will discuss the place I live, my family, my friends, and things I prefer to do.

I was born and live in Riobamba the place that has many interesting characteristics. First, it is the capital of Chimborazo, my province. It is surrounded by high mountains and volcanos; for example, Chimborazo and Tungurahua. The second one is an active volcano which is always erupting. The second interesting characteristic is that Riobamba is a city that has both colonial and modern buildings. Third, traditional food is also an important characteristic of Riobamba. We have especial dishes like hornado, fritada, llapingachos, and ceviche de chochos. And the most important characteristic of Riobamba is its people who are kind, generous, hardworking, and very nice. In this interesting city, my lovely family also lives.

I consider that my family especially my brothers are the most important people in my life. My family is short: my dad, my mom, my three brothers, and me. My brothers are Erick Fabricio, Alexander Ramiro, and Juan Pablo. Erick is 16 and goes to High school. He studies in a musical school and he is learning to play the clarinet and the piano. He is a musician; however, he also likes computing and mathematics. Alexander is 12. I don't know why he is my favorite? But, I love him more than the others, but it is my secret. He is in class one in High School and goes to the same school that Erick. He is learning to play the guitar and the trumpet; furthermore, he practices swimming every day. My last brother is Juan Pablo. He is 7 and he goes to primary school in class three. He enjoys playing football and playing the drums. All of them are my friends, but I also have more friends.

My friends are another important part of my life. I consider myself as a sociable and outgoing woman. For that reason, I have a lot of friends. Nevertheless, I have just two best friends who I trust. Their names are Lucy and Nelly. We dance in a traditional dancing group and wear traditional clothes. Furthermore, we travel to different places around the country making our presentations. Dancing is one of the most important activities I prefer to do. Additionally, I

like outdoors activities. Outdoor activities are important to socialize with neighbors and other friends; for example I like camping, swimming, jogging, and cycling. I also love traveling and I would like to travel abroad in the future.

To sum up, there are four important things in my life. They are my city, my family, my friends, and my hobbies. All of them make me very happy.

**Source: Yanez, V. (2018)**

## SESSION 2 - WORKSHEET 3

### RUBRIC FOR THE LIFE DESCRIPTION

CATEGORY	4 Very Good	3 Good	2 Low	1 Very Low
Complete sentences	Always writes complete sentences (99-100%).	Most of the time write complete sentences (80-98%)	Sometimes (70-80%) writes using complete sentences.	Rarely writes using complete sentences.
Coherence between the paragraphs and drawings	There is always coherence between the paragraphs and the drawings (100%).	There is coherence between the paragraphs and the drawings most of the time (99-90%).	Sometimes there is coherence between the paragraphs and the drawings (89%-75%).	There is no coherence between the paragraphs and the drawings.
Vocabulary	Uses appropriate words and phrases that are understood by the audience. There are new words that are clearly defined. Uses transition signals.	Uses appropriate words and phrases that are understood by the audience. There are two or three new words but they are not defined. Uses transition signals.	Uses appropriate words and phrases that are understood by the audience. There are not new words. Uses transition signals.	Uses many words and phrases that are not understood by the audience.
<b>Final grade:</b>				

## SESSION 3

### THE PLACE I WOULD LIKE TO LIVE

<b>Storytelling Strategy</b>		
Making the story visual technique		
<p>Writing objective: Students will be able to write a depiction about the place around the world they would like to live in. They will answer the following question: Where would you prefer to live: in a city, on a beach, or on a farm?</p> <p>Instruments: Mind map</p> <p>Target group: Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo students from 6<sup>th</sup> level</p> <p>Grouping configuration: Individual and pairs</p> <p>Class Time: 3 hours</p> <p>Materials: Worksheet, dictionary, computer</p> <p>Assessment tool: Check list</p>		
<b>Writing process</b>		
<b>Pre- writing</b>	<b>Writing</b>	<b>Revising</b>
<ul style="list-style-type: none"> <li>- Ask students to bring photos of their favorite place to live.</li> <li>- Students create a mind map to describe their favorite city in Session 3 - worksheet 1 and share ideas in pairs.</li> <li>- Model a description by using photographs as an example for students' task in Session 3 – worksheet 2</li> <li>- Students read and talk about the main information on the worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>- In a new sheet of paper, ask students to write about the place they would like to live.</li> <li>- Students paste their photos and use their notes in their mind map for describing the city they would like to live.</li> <li>- The teacher provides feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask the students to read their writing productions to check spelling, grammar, and transition words then exchange in pairs to write suggestions.</li> <li>- Collect the students' stories to read and assess them.</li> <li>- Provide feedback.</li> <li>- Students read aloud the final draft to the rest of the class and post it in <a href="http://esepoch-Storytelling.blogspot.com">esepoch-Storytelling.blogspot.com</a></li> </ul>

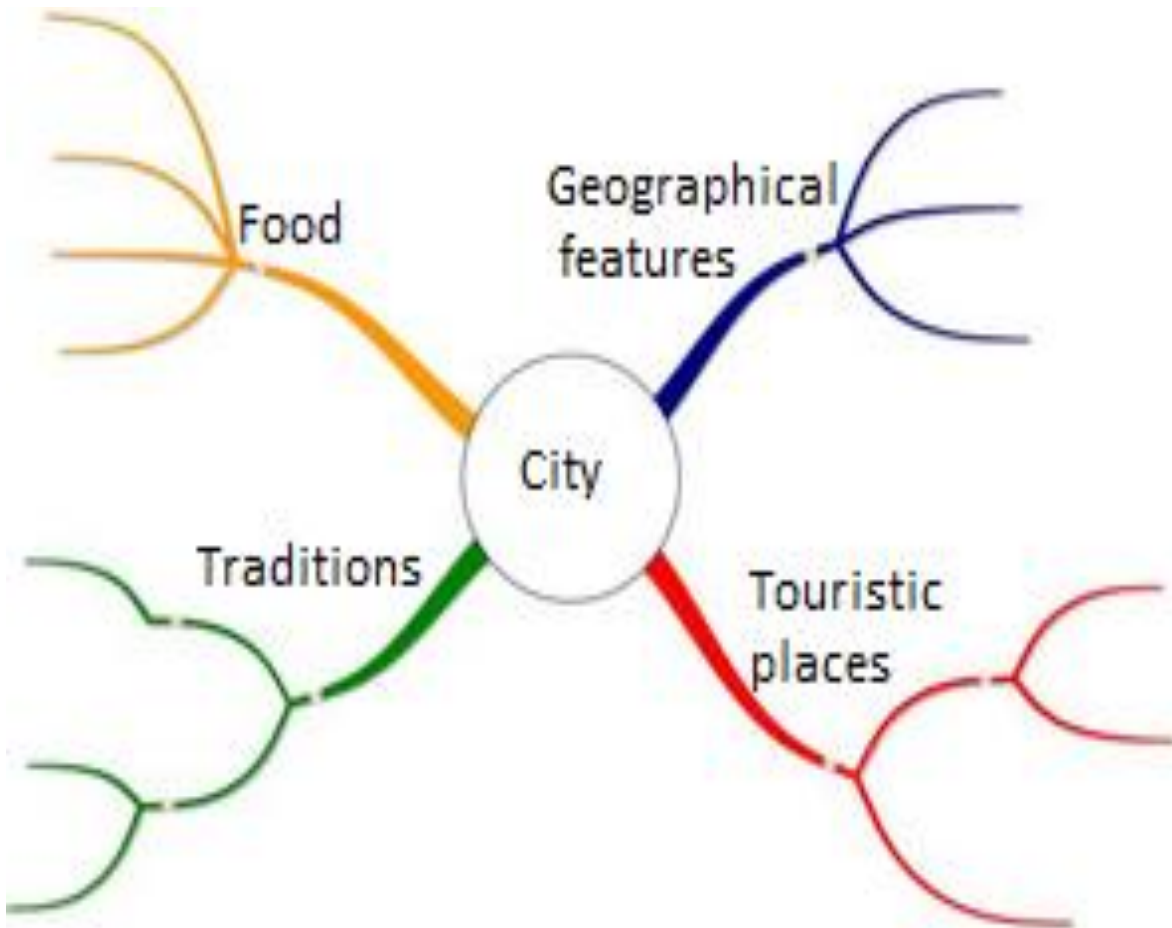
## SESSION 3 - WORKSHEET 1

### THE PLACE I WOULD LIKE TO LIVE

Task 1. Create a mind map for describing the city you would like to live in.

