UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"STORYTELLING AS A CREATIVE ACTIVITY FOR THE DEVELOPMENT OF STUDENTS' WRITING SKILLS IN 9TH GRADERS"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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La Libertad, February 6th, 2023

ADVISOR'S APPROVAL

In my role as Advisor of the research paper "STORYTELLING AS A CREATIVE ACTIVITY FOR THE DEVELOPMENT OF STUDENTS' WRITING SKILLS IN 9TH GRADERS" carried out by Shirley Katiuska Pibaque Sanchez, ungraduated students of the Pedagogy of National and Foreign Languages Major, School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

Lcda. Sara Gonzáles Reyes, MSc.

La Libertad, February 6th, 2023

STATEMENT OF AUTHORSHIP

I, SHIRLEY KATIUSKA PIBAQUE SÁNCHEZ WITH ID NUMBER 2450062704 undergraduate student from the Península de Santa Elena state university, school of education sciences and Languages, as a prerequisite to obtain a bachelor's degree in Pedagogy of National and foreign languages, in my role as author of the research project " STORYTELLING AS A CREATIVE METHOD FOR THE DEVELOPMENT OF STUDENTS' WRITING SKILLS" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

Shirley Pibaque.

SHIRLEY KATIUSKA PIBAQUE SANCHEZ

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Declaration

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
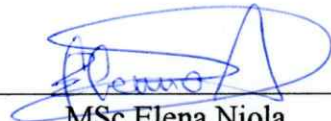
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ACKNOWLEDGMENT

I would like to take the opportunity to thank my Mother who always motivated me to follow her as an example to be able to have a full professional life, and also for having a lot of patience with me.

Finally, thank my teachers who were one of the fundamental pillars of my training as professional because without them, this could not be possible.

DEDICATION

I would like to dedicate this work to my family, especially to Shirley, my mother, and Jose, my grandfather, who have always trusted me and supported me in whatever I needed. I also want to dedicate this work to Carlos my stepfather, Samy my sister, and Sebastian my brother for the patience they have with me and the encouragement they give me to be able to continue fulfilling my goals.

Finally, I also dedicate this project to the people who accompanied me in this process, classmates who became my closest friends.

With Love

Shirley Pibaque Sanchez

ABSTRACT

Storytelling is a highly effective method for teaching English as a foreign language, as it allows students to engage with the language in a creative and authentic way. However, despite its potential benefits, it is not often use in EFL classrooms. This lack of application may be due to factors such as insufficiency of teacher training and support, emphasis on traditional teaching methods, lack of resources and materials and lack of support from educational systems.

To improve the situation, it is important for teachers to receive training in storytelling method, to have access to appropriate materials and resources, and to have support from educational systems in implementing this approach in the classroom. With these steps, students can benefit from the advantages that storytelling has to offer, such as increased engagement and improved communicative skills.

KEY WORDS: Storytelling, Writing, EFL, English Language, students.

RESUMEN

El storytelling es un método muy eficaz para la enseñanza del inglés como lengua extranjera, ya que permite a los alumnos relacionarse con el idioma de forma creativa y auténtica. Sin embargo, a pesar de sus beneficios potenciales, no se utiliza con frecuencia en las aulas de EFL. Esta falta de aplicación puede deberse a factores como la insuficiencia de formación y apoyo al profesorado, el énfasis en los métodos de enseñanza tradicionales, la falta de recursos y materiales y la falta de apoyo de los sistemas educativos.

Para mejorar la situación, es importante que los profesores reciban formación sobre el método storytelling, tengan acceso a materiales y recursos adecuados y cuenten con el apoyo de los sistemas educativos para aplicar este enfoque en el aula. Con estos pasos, los alumnos pueden beneficiarse de las ventajas que ofrece la narración de cuentos, como el aumento del compromiso y la mejora de las habilidades comunicativas.

PALABRAS CLAVES: Narración, Escritura, Inglés Como Lengua Extranjera, Idioma Inglés, Estudiantes.

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INTRODUCTION

English is broadly recognized as the international language of communication and commerce. However, for many students in non-English speaking countries, learning English as a Foreign Language (EFL) can be a challenge, especially if the educational system does not prioritize its teaching. This is the case in Ecuador, where the level of English proficiency among students is often low, impacting their ability to communicate effectively and hindering their opportunities for personal and professional growth.

Storytelling has been used for centuries as a tool for communication, education, and entertainment. It is a powerful method that engages the imagination and fosters creativity in listeners. In the classroom, storytelling can be an effective way to teach writing skills because it encourages students to use their imaginations, think critically, and express themselves in a unique and meaningful way. The controlled technique, storytelling, has become an effective strategy to teach various skills such as writing skills, it is an effective technique to learn new abilities and skills (Buch & Wolff, 2000). The use of storytelling can help students to develop the essential writing skills such as organization, coherence, vocabulary, and syntax.

Writing is a critical skill that is essential for success in many aspects of life. From crafting a compelling email to writing a persuasive essay, the ability to express oneself through writing is of utmost importance. Siregar et al (2022), The competency in writing enables learners to adjust to a range of circumstances and successfully maneuver their environment. However, for many students, writing can be a daunting task, often viewed as dry and uninspiring. To overcome this, a creative approach to teaching writing skills can be applied, such as storytelling.

The purpose of this research project is to investigate the impact of storytelling as a creative method for the development of writing skills in 9th graders learning English as a

Foreign Language (EFL). The project aims to prove that by incorporating storytelling activities into the EFL classroom, students' writing abilities can be significantly improved. The study focuses on the use of storytelling as a tool to promote creativity and imagination, while also facilitating the acquisition of essential writing skills.

The research project was conducted in a controlled environment, where a group of 9th grade students from San Alberto Mango school participated in storytelling activities for a specific period. The writing skills of the participants were evaluated both before and after the storytelling activities, and the results were compared to determine the effectiveness of storytelling as a creative method for the development of writing skills. This was based on my experience during my pre professional practices, where I applied this activity in the classroom where it was noticed the improvement in writing skill.

The aim of this research project was to demonstrate the effectiveness of storytelling as a creative activity for the development of writing skills in 9th graders who are learning English. The study provided valuable insights into the role of storytelling in promoting creativity and imagination, while also facilitating the acquisition of essential writing skills. The findings of this research project were important to determine implications for the teaching of writing skills in EFL classrooms and its contribution for the development of more effective and engaging teaching methods.

CHAPTER I

THE PROBLEM

Research topic

Learning Strategy and didactic resources.

Title of the project

Storytelling as a method for the development of students' writing skills

Problem Statement

Along time, English Language has had a major influence across continents, because of its expansion in the society. It has undertaken mandatory learning in nations for allowing foreign people to express and exchange their ideas with native speakers, promoting globalization and better social interaction. English language has set as a universal language to interact with individuals from different nationalities.

In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally (Nishanthi, 2018). English language learning importance has become a relevant duty since the very start of globalization in order to communicate with societies. According to Koura and Zahran (2017) the goal of English language instruction in EFL training is to assist students acquire communicative competence so that they can create written and oral language in social contexts.

The ability to produce, receive and interact are central aspects of the English subject (Skolverket, 2018). Anh (2019) describes, writing is the means of communication by the using words through visual representation of thought. English language skills are crucial for engaging communications. These language skills are classified into listening and reading

which have the ability of receiving a message: reading and writing works as production of speech or written texts.

According to Prasasti et al (2022) the writing skills in English Language are important for peers in language when students are not capable to speak. Based on resources, it is necessary to select a good choice for teaching writing skill, there are several activities that a teacher could apply in class.

A mislead in writing language learning could cause trouble to be able to level up student's English language. Lee & Schmidgall (2020), the potential negative consequences of sending an inadequately composed e-mail can be significant and far-reaching. For example, a colleague may fail to attend a crucial meeting due to a misunderstanding conveyed in the e-mail, or a potential business relationship may be jeopardized by a poorly written message. The controlled technique, storytelling, has become an effective strategy to teach various skills such as writing skills, it is an effective technique to learn new abilities and skills (Buch & Wolff, 2000).

Research questions

Problem question

- How might storytelling techniques be used to enhance the writing skills of students?

Specific questions

- What are the potential benefits of using storytelling techniques to enhance writing skills?

- What are the potential drawbacks of using storytelling techniques as an evaluation tool for writing skills development?

- How do current trends in education that emphasize storytelling influence students' learning processes?

Objectives of the research

General Objective

To analyze storytelling as a creative activity for writing skills in students of 9th grade at Unidad Educativa "San Alberto Magno".

Specific objectives

1. To investigate storytelling technique as a creative manner for developing writing skills.

2. To examine the advantages and disadvantages of storytelling technique as a creative assessment for developing writing skills.

3. To reflect on the importance of storytelling current trends in education and their impact on students' learning processes

Justification

There are several creative activities teachers can apply in class, as Teachers it is mandatory to select activities that develops English skill such as: speaking, listening, reading, and writing or by using two skills. Writing is a skill that needs to be trained by applying pedagogical strategies along communicative approaches, its importance can be reflected in various investigations. Agreeing to Siregar et al (2022), the ability to write effectively enables students to adapt to various situations and effectively navigate their surroundings. Therefore, it is important that they develop the ability to utilize the appropriate genre for the workplace in a range of circumstances.

Martinez (2019) argued that storytelling has been an effective medium for evoking mental images that leads to mental simulation thereby engaging the audience in providing

stimulation and pleasure to the brain. Shishko (2022) states, storytelling involves using a combination of narrative and factual information to communicate a topic of interest or concern to an audience.

The use of storytelling as a technique for fostering creativity and improving writing skills among students is an innovative approach to education. By incorporating elements of narrative and factual information, students can learn to craft compelling and engaging written pieces that effectively convey their ideas to an audience. This can be particularly valuable in the workplace, where strong writing skills are often necessary for success.

The purpose of this project is to examine the potential of storytelling as a means of promoting creativity and enhancing writing skills in students. The author believes that through the use of storytelling techniques, students can learn to craft effective and engaging written pieces that convey their ideas effectively to an audience. This approach is particularly relevant in the context of education, where strong writing skills are often essential for success. The author wants to suggest that storytelling can be a useful and creative method for helping students improve their writing skills.

CHAPTER II

THEORETICAL FRAMEWORK

In base of the literature review, the author canalizes the concern of using storytelling method to develop writing skills in base of English language teaching range. This states the factors that are involved into production and students' performance; this has been demonstrate that promotes creativity and encourage students to keep on track English learning.

Background

Several resources proved that storytelling fosters English language skill development, focusing on writing skill. Firstly, Boldosova and Luoto (2019) refer a narration to convey ideas and connect into cultural or experience framework to listeners or readers. The storytelling is a uniquely human experience that allows us to express ourselves and understand the experiences of others through the use of language. It enables us to convey the worlds, whether real or imagined, that we inhabit and the people who inhabit them. It is an essential tool for communication and understanding.

According to Maskstrom (2019), writing skills is the second English skill and ability to create language by themselves. This forces the author to highlight its importance to develop and train, this is conducted to perform language production. Nevertheless, one aspect of English language teaching is to encourage students to use varying strategies to make it easier for the students to learn English (Markström, 2019). The studied performed by Maskstrom noted that writing skills is an essential skill to develop, however, its use by teachers must be consider in order to get a proper English skill learning.

The action of narrating ideas makes individuals to arrange and adapt their experience in other language promoting English language learning. McDrury & Alterio (2003) states, the storytelling is a uniquely human experience that allows us to express ourselves and understand the experiences of others through the use of language. It enables us to convey the worlds, whether real or imagined, that we inhabit and the people who inhabit them. It is an essential tool for communication and understanding.

According to to Rizal (2021), stories may also help students to internalize the new language by providing an access to a rich variety of linguistic items and a context for their communication efforts. Wajnryb (2003) argued that storytelling is an effective method for helping learners remember new vocabulary, grammatical structures, and pronunciation. This is due to the memorable nature of storytelling, which helps students retain the information being presented to them.

This indicates Storytelling, a method which made peers capable to retain knowledge by using this type of semi-controlled technique. It is considered to be a very effective pedagogical instrument in the development of language skills in first (L1) language, and in a foreign or second language (L2), regardless of learners' age or background (Cameron, 2001). The finding also showed that most of the students have good responses on the implementation of storytelling technique (Rizal, 2021).

Stories from around the world are excellent to use in the classroom, but the teacher also needs to use stories from the students' own culture and heritage. There are many ways to use stories in the English classroom. The teacher can read the story or tell it to students. Another way is encouraging the students to find more interesting stories and create different ways to use them. The teacher can ask students to select the story they like and tell their friends in class or write a review to display in wall magazine. Students' creativity and

imaginations can be improved, and the students become confident to express themselves spontaneously and creatively (Rizal, 2021).