Task 2. In another sheet of paper paste the pictures about your favorite city.

Task e. Write a description about the city you would like to live in.





## SESSION 3 – WORKSHEET 2

### THE PLACE I WOULD LIKE TO LIVE IN



People have a place to live in their dreams. That place must gather some features for a comfortable way of living according to people's needs. This is the reason why I want to discuss about the place I would like to live in.

I would like to live in Hyderabad for many reasons. First, I would like to live there because I am a big fan of Telugu film industry which is located in Hyderabad. The film industry attracts people from all over the world and I would like to be in contact with actors, film directors, actresses and other kinds of film industry people. I am a camera man; therefore, this city would be a good place to work, too. Another reason for living in that place is the fact that Hyderabad is well connected from all over the world. Thirdly, Hyderabad is also a home of various MNCs like Infosys, Microsoft, etc.

Being a very good city for engineers, it makes suitable for living with my sons. They are studying engineering and are interested in establishing connections with recognized engineers from all over the world. Furthermore, Hyderabad is home of various prestigious institutes like IIT Hyderabad, Osmania University. Therefore, it would be many opportunities for my sons' professional development.

Lastly, Hyderabad is a very green city. Since, a good natural environment is important for a good way of living, it would be the healthiest place to live. This city has many parks and gardens which also makes very beautiful. Besides, the pollution level of Hyderabad is less than other metropolitan cities.

**Source:** <https://www.quora.com/Which-city-would-you-like-to-live-in-Why>

## SESSION 3 – WORKSHEET 2

### CHECKLIST FOR SELF-ASSESSMENT

**Tick (✓) in the corresponding box.**

	YES	NO
Does my story have a title?		
An interesting place to live is presented?		
Do words create a picture of the city?		
Do paragraphs start with a topic sentence?		
Do paragraphs have supporting details?		
Is there a concluding sentence in each paragraph?		
Are all the four topics covered?		
Are sentences connected with appropriated transition signals?		
Is grammar structure appropriate?		
Are spelling and punctuation appropriate?		
Does writing make sense when it is read aloud?		

**SESSION 4**  
**THE WORST DAY OF MY LIFE**

Storytelling Strategy

Problem/ solution technique

Writing objective: Students will be able to create a story about the worst day of their lives.

Instruments: Questionnaire

Target group: Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo students from 6<sup>th</sup> level

Grouping configuration: Individual and pairs

Class Time: 3 hours

Materials: Worksheet, dictionary, computer

Assessment tool: Rubric

**Writing process**

**Prewriting**

- Explain the structure of a story: plot, characters, and setting.

- Give the students the worksheet 1 session 4 to read and answer the following questions:

- a) What is the story about?
- b) How many people did act in the story?
- c) Where did the story take place?
- d) What happened?
- e) What was the problem?

- Students think about the worst day of their lives and fill in the boxes of worksheet 2 – session 4.

- Students talk about their stories in pairs and take notes.

**Writing**

- Students write their stories about the worst day of their lives based on their notes.

- The teacher provides feedback.

**Revising**

- Encourage students to read, check spelling, grammar, punctuation and transition words and exchange their stories with other partners for reading and writing suggestions.

- Collect the stories and provide feedback.

- Students review, edit, polish their lives stories to post the worst day of their lives stories in [epoch-Storytelling.blogspot.com](http://epoch-Storytelling.blogspot.com) and the rest of the class comment at least one of stories.

## WORKSHEET 1 – SESSION 4

### Task 1. Read and answer your teacher's questions orally.

The worst day of my life was full of terrible events. It was on Saturday, March 24<sup>th</sup> and began quite well. Strangely enough, I did not have problems with getting up. My mother and I had the breakfast and had a good time together; and things were all right so far. When I left to school, I felt that I had forgotten something; however, I could not remember what that was. Suddenly, it started to rain. Therefore, I was in a hurry because I did not have an umbrella and when I arrived to school I was all wet.

When the first lesson started, I realized that I had not taken my books; consequently, I could not do any exercise in class and I got an E. To make things worse, I had forgotten my best friend's birthday. For that reason, she felt miffed and did not want to talk to me. I was very upset; but, that is not the end of the story.

When I came back home, my mom told me that I would not be able to fly to Greece because there were not free tickets already. I was thinking that it was just a nightmare. Unfortunately, it was real. I hoped that the next day would be better.

**Source:** [https://sciaga.pl/tekst/73473-74-the\\_worst\\_day\\_of\\_my\\_life](https://sciaga.pl/tekst/73473-74-the_worst_day_of_my_life)

### Task 2. Work in pairs. Ask and answer these questions.

- a) What is the story about?
- b) How many people acted in the story?
- c) Where did the story take place?
- d) What happened?
- e) What was the problem?

## WORKSHEET 2 - SESSION 4

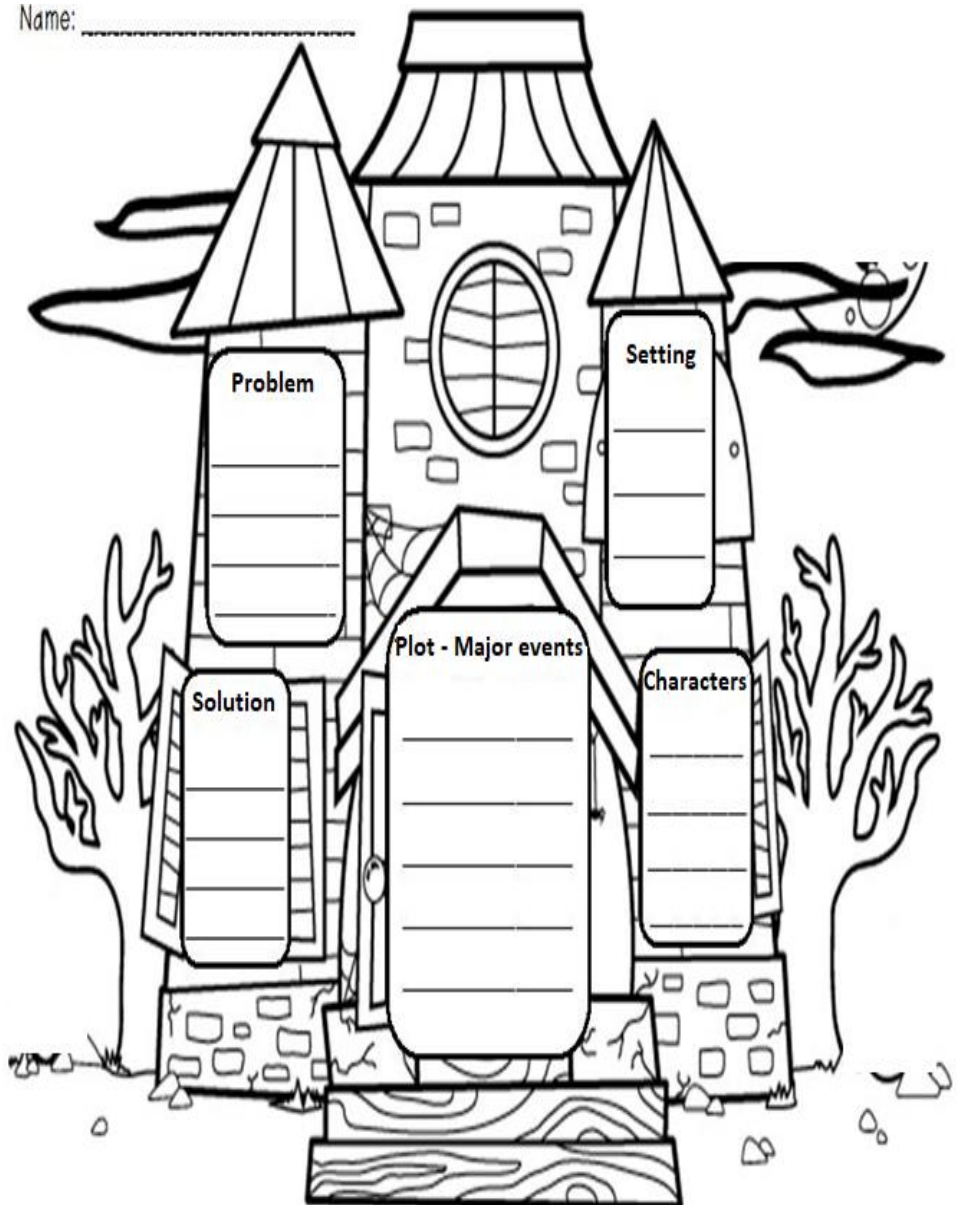
### The worst day of my life

**Task 1. Make notes in the corresponding box to answer your teacher's questions.**

*What is your story about?    How many people acted in the story? Write their names.    Where did the story take place?*

*What happened?    What was the problem/problems?    How the problem was solved?*

Name: \_\_\_\_\_



Source: <http://into.anysearch.co/story-elements-template/>

## WORKSHEET 3 – SESSION 4

### RUBRIC FOR SELF-ASSESSMENT

**Note:** Check (✓) in the corresponding box.

	YES	NO
Does my story have a title?		
Does my story have a setting?		
Does my story have characters?		
Does my story have a problem?		
Does my story have a series of events?		
Do paragraphs start with a topic sentence?		
Do paragraphs have supporting details?		
Is there a concluding sentence in each paragraph?		
Are sentences connected with appropriated transition signals?		
Is grammar structure appropriate?		
Are spelling and punctuation appropriate?		
Does writing make sense when it is read aloud?		
Are almost all the teacher's questions answered?		

**SESSION 5**  
**THE BEST EXPERIENCE IN MY LIFE**

Storytelling Strategy  
Dialogue technique

Writing objective: Students will be able to write about the best event of their lives by using pictures and adding dialogues to them.

Instruments: Questionnaire

Target group: Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo students from 6<sup>th</sup> level

Grouping configuration: Individual and pairs

Class Time: 3 hours

Materials: Worksheet, dictionary, computer

Assessment tool: Rubric

**Writing process**

Prewriting	Writing	Revising
<ul style="list-style-type: none"> <li>- Provide the worksheet 1 – session 5 and explain that stories are created with the characters’ dialogues.</li> <li>- Ask students to create a dialog among people in the picture. And fill in the blank spaces in pairs to paste in the classroom walls.</li> <li>- Give students worksheet 2-session 5 and ask them to read and analyze information in pairs.</li> <li>- Ask students to create a graphic organizer with ideas related to the structure of “the best event in their lives” in worksheet 3 – session 5.</li> <li>- Students make notes.</li> </ul>	<ul style="list-style-type: none"> <li>- Students write their stories about the best event of their lives based on their graphic organizer.</li> <li>- Teacher supports students in punctuation, spelling, and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher asks students to review their stories about the best event of their lives and encourages them to check spelling, grammar, and punctuation.</li> <li>- Ask students to make corrections.</li> <li>- Collect students’ stories and provide feedback.</li> <li>- Students review, edit, and polish their stories about the best day of their lives and create a Powerpoint presentation which includes the characters’ dialogues. Students post their stories in <a href="http://epoch-Storytelling.blogspot.com">epoch-Storytelling.blogspot.com</a></li> </ul>

## WORKSHEET 1 – SESSION 5

**Task 1.** Write a summary of a party where people in the picture went last night. Include dialogs.



**Source:** <https://mnclhd.health.nsw.gov.au/services/health-promotion/young-people/>



## WORKSHEET 2 – SESSION 5

**Task 1. Read the information in the box below and talk with a friend about dialogs in a story.**

### THE STORY OF THE THREE LITTLE PIGS

Once upon a time there was an old Sow with three little Pigs, and as she had not enough to keep them, she sent them out to seek their fortune.

The first that went off met a Man with a bundle of straw, and said to him, "Please, Man, give me that straw to build me a house"; which the Man did, and the little Pig built a house with it. Presently came along a Wolf, and knocked at the door, and said, "Little Pig, little Pig, let me come in."

To which the Pig answered, "No, no, by the hair of my chinny chin chin."

"Then I'll huff and I'll puff, and I'll blow your house in!" said the Wolf. So he huffed, and he puffed, and he blew his house in, and the little Pig ran for his life.

The second Pig met a Man with a bundle of sticks, and said, "Please, Man, give me those sticks to build a house"; which the Man did, and the Pig built his house. Then along came the Wolf and said, "Little Pig, little Pig, let me come in."

"No, no, by the hair of my chinny chin chin."

"Then I'll puff and I'll huff, and I'll blow your house in!" So he huffed and he puffed, and he puffed and he huffed, and at last he blew the house down, and the second little Pig ran for his life.

The third little Pig met a Man with a load of bricks, and said, "Please, Man, give me those bricks to build a house with"; so the Man gave him the bricks, and he built his house with them. So the Wolf came, as he did to the other little Pigs, and said, "Little Pig, little Pig, let me come in."

"No, no, by the hair of my chinny chin chin." "Then I'll huff and I'll puff, and I'll blow your house in." Well, he huffed and he puffed, and he huffed and he puffed, and he puffed and he huffed; but he could *not* get the house down. When he found that he could not, with all his huffing and puffing, blow the house down, he said, "Little Pig, I know where there is a nice field of turnips."

"Where?" said the little Pig.

"Oh, in Mr. Smith's home-field; and if you will be ready to-morrow morning, I will call for you, and we will go together and get some for dinner."

"Very well," said the little Pig, "I will be ready. What time do you mean to go?"

"Oh, at six o'clock."

"Ready!" said the little Pig, "I have been and come back again, and got a nice pot-full for dinner."

The Wolf felt very angry at this, but thought that he would be *up* to the little Pig somehow or other; so he said, "Little Pig, I know where there is a nice apple-tree."

"Where?" said the Pig.

"Down at Merry-garden," replied the Wolf, "and if you will not deceive me I will come for you, at five o'clock to-morrow, and we will go together and get some apples."

**Source:** <http://www.shortkidstories.com/story/three-little-pigs/>

### WORKSHEET 3 – SESSION 5

**Task 1.** Make notes in the graphic organizer below to create a short tale. Include the characters' dialogs.

**Task 2.** In a separate sheet of paper, write your story with dialogs. Include an idea about what you learned as a message of that event.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The graphic organizer consists of the following elements:

- A top box labeled "Title".
- Three arrows pointing from the "Title" box to three boxes below it: "PLOT", "CHARACTERES", and "SETTING".
- Below each of these three boxes is a large, empty rounded rectangular box for taking notes.
- A horizontal line connects the bottom of these three note boxes.
- A vertical line descends from the center of this horizontal line to a box at the bottom labeled "MESSAGE".

**WORKSHEET 4 – SESSION 5**  
**RUBRIC FOR SELF-ASSESSMENT**

**Note:** Check (✓) in the corresponding box.

	YES	NO
Does my story have a title?		
Does my story have a setting?		
Does my story have characters?		
Do characters develop dialogues?		
Does my story have a problem?		
Does my story have a series of events?		
Do paragraphs start with a topic sentence?		
Do paragraphs have supporting details?		
Is there a concluding sentence in each paragraph?		
Are sentences connected with appropriated transition signals?		
Is grammar structure appropriate?		
Are spelling and punctuation appropriate?		
Does writing make sense when it is read aloud?		
Are almost all the teacher's questions answered?		