Pedagogical basis

Behavioralism

Regarding the language development steps, Chomsky (1972) refers specifically to children who are not instructed a language in any manner, nevertheless, young children acquire a language naturally, this must drive adults to for that reason adults source an atmosphere that promotes discovering and motivation.

Motivation in EFL

Motivation is a key factor in learning a second language, particularly English as a foreign language (EFL). It refers to the driving force that inspires and sustains an individual's efforts to learn a language. There are various types of motivation, including intrinsic motivation, which comes from within an individual and is driven by personal interest or enjoyment, and extrinsic motivation, which comes from external factors such as rewards or grades. Fithri (2018) mentions, it was found that internal motivation factors, specifically personal relevance, and learners' attitudes towards learning English, played a significant role in the English as a foreign language (EFL) learning process.

Creativity and writing

According to Şenel & Bağçeci (2019), in order to foster creative writing, it is crucial that students be encouraged to think outside the box and break away from their usual patterns of thought. This involves encouraging them to consider unconventional ideas and to think beyond the boundaries of traditional physics and logic. By doing so, students can develop their creative writing skills and produce unique and innovative written works.

Storytelling and language

Human communication is whether the conveyance of narrative is linked to specific sensorimotor modalities (vocal vs. manual) or whether there are cross-modal narrative areas in the brain that transcend these modalities (Yuan et al., 2018). According Khodabandeh, (2018) most of researchers on the use of storytelling in language learning has focused on its ability to improve language proficiency.

Theoretical basis

English Language Teaching

According to Koura and Zahran (2017), the achievement to reach in English language instruction in EFL training is to support student develop their communicative proficiencies such as writing and oral language into multiple scenes. These situations have pushed teachers and investigators to seek contemporary trends in teach, meanwhile, Professional and students can nurture with knowledge acquired and given.

Stages of writing

Prewriting

Prewriting is the step in which tools such as free writing, brainstorming, outlining, or clustering are used. In prewriting, no idea is too off topic or too strange. It is these sometimes-dissociative ideas that can lead you to a paper topic that you never would have considered. Though the common perception is that there is nothing that hasn't been written about before, if you allow yourself to think outside the box, you can find a way of looking at an old topic through new eyes (University of Lynchburg, 2020).

Drafting

Drafting is the beginning of "writing" your paper. It is important to remember that in drafting you should already have a thesis idea to guide your writing. Without a thesis, your

writing will be prone to drift, making it harder to frame after the fact. In drafting, the writer should use materials created in prewriting stage and any notes taken in discovery and investigation to frame and build body paragraphs (University of Lynchburg, 2020).

Revising

There are two different scopes of revision: global and local. Global revision involves looking for issues like cohesion and the overall progression of your paper. If your paper has paragraphs that do not flow into each other but change topic abruptly only to return to a previous thought later, your paper has poor cohesion. If your topics change from paragraph to paragraph, it is necessary to either consider altering the order of your paragraph and/or revising your writing either by adding to existing paragraphs or creating new ones that explain your change in topic (University of Lynchburg, 2020).

Editing

The final stage in writing a paper requires a review of what you have written. In this last read of your paper, you should look for any grammar, spelling, or punctuation errors that have slipped through the cracks during the revising stage, or that were introduced in your revisions (University of Lynchburg, 2020).

Writing skills and creativity

Richards and Renandya (2002) mention that during English language learning, students must build mainstream skills to engage communication no matter verbal or non-verbal, four English language skills such speaking, writing, reading, and writing, writing is one of the most difficult skills for ESL or EFL learners to master. Writing skills are related to the ability to arrange graphics such as letters, words and certain language sentences used in written communication so that readers can understand messages or information.

Language Teaching Techniques

Brown (1996) describes in the present table the factors which have influence in every type of technique, controlled, semi controlled and free techniques that are being applied to teach English language into a systematic framework.

Table 1. Types of language teaching techniques. Brown (1996, 215p)

Controlled	Semi controlled	Free
Teacher centered	Use of language in a less restrictive way than the controlled, but taking into account linguistic patterns already set up by the teacher	Student- centered
Manipulative		Communicative
Structured		Open-ended
Predicted students' responses		Unpredicted responses
Pre- planned objectives Set curriculum		Negotiated objectives. Cooperative curriculum

Storytelling

According to Bruner (2002), Storytelling is a universal form of communication that is prevalent in every culture and society. It is perhaps the most dominant way in which we communicate and share our experiences, thoughts, and ideas with others. Storytelling is a fundamental aspect of human expression. Nguyen (2022) stablished that storytelling It has been integrated in educational approaches related to language skills learning development.

Storytelling and English Language Learning

Nguyen (2022) stablishes storytelling as a teaching technique is not a novel concept. In fact, it is one of the most readily available and widely utilized methods for all teachers,

particularly those teaching languages. It is a simple and effective strategy that can be easily implemented in the classroom.

Legal Basis

Constitución de la República del Ecuador

In the "Constitución de la República del Ecuador" (CRE.) The following articles were mentioned:

Art. 26. - Education is a right of individuals throughout their lives. It is also an inescapable and inexcusable duty of the State. It is a priority area of public policy and state investment. It guarantees equality and social inclusion and is an indispensable condition for a good life. People, relatives, and community have the right and the responsibility to participate in the educational process (CRE. 2008, art. 26)

Art. 27. - Education will be centered on the human being. It will guarantee their holistic development with respect for human rights, a sustainable environment, and democracy. Education will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, with quality and warmth. It will promote gender equity, justice, solidarity, and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative and the development of skills and abilities to create and work (CRE. 2008, art. 27)

Art. 28. - Education will respond to the public interest and will not be at the service of individual and corporate interests. Universal access, permanence, mobility, and graduation without discrimination and compulsory at the initial, primary, and baccalaureate levels or the equivalent will be guaranteed. The State will promote intercultural dialogue in its multiple dimensions. It is the right of every person and community to interact across cultures and participate in a learning society. Learning will occur both in and out of school, and public

education will be universal and secular at all levels. It will also be accessible to the third level of higher education (CRE., 2008, art. 28).

Art. 29. - The State will guarantee freedom of teaching, academic freedom in higher education, and the right of individuals to learn in their language and cultural environment. Mothers, fathers, or their representatives will be free to choose an education for their children according to their principles, beliefs, and pedagogical options (CRE., 2008, art. 29).