## SESSION 6

### MY HOLIDAY

#### Storytelling Strategy

#### Narrative technique

Writing objective: Students will be able to create a story about their last vacation

Instruments: Graphic organizer/ chain of events/ listing

Target group: Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo students from 6<sup>th</sup> level

Grouping configuration: Individual and pairs

Class Time: 3 hours

Materials: Worksheet, dictionary, computer

Assessment tool: Rubric

#### Writing process

##### Prewriting

- Ask students to bring photos related to their last vacation.
- Students share their photos and talk about them in pairs.
- Provide an example of a story by using photographs.
- Ask students to read the worksheet 1 – session 6 and analyze the events in it.
- Students think about their last holiday and make notes in worksheet 2 – session 6.
- Students use their pictures and make notes in the “chain of events”.

##### Writing

- Review students’ graphic organizers to provide feedback.
- Students write their story about their last holiday based on their pictures and their graphic organizer.
- Scaffold students in spelling, punctuation, and grammar.

##### Revising

- Students read their stories and check spelling, grammar, punctuation, and transition words.
- Ask students to share their vacations story with other partners to read and write suggestions.
- Collect students’ stories and provide feedback.
- Students review, edit, and polish their works to upload their holiday stories and pictures to [epoch-Storytelling.blogspot.com](http://epoch-Storytelling.blogspot.com)

## WORKSHEET 1 - SESSION 6

**Task 1:** Read the information below and analyze the events in the story.

Last summer holiday, in order to escape the extreme heat of Danang city, my family and I decided to go to Dalat. We went there by bus.

When we got this mountainous and wonderful city, it was getting dark. We felt very excited because of the nice weather and the fresh air. We stayed in Hoa Hong hotel, a little but comfortable one in the centre of the city.

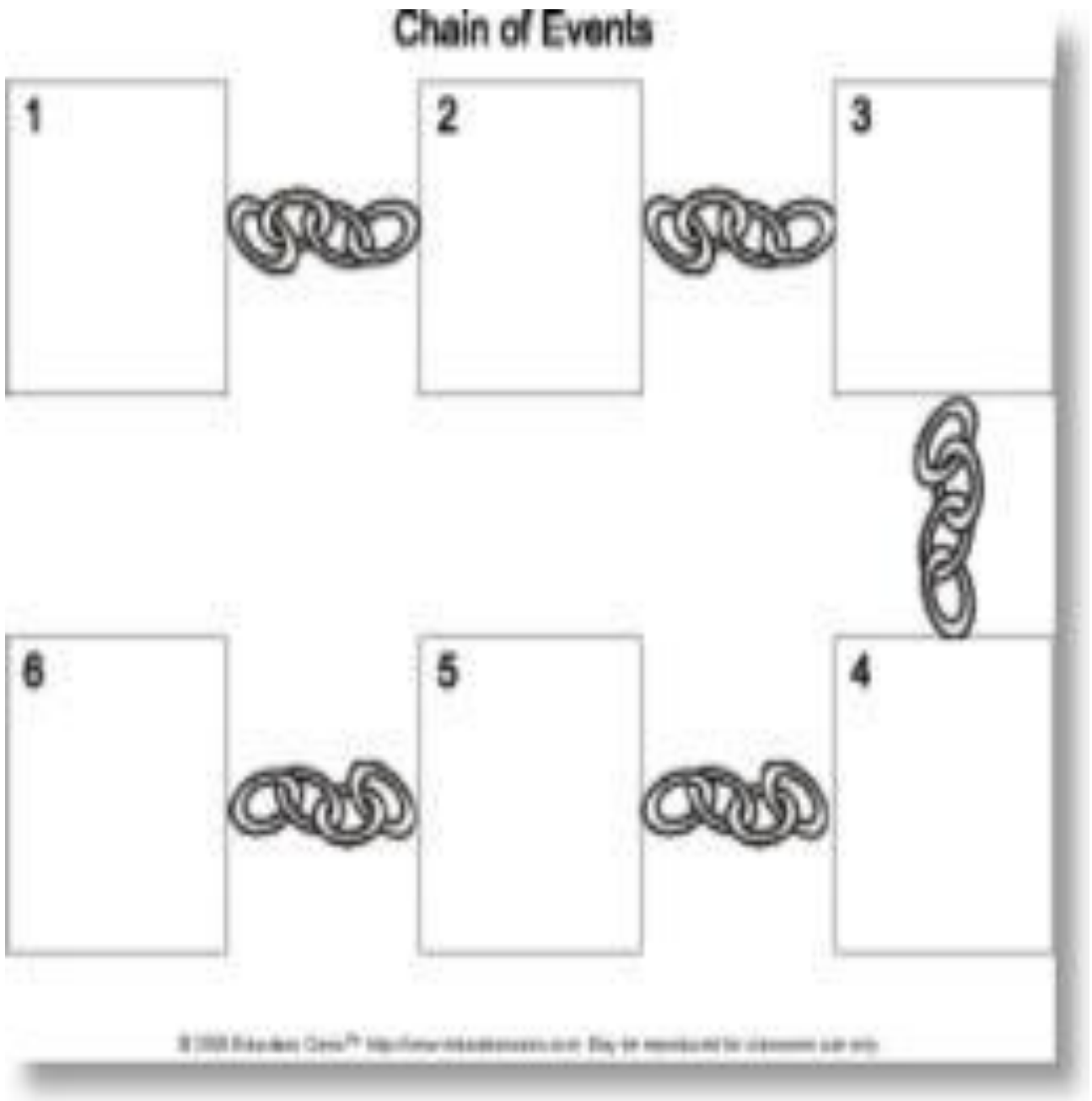
The next day we went shopping in Hoa Binh market and, caught some fresh air by sitting near the Xuan Huong lake. We had lunch in a nice restaurant near the garden of flowers. The food was delicious and cheap especially the vegetables. In the afternoon, we took a taxi to visit the Valley of the Love. How beautiful it was! The following day was for visiting Prenn Waterfall, the Than Tho lake and the Hills of Pine. Every spot has its own beauty, I could say which is the best. People are friendly and polite, especially young Dalat girls with their pink cheeks.

This wonderful holiday helped us to get rid of worries and trouble and gave us health and enthusiasm to resume work again. It was an interesting and unforgettable holiday.

**Source:** <https://www.wattpad.com/16836607-topic-your-last-vacation-a-holiday-you-have-spent>

## WORKSHEET 2 - SESSION 6

**TASK 1:** Make notes in the following chain of events to create your story.



Source: <http://www.educationoasis.com/printables/graphic-organizers/chain-of-events/>

## RUBRIC FOR SELF-ASSESSMENT

Write the story of your last vacation.

CATEGORY	4 Very Good	3 Good	2 Low	1 Very Low
Complete sentences	Always writes complete sentences (99-100%).	Most of the time the student writes complete sentences (80-98%)	Sometimes (70-80%) writes using complete sentences.	Rarely writes using complete sentences.
Coherence between the paragraphs and pictures	There is always coherence between the paragraphs and the pictures (100%).	There is coherence between the paragraphs and the pictures most of the time (99-90%).	Sometimes there is coherence between the paragraphs and the pictures (89%-75%).	There is no coherence between the paragraphs and the pictures.
Vocabulary	Uses appropriate words and phrases that are understood by the audience. There are new words that are clearly defined. Uses transition signals.	Uses appropriate words and phrases that are understood by the audience. There are two or three new words but they are not defined. Uses transition signals.	Uses appropriate words and phrases that are understood by the audience. There are not new words. Uses transition signals.	Uses many words and phrases that are not understood by the audience.
<b>Final grade:</b>				

## SESSION 7

### MY HERO STORY

#### Storytelling Strategy

##### Hero and enemy technique

Writing objective: Students will be able to create a story about a problem that happened in their school or neighborhood.

Instruments: Chart

Target group: Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo students from 6<sup>th</sup> level

Grouping configuration: Individual and pairs

Class Time: 3 hours

Materials: Worksheet, dictionary, computer

Assessment tool: Checklist

#### Writing process

##### Prewriting

- Ask students to think about a problem they have lived or seen at their school or neighborhood and interview in pairs to answer the following questions in the worksheet 1 - session 7:

- What is the story about?
- Who is the hero and who is the enemy?
- Where did the story take place?
- What happened?
- How was the problem solved?

- Ask students to think about a hero in their community and make notes in the worksheet 2 – session 7.

- Students make notes in the flowchart to list the actions that happened in the story.

##### Writing

- Review students' graphic organizer and make some suggestions if necessary.

- Students write their story based on their notes.

- Scaffold students.

##### Revising

- Ask students to review and correct their “hero story” to check spelling, grammar, punctuation, and transition words and exchange with their partners to write suggestions.

- Collect students' stories and provide feedback.

- Students review, edit, and polish their “hero story”.

- Students read their final “hero story” aloud to the rest of the class and upload it to

[epoch-](#)

[Storytelling.blogspot.com](#)



## WORKSHEET 1 – SESSION 7

**Task 1:** Read the information below and talk with your friend about the story. Answer the following questions orally.

- a) What is the story about?
- b) Who is the hero and who is the enemy?
- c) Where did the story take place?
- d) What happened?
- e) How was the problem solved?

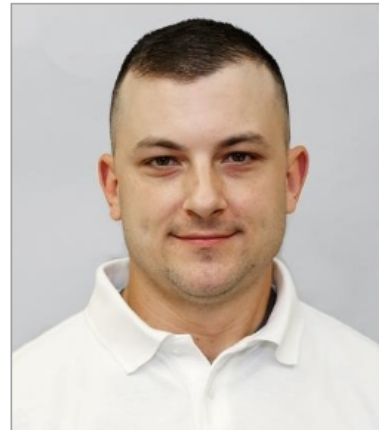
### Worker's Quick Thinking and Action Saves a Life

Recently, the actions of **Rick Norsworthy**, assistant superintendent at HITT Contracting in Falls Church, VA, demonstrated just how important doing the right thing can be.

While walking the site, Rick became aware of a commotion coming from a crowd of workers who discovered a fellow worker had collapsed. While others stood by unsure of how to react, Rick stepped forward to render assistance and quickly recognized that the worker was not breathing and unresponsive. Rick determined CPR was required and performed several full rounds until the worker regained his pulse and was breathing on his own.

Rick's actions are an important reminder of why current First Aid & CPR training are so important. Rick said he could hear the voice of his instructor, Ronnie Holmes, in his head as he went through motions that brought a worker back to life. Ronnie has been a long-time part of the company's Safety Department and has been responsible for providing National Safety Council First Aid, CPR & AED training to hundreds of company workers over the years.

Rick and Ronnie share a great passion for what they do, and that passion made the greatest difference of all when combined to save a life.



**Source:** <https://www.nsc.org/safety-training/first-aid/hero-stories>

## WORKSHEET 2 – SESSION 7

**Task 2.** Write down some notes to create your “hero” story.

Character's name

Title

Author

Character's name

Event

Response

Event

Response

Event

Response

Event

Response

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**Source:** <https://www.dailyteachingtools.com/free-graphic-organizers-readerizer2.html>

### WORKSHEET 3 – SESSION 7

#### Checklist for your self-assessment.

**Note:** Check (✓) in the corresponding box.

	YES	NO
Does my story have a title?		
Does my story have a setting?		
Does my story have 2 characters: the hero and the enemy?		
Do characters develop dialogues?		
Does my story have an interesting problem?		
Does my story have a series of events?		
Do paragraphs start with a topic sentence?		
Do paragraphs have supporting details?		
Is there a concluding sentence in each paragraph?		
Are sentences connected with appropriated transition signals?		
Is grammar structure appropriate?		
Are spelling and punctuation appropriate?		
Does writing make sense when it is read aloud?		
Are almost all the teacher's questions answered?		

## SESSION 8

### FIRST GROUP STORY

#### Storytelling Strategy

##### Narrative technique

Writing objective: Students will be able to write a creative story.

Instruments: Freewriting worksheet

Target group: Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo students from 6<sup>th</sup> level

Grouping configuration: Groups of four students

Class Time: 3 hours

Materials: Worksheet, dictionary, pencil

Assessment tool: Rubric

#### Writing process

##### Prewriting

- Ask students to form groups of four.
- Give students Worksheet 1 Session 8 and asks them to write their names.
- Ask the students to think about any topic to create a story.

##### Writing

- Use a chronometer for controlling the time (2 minutes each student).
- Students start writing for two minutes in an individual worksheet while their teacher is controlling the time and giving support.
- After two minutes, the teacher asks the students to pass their papers to the right and she restarts the chronometer.
- Students read what the previous partner has written and continued writing.
- This task is repeated until the paper comes back to its original owner.

##### Revising

- The teacher encourages students to check spelling, grammar, punctuation, transition words, edit, and polish their written productions.
- Students read all the stories and decide which one is going to be shared with the rest of the class (just one story per group).
- Students read their final original story aloud to the rest of the class and post it in [epoch-Storytelling.blogspot.com](http://epoch-Storytelling.blogspot.com)

**WORKSHEET 1- SESSION 8**

**Task 1:** Free write your own story for two minutes.

**Task 2.** Read your partners part and continue that story.

**NAME:** .....

**Student 1:** starts writing about any topic

.....  
.....  
.....  
.....

Student 2: continues the story based on what his/her previous partner has written

Student 3: continues the story based on what his/her previous partner has written

Student 4: continues the story based on what his/her previous partner has written



### RUBRIC FOR SELF-EVALUATION

CATEGORY	4 Very Good	3 Good	2 Low	1 Very Low
<b>Complete sentences</b>	Always writes complete sentences (99-100%).	Most of the time writes complete sentences (80-98%)	Sometimes (70-80%) writes using complete sentences.	Rarely writes using complete sentences.
<b>Coherence between ideas</b>	There is always coherence between ideas (100%).	There is coherence between the ideas most of the time (99-90%).	Sometimes there is coherence between ideas (89%-75%).	There is no coherence between ideas.
<b>Vocabulary</b>	Uses appropriate words and phrases that are understood by the audience. There are new words that are clearly defined. Uses transition signals.	Uses appropriate words and phrases that are understood by the audience. There are two or three new words but they are not defined. Uses transition signals.	Uses appropriate words and phrases that are understood by the audience. There are not new words. Uses transition signals.	Uses many words and phrases that are not understood by the audience.
<b>Final grade:</b>				

**SESSION 9**  
**I AM A JOURNALIST!**

Storytelling Strategy		
<b>Narrative technique</b>		
<p>Writing objective: Students will be able to create a news story.          Instruments: Questionnaire          Target group: Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo students from 6<sup>th</sup> level          Grouping configuration: Groups of four students          Class Time: 3 hours          Materials: Worksheet, dictionary, computer          Assessment tool: Checklist</p>		
Writing process		
<p><b>Prewriting</b></p> <p>- Teacher asks the students to think about an event in the community to create a story in the form of news in groups of four.</p> <p>Ex. A soccer championship, a fire in a store, a kidnapping, a wedding, a murder, the school representative's election, etc.</p> <p>- Teacher asks students to develop an interview:</p> <p>What happened here?</p> <p>Where did the news happen?</p> <p>Why did the news happen?</p> <p>When did the news happen?</p> <p>What was the problem/solution?</p>	<p><b>Writing</b></p> <p>- Students look for the information through an interview and taking pictures.</p> <p>Students perform the interview and answer the following questions:</p> <p>What happened here?</p> <p>Where did the news happen?</p> <p>Why did the news happen?</p> <p>When did the news happen?</p> <p>What was the problem/solution?</p> <p>How many people acted?</p> <p>What is your opinion about this event?</p>	<p><b>Revising</b></p> <p>- The teacher encourages students to check spelling, grammar, punctuation, and transition words.</p> <p>- Teacher collects students' news and provides feedback.</p> <p>- Students review, edit, and polish their news.</p> <p>- The students make a power point presentation with the obtained pictures</p> <p>- Each group shows their news in front of the class.</p> <p>- The news is published in a wallpaper on the walls and post on <a href="http://esepoch-Storytelling.blogspot.com">esepoch-Storytelling.blogspot.com</a></p>

<p>How many people participated in this event?</p> <p>What is your opinion about this event?</p> <p>What is your advertisement for this event?</p> <p>- Teacher asks students to read the news in Worksheet 1- Session 9 and answer the questions on it.</p>	<p>What is the message of this event?</p> <p>- Students write the story by using their notes.</p> <p>.</p>	
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## WORKSHEET 1 – SESSION 9

**Task 1.** Read and identify the answers of the following questions:

What happened here?