Ministerio de Educación

In "Ecuadorian in-service English Teachers Standards" the Ministerio de Educación, in its fifth domain, which is "Professionalism and Ethical Commitment" stands that teachers must be updating their techniques to improve in the field of imparting a foreign language. They also must show that they have enough knowledge regarding EFL. Furthermore, teachers must collaborate cooperatively with their colleagues to create a good atmosphere for their students (2002).

Notwithstanding, based on the general standards, specifically the item 5.b. named "Professional Development, Partnership, and Advocacy", the following aspects are mentioned:

5.b.1. To benefit from chances of career advancement.

5.b.2. To set proficient objectives.

5.b.3. To operate collaboratively with other members of the institution in order to create a comprehensive atmosphere among all.

5.b.4. To participate in cooperative teaching, especially in those of special instruction.

5.b.5. To recommend students to be part of educational aspects.

5.b.6. To bear students' background.

5.b.7. To function as knowledgeable resources for their academic communities

(Ministerio de Educación del Ecuador. , 2019).

Variables of the study

Dependent and Independent Variable

According to Bhandari, dependent and independent variables are necessary to conduct research project since they provide a relation between cause and effect (2022). Bearing this in mind; independent variables is the cause, whereas the dependent variable is the effect.

Dependent Variable

Writing skill

The ability to write effectively is an important workplace skill across professions and business sectors (Lee & Schmidgall, 2020). The present skill Writing, it has become useful to develop an exchange of ideas in most of focus by written text, however, it has not had the attention to adequately teach it.

Writing can be seen as an expressive activity that enables students to successfully express their ideas and knowledge by organizing their thoughts into good sentences and writing forms (Siregar y otros, 2022). These statements indicate the importance of writing in an English learner, for that reason writing skill is set a dependent variable because is writing skill.

Independent Variable

Storytelling

Agreeing to Shishko (2022), Storytelling infers the narratives competences and situations in order to express a subject of interest for audience. Storytelling techniques work as a means to transmit ideas and experiences through communicative approaches.

Foreign language education, stories and storytelling have been integrated into school curricula to enhance language development; however, there is scarce empirical evidence about how storytelling facilitates children's English as a foreign language (EFL) learning and its potential as a holistic pedagogy. (Nguyen & Phillips, 2022). This technique was a creative activity to develop certain skills such as writing English language skill.

CHAPTER III

METHODOLOGICAL FRAMEWORK

Methods

Qualitative Method

Lanka et al (2021) describes qualitative research as a broad field that encompasses a range of theoretical perspectives and uses a variety of research methods, approaches, and strategies. These may include case studies, oral histories, participant observations, action research, ethnography, autoethnography, interviews, grounded theory, and more.

Leavy (2017) defines one of the main benefits of using a qualitative approach in research is that it allows for the collection of detailed and descriptive data, with a focus on the language and concerns of the participants. To conduct a qualitative study, it is necessary to establish the purpose of the research, formulate research questions that help to understand the participants, and collect data to generate findings.

Lanka et al (2021) quoted Yilmaz (2013) stablish, qualitative research is a flexible and interpretive approach that seeks to understand people, cases, phenomena, social situations, and processes in their natural settings. It uses an inductive, emergent, and naturalistic approach to study the meanings that individuals attach to their experiences of the world and aims to provide descriptive accounts of those meanings.

Type of Research

Bibliographic Research

Bibliographic research can be conducted using a variety of sources, including scholarly journals, books, conference proceedings, and online databases. The purpose of bibliographic research is to provide a comprehensive overview of the current state of knowledge on a

particular topic, and to identify areas for future research.ne resources like websites, blogs, and bibliographic databases (Boon, 2020).

Bibliographic research may be defined as any research requiring information to be gathered from published materials. These materials may include more traditional resources such as books, magazines, journals, newspapers, and reports, but may also consist of electronic media such as audio and video recordings, and films, and so on.

Phenomenological Study

A phenomenological study is a research method that aims to understand and explore the subjective experiences of individuals. It involves collecting and analyzing data from participants about their lived experiences of a particular phenomenon and seeks to understand the meanings and interpretations that individuals attach to those experiences.

According to Duquesne University (2020), Phenomenology is a method that allows us to understand the subjective, lived experiences of individuals. In a phenomenological study, the focus is on exploring and understanding the experiences of people in relation to a particular phenomenon.

Data Collection Techniques

Focus Group

Focus group technique applied collected data for this study. According to George (2021), focus group is technique well-known method in qualitative research, where a selected group of participants with specific characteristics are brought together to discuss and provide insights on a particular topic.

It is important to use interactive questions during focus group sessions in order to facilitate active participation and elicit rich and detailed responses from group. The author selected this focus group technique to obtain information from the students from Unidad

Educativa "San Alberto Magno," this application will contribute to extract relevant information which will be analyzed in the next Chapter.

Instruments

A research instrument is a tool used for gathering, measuring, and analyzing data about a particular subject. Examples of research instruments include tests, surveys, scales, questionnaires, and checklists (Duquesne University, 2020). There are various types of research instruments that can be used to gather and measure data in a research study. These tools are essential for conducting research in a systematic and reliable manner and help researchers to better understand and draw conclusions about their subject.

Questionnaire

A questionnaire is a research tool used to collect data from a sample of individuals through their responses to a series of questions. Questionnaires are described in even the most classic research methodology books as the instrument itself, as a method, a design, a type of research, a standardized instrument, and a structured interview, among others. Pozzo et al (2019) elaborates the following statement, questionnaires are often referred to in research methodology literature as an instrument, method, design, type of research, standardized instrument, and structured interview, among other things.

According to Pozzo et al (2019), questionnaires can be easily transformed into statistical databases, which allows for the use of statistical analysis to make predictions based on the collected data. Regardless of the format, the effectiveness of a questionnaire as a research tool depends on the quality of the questions being asked and the ability to accurately interpret the responses.

Types of questions

Open-ended

According to Weller et al (2018), open-ended questions are used to delve deeply into a topic or understand the underlying processes at work. They may be used on their own or in combination with other interview techniques. These questions can elicit a range of responses, from lists to short answers or lengthy narratives, and can help identify possible explanations for observed correlations.

Data Collection Processing and Resources

Basic Questions and Explanation

1.	**What?**	To obtain the data
2.	**Where?**	Unidad Educativa San Alberto Magno, Colonche, Santa Elena, Ecuador.
3.	**When?**	12th January 2022
4.	**How?**	Through opened-ended questionnaire
5.	**For what?**	To determine their opinions and arguments related to the application of storytelling, and its benefits of running and implementing this method in classroom.

Sample

The purpose of sampling in qualitative research is to identify and understand the experiences, perspectives, and phenomena rather than to generalize findings to a larger population.