When did the news happen?

Where did the news happen?

What was the problem/solution?

Why did the news happen?

How many people were involved in this event?

A powerful earthquake shook Venezuela's northeastern coast and parts of the Caribbean but likely caused little damage besides knocking out power in some places and toppling supermarket shelves because of its depth, experts said.

The 7.3 quake Tuesday was the largest to strike Venezuela since 1900, according to the U.S. Geological Survey. But at a depth of some 76 miles beneath the Earth's surface it appeared to have caused only limited damage even near its epicenter a few miles off the Cariaco peninsula stretching into the eastern Caribbean.

"Shaking does die off at a distance," said seismologist Lucy Jones, a research associate with the California Institute of Technology, adding that the earthquake's considerable depth likely prevented a tragedy.

In downtown Caracas, concrete from the top floors of the unfinished Tower of David skyscraper fell to the sidewalk, forcing firefighters to close off traffic. A block away, children wearing surgical masks stretched their neck toward the 620-foot building after having fled a nearby foundation for poor children suffering from cancer.

"We felt something strong and they told everyone to run," said Marisela Lopez, who was at the foundation with her 7-year-old daughter when the quake struck.

The quake was felt as far away as Colombia's capital of Bogota, where authorities briefly closed the international airport to inspect for runway damage.

"Quake!" people yelled as Cabello and others looked from side to side with a mixture of laughter and concern. "It's the Bolivarian revolution speaking to the world," Cabello thundered to applause. Experts have long warned that Venezuela's cash-strapped government is ill-prepared to deal with a major natural disaster. Hospitals have scant supplies, many ambulances are grounded and food and water are among goods that have disappeared in a country suffering from inflation estimated by the International Monetary Fund to reach 1 million percent this year.

Interior Minister Nestor Reverol said that so far there were no reports of fatalities.

Power outages were reported across nearby Trinidad, where people ran into the street and gasped as large glass panes at one supermarket shattered and falling concrete smashed several cars. The quake also cracked walls and thousands of goods fell off supermarket shelves. No injuries or deaths were immediately reported.

The earthquake also was felt in Guyana, Barbados and Grenada.

**Source:** <http://www.chicagotribune.com/news/nationworld/ct-venezuela-earthquake-20180821-story.html>

## WORKSHEET 2 – SESSION 9

### Checklist for your self-assessment.

**Note:** Check (✓) in the corresponding box.

	YES	NO
Does my story have a title?		
Does my story have a setting?		
Does my story have 2 characters?		
Do characters develop dialogues?		
Does my story have interesting news?		
Does my story have a series of events?		
Do paragraphs start with a topic sentence?		
Do paragraphs have supporting details?		
Is there a concluding sentence in each paragraph?		
Are sentences connected with appropriated transition signals?		
Is grammar structure appropriate?		
Are spelling and punctuation appropriate?		
Does writing make sense when it is read aloud?		
Are almost all the teacher's questions answered?		

## SESSION 10

### MY TALE

#### Storytelling Strategy

Narrative technique

Writing objective: Students will be able to create a tale.

Instruments: Drawings

Target group: Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo students from 6<sup>th</sup> level

Grouping configuration: Individual

Class Time: 3 hours

Materials: Worksheet, dictionary, computer

Assessment tool: Rubric

#### Writing process

##### Prewriting

- Students choose any of the pictures in worksheet 1- session 10 in order to create a tale.
- Students take notes in worksheet 2- session 10 for creating their first draft.

##### Writing

- Students write for 1 hour based on their notes and the chosen picture.
- The teacher provides feedback when necessary.

##### Revising

- Teacher asks students to read their tales.
- The teacher encourages students to check spelling, grammar, punctuation, and transition words.
- Teacher collects students' stories to correct and suggest changes if necessary.
- Students review, edit, and polish their written productions.
- Students design drawings for adding to their tales.
- Students publish their final production in [epoch-Storytelling.blogspot.com](http://epoch-Storytelling.blogspot.com)

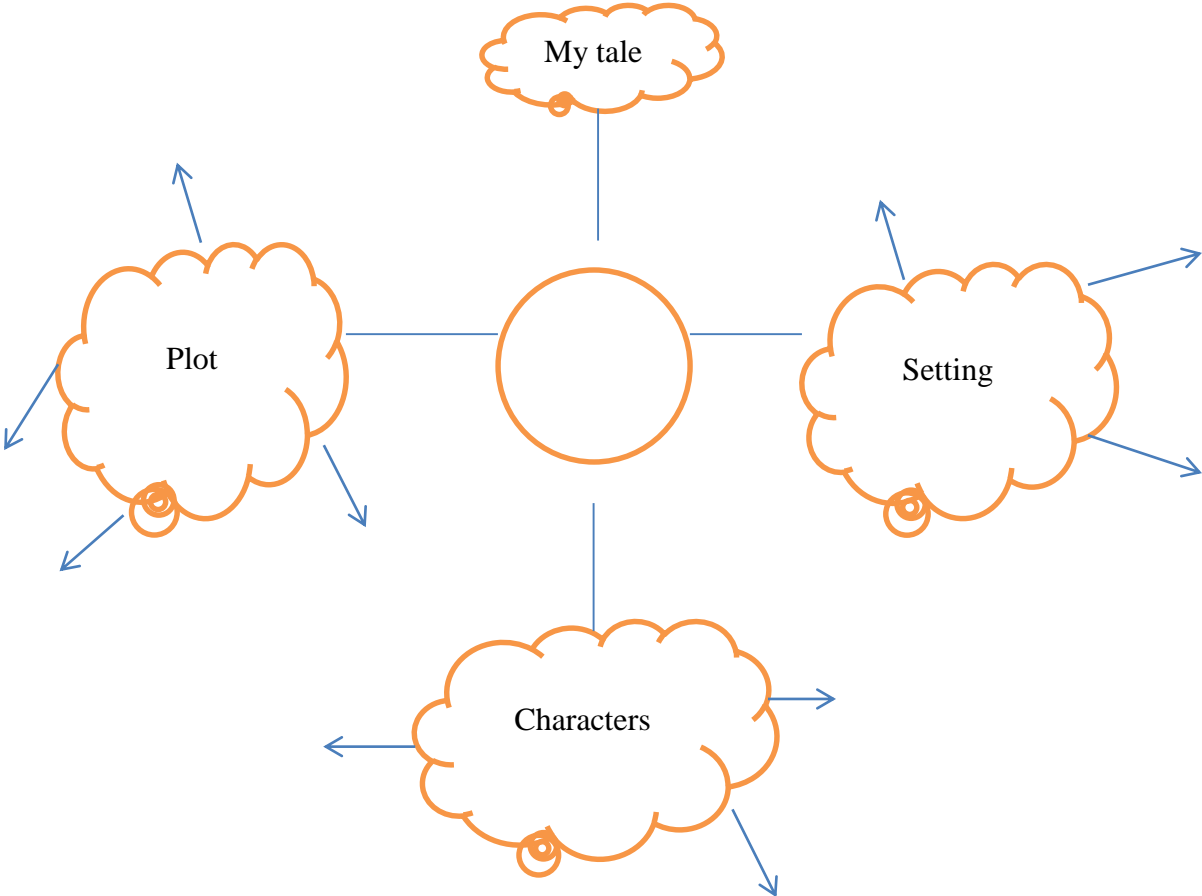
**WORKSHEET 1 – SESSION 10**

**TASK 1:** Choose any of the pictures below and create an idea for your tale.



**WORKSHEET 2 – SESSION 10**

**TASK 1:** Create your story outline with the mind map below. You can add more ideas if necessary.



**Source:** Yanez, V. (2018)

### WORKSHEET 3 – SESSION 10

#### Checklist for your self-assessment.

**Note:** Check (✓) in the corresponding box.

	YES	NO
Does my tale have a title?		
Does my tale have a setting?		
Does my tale have characters?		
Do characters develop dialogues?		
Does my story have an interesting problem?		
Does my story have a series of events?		
Do paragraphs start with a topic sentence?		
Do paragraphs have supporting details?		
Is there a concluding sentence in each paragraph?		
Are sentences connected with appropriated transition signals?		
Is grammar structure appropriate?		
Are spelling and punctuation appropriate?		
Does writing make sense when it is read aloud?		
Are almost all the teacher's questions answered?		

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**ANNEXES**  
**UNIVERSIDAD TECNICA DE AMBATO**  
**DIRECCION DE POSGRADO**  
**MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA**  
**EXTRANJERA**

**ANNEX 1**

Survey for English teachers of Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo, period September 2018 - February 2019.

**Objective:** To determine how Storytelling strategy enhances coherence in writing skills of students at Language Center Cambridge Extension at Escuela Superior Politécnica de Chimborazo, period September - January 2019.

**Instructions:** Read the questions carefully and mark with an X the best option for you.

**1. Do you think Storytelling strategy improves the coherence of students' writing skills?**

Always ( ) Sometimes ( ) Never ( )

**2. What are the most relevant Storytelling uses?**

Share experiences                      Yes ( )                      No ( )

Introduce topics                      Yes ( )                      No ( )

Illustrate concepts                      Yes ( )                      No ( )

Improve language skills                      Yes ( )                      No ( )

Learn grammar and vocabulary                      Yes ( )                      No ( )

**3. Have you ever applied Storytelling strategy in your class work?**

Yes ( )                      No ( )



**4. If you answer is affirmative; which skill of the language you have applied it in?**

Reading ( ) Listening ( ) Speaking ( ) Writing ( )

**5. Which techniques of Storytelling strategy are you familiar with?**

Narrative technique	Yes ( )	No ( )
Dialogue technique	Yes ( )	No ( )
Enemy and hero technique	Yes ( )	No ( )
Conflict / solution technique	Yes ( )	No ( )
Visual story technique	Yes ( )	No ( )
Surprise technique	Yes ( )	No ( )

**6. When students do a writing activity in class, do you ask them to follow the writing process?**

Always ( ) Sometimes ( ) Never ( )

**7. When your students write, do you focus on the final product only?**

Always ( ) Sometimes ( ) Never ( )

**8. When your students write, do you emphasize the writing genre?**

Always ( ) Sometimes ( ) Never ( )

**9. How often do you use these writing genres in class?**

-Descriptive	Always ( )	Sometimes ( )	Never ( )
- Expository	Always ( )	Sometimes ( )	Never ( )
- Journals and letters	Always ( )	Sometimes ( )	Never ( )
- Narrative	Always ( )	Sometimes ( )	Never ( )
- Persuasive	Always ( )	Sometimes ( )	Never ( )
- Poetry	Always ( )	Sometimes ( )	Never ( )

**10. What of the following writing process stages, do you consider when planning a writing activity for your class?**

- Pre-writing	Always ( )	Sometimes ( )	Never ( )
- Writing itself	Always ( )	Sometimes ( )	Never ( )
- Revision and Edition	Always ( )	Sometimes ( )	Never ( )

**THANKS FOR YOUR COOPERATION!**



**UNIVERSIDAD TECNICA DE AMBATO**  
**DIRECCION DE POSGRADO**  
**MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA**  
**EXTRANJERA**

**ANNEX 2**

Survey for English students of Cambridge Extension at Languages Center in Escuela Superior Politécnica de Chimborazo, period September 2018 – February 2019.

**Objetivo:** Determinar cómo la estrategia Storytelling mejora la coherencia en la destreza de la escritura de los estudiantes de la Extensión Cambridge del Centro de Idiomas de la Escuela Superior Politécnica de Chimborazo en el período Septiembre – Enero de 2019.

**Instrucciones:** Lea detenidamente cada pregunta y marque con una X la opción que usted considere conveniente.

**1. ¿Considera usted que el uso de la estrategia Storytelling ayuda a mejorar la coherencia en la destreza de la escritura de los estudiantes?**

Siempre ( )            A veces ( )            Nunca ( )

**2. Cuáles son los usos más relevantes de la estrategia Storytelling?**

Compartir experiencias            Si ( )            No ( )

Presentar temas            Si ( )            No ( )

Ilustrar conceptos            Si ( )            No ( )

Mejorar las destrezas del lenguaje            Si ( )            No ( )

Aprender gramática y vocabulario            Si ( )            No ( )

**3. ¿Ha utilizado su maestro/a alguna vez la estrategia Storytelling en las tareas escolares?**

Si ( )            No ( )

**4. Si su respuesta es afirmativa, en qué destreza del lenguaje lo ha hecho.**

Leer ( )    Escuchar ( )            Hablar ( )            Escribir ( )

**5. Con qué técnicas de la estrategia Storytelling está usted familiarizado?**

Técnica Narrativa            Si ( )            No ( )

Técnica del Diálogo            Si ( )            No ( )

Técnica Enemigo o héroe            Si ( )            No ( )

Técnica Conflicto/solución            Si ( )            No ( )

Técnica Historia Visual            Si ( )            No ( )

Técnica de la Sorpresa            Si ( )            No ( )

**6. Cuando usted desarrolla una producción escrita, su docente le motiva a seguir el proceso de la escritura.**

Siempre ( )    A veces ( )    Nunca ( )

**7. Cuando usted escribe, su maestro solamente se enfoca en el producto final.**

Siempre ( )    A veces ( )    Nunca ( )

**8. Cuando usted escribe, su maestro pone énfasis en el género de la escritura.**

Siempre ( )    A veces ( )    Nunca ( )

**9. ¿Con qué frecuencia, su maestro/a utiliza los siguientes géneros de la escritura?**

- <b>Descriptivo</b>	Siempre ( )	A veces ( )	Nunca ( )
- <b>Expositivo</b>	Siempre ( )	A veces ( )	Nunca ( )
- <b>Diarios y cartas</b>	Siempre ( )	A veces ( )	Nunca ( )
- <b>Narrativo</b>	Siempre ( )	A veces ( )	Nunca ( )
- <b>Persuasivo</b>	Siempre ( )	A veces ( )	Nunca ( )
- <b>Poético</b>	Siempre ( )	A veces ( )	Nunca ( )

**10. Cuáles de las siguientes etapas del proceso de la escritura, considera usted que su profesor toma en cuenta para planificar sus clases de producciones escritas?**

- Pre-escritura	Siempre ( )	A veces ( )	Nunca ( )
- Escritura	Siempre ( )	A veces ( )	Nunca ( )
- Revisión y edición	Siempre ( )	A veces ( )	Nunca ( )

**Muchas gracias por su colaboración**

## **STORYTELLING STRATEGY TO IMPROVE COHERENCE IN WRITING SKILLS**

### **ANNEX 3: PRE –TEST**

#### **CAMBRIDGE PET EXAM – WRITING PART**

**OBJECTIVE:** To determine students' level in writing skills.

Writing part 3: write an informal letter OR a story

Your local newspaper wants to reward people who have contributed to the community. Write a story to the newspaper. In your story you must include:

- The name of someone who deserves the reward
- Describe the story about what she or he has done to help the community
- say what reward you would like to give this person

*Write about 150 words.*

Source: [https://www.examenglish.com/PET/PET\\_reading\\_and\\_writing.html](https://www.examenglish.com/PET/PET_reading_and_writing.html)

## **ANNEX 4: POST –TEST**

### **CAMBRIDGE PET EXAM – WRITING PART**

**OBJECTIVE:** To determine students' level in writing skills after the intervention.

Writing part 3: Write a story

Your local newspaper wants to reward people who have contributed to the community. Write a story to the newspaper. In your story you must include:

- The name of someone who deserves the reward
- Describe the story about what she or he has done to help the community
- say what reward you would like to give this person

*Write about 200 words.*

Source: [https://www.examenglish.com/PET/PET\\_reading\\_and\\_writing.html](https://www.examenglish.com/PET/PET_reading_and_writing.html)