For gathering the information, the sample will be eleven students from Unidad Educativa San Alberto Magno 9th grade, second quimester 2023. Sampling allows researchers to study a manageable number of individuals or items and make inferences about a larger population based on the characteristics of the sample.

CHAPTER IV

ANALYSIS OF FINDINGS

This section explains the meaning of the information gathered from the focus group and associates the responses of the participants with the literature review. For a better understanding the data are expressed by word clouds figures generated by Wordcloud. This tool analyzes the information given by the interviewees and illustrates the most relevant words.

Interpretation of data from the focus group

Figure 1.

Question 1: *Does the teacher provide types of readings such as stories or narratives in the development of the English language teaching activity?*

Author: *Shirley Pibaque*

***Note*:** The question number one indicates the background of storytelling practice in classroom, the most frequent word mentioned by the students was types of reading. Furthermore, English, culture, activities, read, and more words. They expressed their discomfort about the lack of its application because they agree that this method could improve their English skills.

Figure 2.

Question 2: *Is the Storytelling Technique used in the classroom for English language instruction?*

Author: Shirley Pibaque

*Note***:** In the question number two, the majority of students emphasize that the teacher rarely uses this technique although it is complicated. the most frequent words mentioned by the students were Complicated and Storytelling. Additionally, often, English, rarely, activities, classroom, writing, and more words were state during the focus group. The data collected demonstrated the difficulties that students must go through, this could be conducted by the lack of application of storytelling technique in English subject.

Figure 3.

Question 3: *When reading or listening to the narration of a text in English, do you analyze the message and content that the author of the narration wants to communicate?*
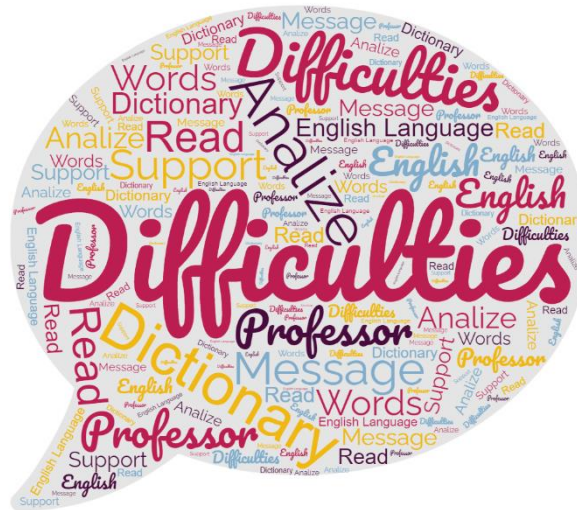
Author: Shirley Pibaque

*Note***:** The question number three was related to know if students can understand the message of the narration by reading and listening. The most frequent word mentioned by the students was types of reading; nevertheless, words such as support, understand, dictionary, message, read, and so forth. An important fact was that students emphasized the use of dictionaries and the support from the teacher in order to get the message. Students are not able to perfectly understand the messages, although the notions given in past classes improves performance.

Figure 4.

Question 4: *After writing a text in English, do you have a comprehensive and detailed understanding of what you have written?*

Author: Shirley Pibaque

*Note***:** In the fourth question, the focus was to recognize difficulties on writing when they perform the ability. The most frequent words mentioned by the students were comprehend and writing. On the other hand, words such as knowledge, resume, professor, and so forth. The students indicated that they are able to understand writing text elaborated by them, students highlighted the usage of dictionaries and support of the teacher. Writing activities are not present frequently which drives to lose certain writing skills.

Figure 5.

Question 5: How often do you use the writing process (prewriting, writing, revising, editing, and publishing) to enhance your English language writing in the classroom?

Author: Shirley Pibaque

*Note***:** The question number five was related to the application of writing process during text production, the most frequent words were Writing process and checking. The most frequent words were Writing process and Writing, in addition words such as teach, mistakes, writing, and so on were presented in the sample. According to students, writing process is sometimes applied, and it becomes difficult to execute for its complexity, but the teacher encourages them to write texts.

Figure. 6

Question 6: *How do you feel learning with the Storytelling activity?*
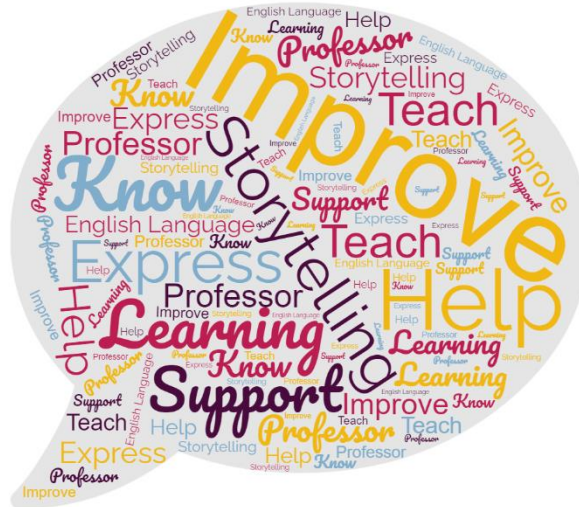
Author: Shirley Pibaque

*Note***:** In the last question students indicated the positive effect of applying storytelling in English class. The most frequent word mentioned by the students were Storytelling and learning, words such as support, professor, improve, know, English language and more. The students assumed that with the application of Storytelling method, they could enhance English skills and abilities such as writing skill. The students are convinced that storytelling is a great tool to use, and they are looking forward to using it in future at classroom.

Discussion of the focus group vs Theorical Framework

Based on the information collected, Storytelling has shown to be a powerful method for teaching English as a foreign language (EFL) as it allows students to engage with the language in a creative and authentic way. However, despite its potential benefits, storytelling is not often applied in EFL classrooms. Instead, other subjects such as Language and Literature mentioned by the peers are using storytelling to teach literature and social sciences.

Corresponding to the data collected in the first question, storytelling was used one time in Hollows Day. The application of storytelling was immediately by attaching cultural factors supporting the exchange of ideas and narration of habits from traditions and so forth. Rizal argues that the use of stories to teach a subject make students embodied of the experience and language at the same time, while communicational factors provide an access and exchange of information. Our experiences could be adapted to other cultural frames, which influence the storytelling action, moreover, the information is exchanged and the individual start to acquire a language holistically.

In the second question, a reason for this lack of application is the insufficiency of teacher training and support. Many EFL teachers may not be familiar with the storytelling method and may not know how to effectively incorporate it into their lessons. Koura and Zahran mentioned the importance of EFL instruction to support communicative competences, and make student develop their English skills.

It is quite important as Teacher to keep developing teaching strategies and techniques, which in future will be helpful to our students to easily learn new topics. Additionally, many schools and educational systems may not provide teachers with the resources, training, and support, Professors need to effectively implement storytelling in their classrooms.

Over the third question, the focus was driven to students' comprehension of reading and listening, which are receptive skills. Based on the reference from students they cannot perfectly read and listen the information, however, they have notions about the topic given during an interaction. According to Masktrom writing skill is the clue for developing English skills, Teachers should practice the storytelling method in order to improve Writing skills meanwhile other skills are developed others as well.

In the fourth question was related to writing skills and comprehension, the students manifested their troubles when understanding writing texts, but the peers are able to get meanings by speculation and the usage of a dictionary. According to Lee and Schmidgall a mislead in writing learning carry negative effects, although the support by books, allow students to differentiate meaning and build sentences; allowing then to comprehend texts.

Fifth question describes, how often writing process is being applied in classes in order to improve writing skills. According to the results, writing process is rarely practiced, because for students became a hard process. According to Duque University (2020), in writing teaching; writing process is a mandatory task to develop productive skills in base of sub-skills previous acquired. This gap might bring problem about delivering ideas into texts.

In the last question, the last statement was clearly evidenced by the answers from students who assure that storytelling is a proper method for developing communicative skills such as writing skills; the students are claiming to apply the method to get improvement in foreign language. Cameron (2001) indicates that storytelling is an effective technique to develop L1 and L2 no matter age or background, this highlighted the goods of storytelling.

The lack of application of storytelling in EFL classrooms may also be due to the lack of materials and resources. Many EFL teachers may not have access to a wide range of appropriate and engaging stories for their students, which can make it difficult to effectively implement storytelling in their lessons.

In conclusion, storytelling is a powerful method for teaching English as a foreign language, but it is often not applied in EFL classrooms due to lack of teacher training and support, emphasis on traditional teaching methods and lack of materials and resources. To improve the situation, it is important for teachers to receive training in storytelling method, to have access to appropriate materials and resources and also to support from educational system to implement this approach in the classroom.

CHAPTER V

REFLECTIONS OF THE STUDY

Storytelling is a creative method that has been shown to be an effective tool for the development of students' writing skills, particularly in ninth graders. This reflection study aims to evaluate results of using storytelling as a method for promoting writing skills in 9th graders. In this study, storytelling was implemented in a 9th-grade English Language class.

Students were asked to create their own stories using a variety of storytelling techniques such as plot, character development, and descriptive language. They were also encouraged to incorporate literary elements such as symbolism and imagery in their stories. After finishing my practices there, I sowed the seed for keeping the implementation of storytelling, which afterwards was adopted by teacher adapting to cultural frames empowering the activity and class.

The interviews conducted as part of the study of using storytelling as a creative method for the development of students' writing skills in 9th graders in Unidad Educativa San Alberto Magno were overwhelmingly positive. The majority of students reported feeling more engaged and motivated to write when using storytelling techniques and felt that the approach helped them to develop their writing skills. Nevertheless, teachers pointed their use in future classes, which undertake improvements in future.

The focus group provides qualitative support for the effectiveness of using storytelling as a method for promoting writing skills in 9th graders. The positive feedback from the students indicates that the approach was well received and that it was able to effectively engage and motivate students to improve their writing skills. However, Teacher

must use the method periodically to become a habit for students, reporting something involved communicative aspects along realia.

The results of the study indicate that using storytelling as a method for promoting writing skills in nineth graders was effective. Students reported feeling more engaged and motivated to write and showed an improvement in their ability to use descriptive language, create believable characters and develop a plot. Additionally, the use of storytelling allowed for more opportunities for creative expression, which can help foster a love of writing. It would be beneficial to conduct a similar study in different context and grade levels to see the generalizability of the results. The use of storytelling techniques and literary elements can help students develop their writing skills and foster a love of writing. However, further research is needed to confirm the findings and to evaluate the long-term retention of the skills.

The experience of executing the investigation on the use of storytelling as a creative method for the development of students' writing skills in 9th graders was both challenging and rewarding. The planning and execution of the study required a thorough understanding of the research process, as well as the ability to design and implement an appropriate research methodology. One of the main challenges faced during the investigation was ensuring that the storytelling activities were appropriate for the level and needs of the 9th-grade students. This required selecting and adapting appropriate materials and activities, as well as finding ways to engage and motivate the students. Additionally, it was important to ensure that the data collected was reliable and valid, which required careful planning and execution of the data collection process.

Another challenge was time management, as the investigation required a significant amount of time and effort to plan, execute, and analyze the data. This required careful planning and organization to ensure that all tasks were completed on schedule. Despite these

challenges, the investigation was a valuable and rewarding experience. The opportunity to conduct research on a topic of interest allowed me to apply my knowledge and skills in a practical setting, while also providing the opportunity to learn and grow as a researcher. Additionally, seeing the positive results from the students in terms of the improvement of their writing skills made it all worth it.

The experience of executing the investigation on the use of storytelling as a creative method for the development of students' writing skills in 9th graders was challenging but enriching. It allowed me to apply the knowledge acquired during my formation at the University, also providing the opportunity to learn, and give my first step my new stage of professionalism. It also provided an opportunity to contribute to researchers to maintain the inquire and support thesis.

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ANNEXES

Annex 1: Tutor Assignment

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MEMORANDO

REFERENCIA: PINE-052-2023

DE: ING. ELIANA LEÓN ABAD, MSC.
DIRECTORA DE CARRERA

PARA: PIBAQUE SANCHEZ SHIRLEY KATIUSKA.

ASUNTO: APROBACIÓN DE CRONOGRAMA DE SUSTENTACIÓN DE TRABAJO DE INTEGRACION CURRICULAR – MIEMBROS DE TRIBUNAL.