**ANNEX 5: PRE AND POST-TEST RUBRIC**  
**EVALUATION RUBRIC**

Student's name: \_\_\_\_\_

Level: \_\_\_\_\_

<b>B1</b>	<b>CONTENT</b>	<b>COMMUNICATIVE ACHIEVEMENT</b>	<b>ORGANISATION</b>	<b>LANGUAGE</b>
<b>5</b>	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.  Uses a range of simple and some complex grammatical forms with a good degree of control.  Errors do not impede communication.
<b>4</b>	<i>Performance shares features of Bands 3 and 5.</i>			
<b>3</b>	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.  Uses simple grammatical forms with a good degree of control.  While errors are noticeable, meaning can still be determined.
<b>2</b>	<i>Performance shares features of Bands 1 and 3.</i>			
<b>1</b>	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately.  Uses simple grammatical forms with some degree of control.  Errors may impede meaning at times.
<b>0</b>	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

**Source:** <https://www.cambridgeenglish.org/images/231794-cambridge-english-assessing-writing-performance-at-level-b1.pdf>

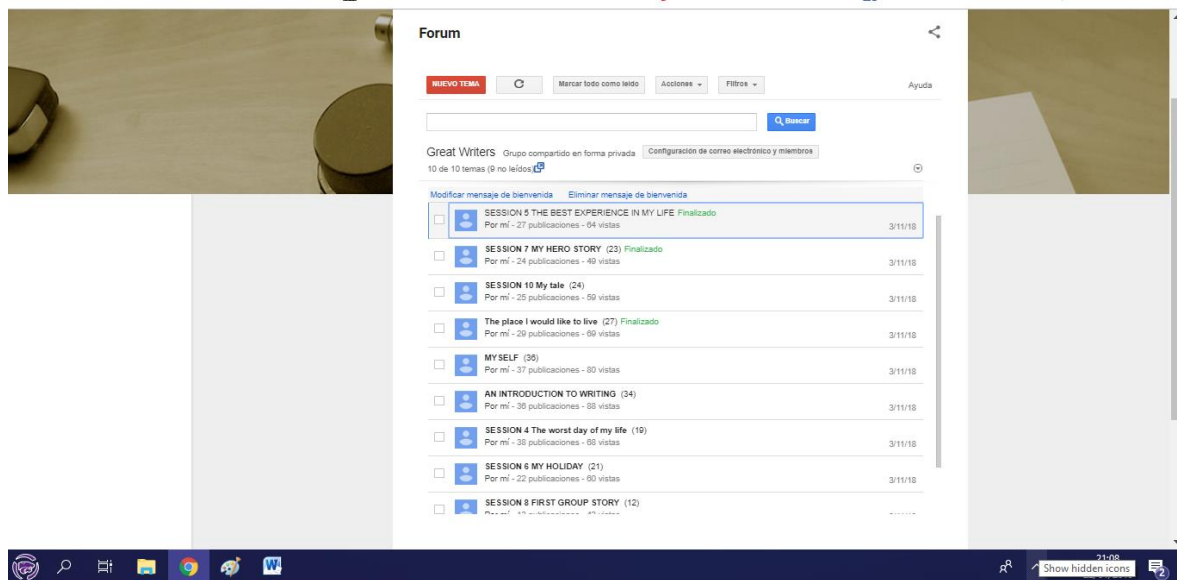
## ANNEX 6: Validation of survey's questionnaire.

## ANNEX 7: Evidences of the research intervention



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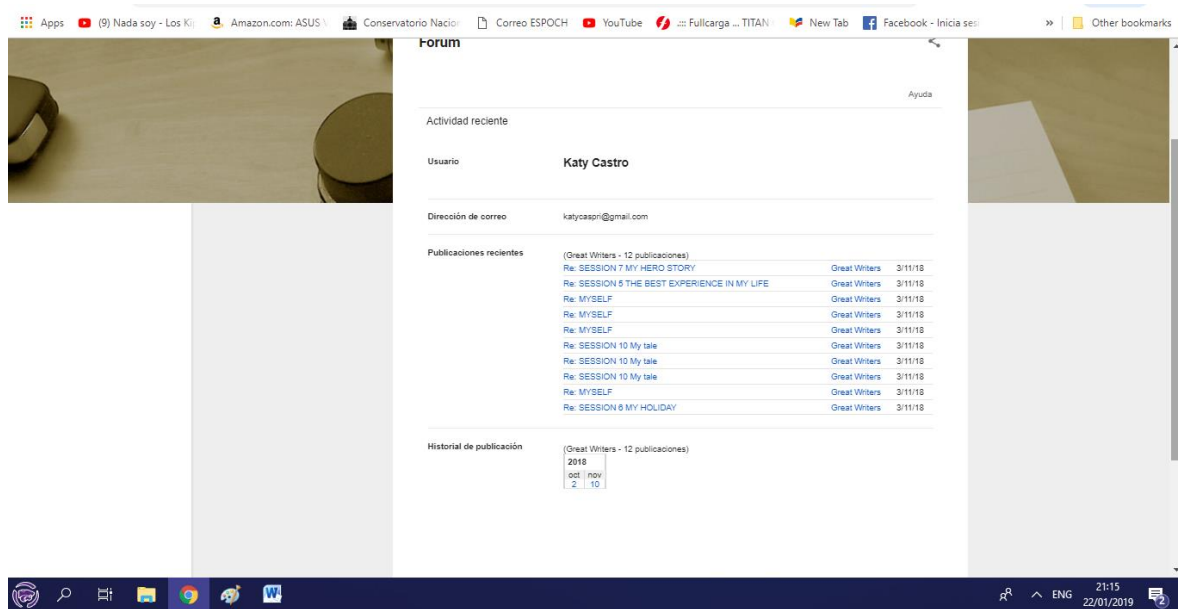
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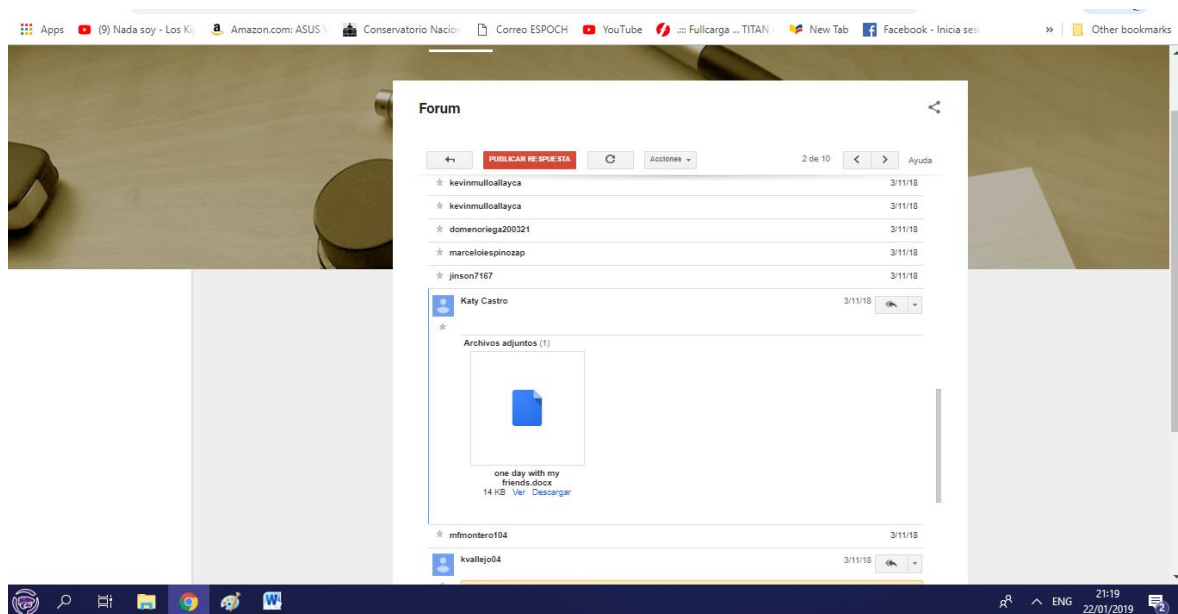
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