FECHA: 24 DE FEBRERO DEL 2023

Por medio de la presente me dirijo a usted para informarle que fue aprobado el cronograma de sustentación de los trabajos de investigación, de acuerdo al siguiente detalle:

TITULO PROYECTO DE INVESTIGACÓN	FECHA DE SUSTENTACIÓN	HORA	TRIBUNAL	LINK DE ACCESO
Storytelling as a Creative Activity for the Development of Students' Writing Skills for Ninth Graders	01/03/2023	8:40	Directora: MSc. Eliana León Abad Secretaria: Ruth Reyes Comisión UIC: MSc Elena Niola Tutor: MSc. Patricio Calle Especialista: MSc. Ana María Maruri	https://cedia.zoom.us/j/2700270354 Meeting ID: 270 027 0354

Atentamente,

Ing. Eliana León MSc.
Directora Carrera Pedagogia de los Idiomas Nacionales y Extranjeros

C/c Archivo

Annex 2: Anti -plagiarism Report

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
BIBLIOTECA
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CERTIFICADO ANTIPLAGIO

La Libertad, February 6th, 2023

TUTOR-2023

En calidad de tutor del Trabajo de Integración Curricular denominado "STORYTELLING AS A CREATIVE ACTIVITY FOR THE DEVELOPMENT OF STUDENTS' WRITING SKILLS IN 9TH GRADERS" elaborado por la estudiante Shirley Katiuska Pibaque Sánchez, de la Carrera Pedagogía de Pedagogía de los Idiomas Nacionales y Extranjeros, de la facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permitió declarar que una vez analizado en el sistema anti plagió COMPILATIO, luego de haber cumplido los requisitos exigidos de valoración, el presente trabajo de investigación, se encuentra con 2% de la valoración permitida, por consiguiente se procede a emitir el informe.

Adjunto reporte de similitud.

Atentamente,

Lcda. Sara González Reyes, MSc.

CI: 0905710865

CERTIFICADO ANTIPLAGIO

CERTIFICADO DE ANÁLISIS
magister

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Fuentes principales detectadas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	louptales.education	Lou-p-tales » How storytelling can work as a pedagogy to facilit... https://louptales.education/projects/how-storytelling-can-work-as-a-pedagogy-to-facilitate-childrens-e...	< 1%		Palabras idénticas : < 1% (41 palabras)
2	www.researchgate.net	(PDF) Important of learning English in today world https://www.researchgate.net/publication/329505353_Important_of_learning_English_in_today_world **1 fuente similar**	< 1%		Palabras idénticas : < 1% (24 palabras)
3	www.semanticscholar.org	The role of storytelling on language learning: A literatur... https://www.semanticscholar.org/paper/The-role-of-storytelling-on-language-learning:-A-Lucarevschi/...	< 1%		Palabras idénticas : < 1% (24 palabras)

Fuentes ignoradas

Estas fuentes han sido retiradas del cálculo del porcentaje de similitud por el propietario del documento.

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	Documento de otro usuario #39f9ef ⬥ El documento proviene de otro grupo	100%		Palabras idénticas : 100% (6144 palabras)
2	Documento de otro usuario #35abaa ⬥ El documento proviene de otro grupo	82%		Palabras idénticas : 82% (5004 palabras)
3	Documento de otro usuario #7a2946 ⬥ El documento proviene de otro grupo	67%		Palabras idénticas : 67% (4062 palabras)
4	Documento de otro usuario #3ba76d ⬥ El documento proviene de otro grupo	21%		Palabras idénticas : 21% (1247 palabras)
5	Documento de otro usuario #71a6e4 ⬥ El documento proviene de otro grupo	8%		Palabras idénticas : 8% (502 palabras)
6	Documento de otro usuario #61bca2 ⬥ El documento proviene de otro grupo	3%		Palabras idénticas : 3% (212 palabras)
7	Documento de otro usuario #730ce8 ⬥ El documento proviene de otro grupo	3%		Palabras idénticas : 3% (212 palabras)
8	Documento de otro usuario #d0d464 ⬥ El documento proviene de otro grupo	3%		Palabras idénticas : 3% (202 palabras)
9	Documento de otro usuario #37a963 ⬥ El documento proviene de otro grupo	3%		Palabras idénticas : 3% (159 palabras)
10	Documento de otro usuario #450ea4 ⬥ El documento proviene de otro grupo	2%		Palabras idénticas : 2% (137 palabras)

Annex 3: Focus Group-Questionnaire

NOMBRE: Dave Limón

CURSO: 9vo

UNIDAD EDUCATIVA: San Alberto Magno

1. ¿El profesor provee diferentes tipos de lecturas tales como cuentos o narraciones en el desarrollo de la actividad para la enseñanza del idioma inglés?

Si una vez voy con una narracion del día de los muertos y en lengua nos son muchas historias

2. ¿Se utiliza la Técnica de escritura de Cuentos (Storytelling Technique) en el aula para la enseñanza del idioma inglés?

No tanto es muy poco visual

3. ¿Al leer o escuchar la narración de un texto en el idioma inglés usted analiza el mensaje y el contenido que el autor desea comunicar?

No a la perfeccion pero si mas o menos

4. ¿Después de escribir un texto en inglés comprende usted de forma global y detallada todo lo escrito?

Si mayormente

5. ¿Cuán a menudo se utiliza el proceso de escritura (**preescritura, escritura, revisión, edición y publicación**) para incrementar la escritura del idioma inglés en el aula?

Siempre nos revisan todo cada falta y nos mandan a corregir

6. ¿Cuál considera usted que ha sido su aprendizaje basado en la actividad de Storytelling?

Bastante bien ya que me divierte y logro aprender más ademas de ser claro

---

NOMBRE: Stefanny Asencio

CURSO: 9no

UNIDAD EDUCATIVA: San Alberto Magno

1. ¿El profesor provee diferentes tipos de lecturas tales como cuentos o narraciones en el desarrollo de la actividad para la enseñanza del idioma inglés?

Si, para aprender los verbos, nos dio una hoja donde se trataba del día de los difuntos.

2. ¿Se utiliza la Técnica de escritura de Cuentos (Storytelling Technique) en el aula para la enseñanza del idioma inglés?

No, conozca si nos manda a investigar canciones Ecuatoriana y tradicional como el pasacalle, el sanjuanito, el pasillo, etc.

3. ¿Al leer o escuchar la narración de un texto en el idioma inglés usted analiza el mensaje y el contenido que el autor desea comunicar?

Si. lo que narra mi docente yo lo capto y saco que resumen o que nos brinda la lectura.

4. ¿Después de escribir un texto en inglés comprende usted de forma global y detallada todo lo escrito?

De vez en cuando comprendo lo que escribo y en vez, en cuando no porque aveces presto atención.

5. ¿Cuán a menudo se utiliza el proceso de escritura (**preescritura, escritura, revisión, edición y publicación**) para incrementar la escritura del idioma inglés en el aula?

Si, Yo aprendo a redondiar bien la letra la (i) no se escribe así con bola sino así (i) bien correcto y cuando termina una escritura se termina con un punto.

6. ¿Cuál considera usted que ha sido su aprendizaje basado en la actividad de Storytelling?

Si, El Aprendizaje de como escribir correctamente y el profesor tambien lo aplica.

Listo :))

NOMBRE: Maytel Figueroa
CURSO: 9no
UNIDAD EDUCATIVA: San Alberto magno

1. ¿El profesor provee diferentes tipos de lecturas tales como cuentos o narraciones en el desarrollo de la actividad para la enseñanza del idioma inglés?

No porque solo nos hace puras practicas por ejemplo del pront simpl.

2. ¿Se utiliza la Técnica de escritura de Cuentos (Storytelling Technique) en el aula para la enseñanza del idioma inglés?

Si porque en otras materias nos lengua si nos hace leer cuadon o hacer escrituras y otras cosas más que el nos hace hacer.

3. ¿Al leer o escuchar la narración de un texto en el idioma inglés usted analiza el mensaje y el contenido que el autor desea comunicar?

E veces no porque son muy rapido y no se entiende lo que dice ocambio en otra materia si se entiende por lo que el profesor nos lee y nos explica bien.

4. ¿Después de escribir un texto en inglés comprende usted de forma global y detallada todo lo escrito?

aveces si y aveces no porque inglen no entiendo muy bien cambio en otras materias si entendemos por lo que es español.

5. ¿Cuán a menudo se utiliza el proceso de escritura (preescritura, escritura, revisión, edición y publicación) para incrementar la escritura del idioma inglés en el aula?

Bueno en ingles no utilizan la publicación y en la materia de lengua y literatura si porque si de escritura y lo importante en eso es que si que ocupar la linea

6. ¿Cuál considera usted que ha sido su aprendizaje basado en la actividad de Storytelling?

muy bien porque me gustan mucho los cuentos y leyendas.

NOMBRE: Carlos Jarid Cabato tomalá
CURSO: 9no Grado
UNIDAD EDUCATIVA: San Alberto Magno

1. ¿El profesor provee diferentes tipos de lecturas tales como cuentos o narraciones en el desarrollo de la actividad para la enseñanza del idioma inglés?

No porque el profesor nos proyecta en un proyecto series de imagenes para con esas imagenes podam hacer preguntas aunque una vez el profesor nos dio una lectura

2. ¿Se utiliza la Técnica de escritura de Cuentos (Storytelling Technique) en el aula para la enseñanza del idioma inglés?

Si no muchas pero una que otras lecturas que nos enseñan sus lecturas para aprender más el idioma para mejorar la escritura y la pronunciación

3. ¿Al leer o escuchar la narración de un texto en el idioma inglés usted analiza el mensaje y el contenido que el autor desea comunicar?

hay veces que el narra y si se entiende lo que trata de decir cuando nos manda hacer practicas o realizar preguntas.

4. ¿Después de escribir un texto en inglés comprende usted de forma global y detallada todo lo escrito?

Si con ayuda del diccionario y ayuda del profesor y si no entiendo le hago una pregunta sobre el tema y entender

5. ¿Cuán a menudo se utiliza el proceso de escritura (preescritura, escritura, revisión, edición y publicación) para incrementar la escritura del idioma inglés en el aula?

Casi no porque son la mayoria son practicas oral cuando manda ha realizar preguntas en el cuaderno para aprender la escritura

6. ¿Cuál considera usted que ha sido su aprendizaje basado en la actividad de Storytelling?

Si una que otra historia o cuento que narra el docente pero lo que se ha visto o una historia y

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NOMBRE: Isaías Reyes
CURSO: 9no Año
UNIDAD EDUCATIVA: "San Alberto Magoo"

1. ¿El profesor provee diferentes tipos de lecturas tales como cuentos o narraciones en el desarrollo de la actividad para la enseñanza del idioma inglés?

No porque el profesor tiene una manera de enseñar muy directa, es decir directamente al tema, pero si desarrollamos otras actividades como oraciones.

2. ¿Se utiliza la Técnica de escritura de Cuentos (Storytelling Technique) en el aula para la enseñanza del idioma inglés?

Si, esto mucho mas en la asignatura de Lengua y literatura, ya que el profesor le gusta que escuchemos historias, cuentos, mitos.

3. ¿Al leer o escuchar la narración de un texto en el idioma inglés usted analiza el mensaje y el contenido que el autor desea comunicar?

Si, aunque muchas veces no en relacion a ingles porque en otras materias si comprendo lo que quire comunicar.

4. ¿Después de escribir un texto en inglés comprende usted de forma global y detallada todo lo escrito?

No, en ingles casino, pero en las demas asignaturas si

5. ¿Cuán a menudo se utiliza el proceso de escritura (preescritura, escritura, revisión, edición y publicación) para incrementar la escritura del idioma inglés en el aula?

Varias veces, el profesor nos hace escribir oracion, responderlas y nos las revisa y si nos equivocamos nos hace hacer correccion

6. ¿Cuál considera usted que ha sido su aprendizaje basado en la actividad de Storytelling?

Se basa en transmitirlos mensajes y nosotros receptar por medio de cuentos, historia etc.

NOMBRE: Alisson Aquino
CURSO: 9no
UNIDAD EDUCATIVA: U.E.S.A.M

1. ¿El profesor provee diferentes tipos de lecturas tales como cuentos o narraciones en el desarrollo de la actividad para la enseñanza del idioma inglés?

Si, para enseñarnos los tiempos verbales, una actividad que nos presento fue una lectura sobre la tradicion del 31 de Octubre (dia de muertos)

2. ¿Se utiliza la Técnica de escritura de Cuentos (Storytelling Technique) en el aula para la enseñanza del idioma inglés?

No, hasta el dia de hoy no recuerdo que hayamos realizado algo similar a escrituras o cuentos?

3. ¿Al leer o escuchar la narración de un texto en el idioma inglés usted analiza el mensaje y el contenido que el autor desea comunicar?

Si, intento analizar el texto o comunicado en su totalidad e intento comprender lo que dice.

4. ¿Después de escribir un texto en inglés comprende usted de forma global y detallada todo lo escrito?

La mayoria, pero intento mejorar

5. ¿Cuán a menudo se utiliza el proceso de escritura (preescritura, escritura, revisión, edición y publicación) para incrementar la escritura del idioma inglés en el aula?

La mayor parte de las clases de ingles, ya que por medio de escrituras nos enseña.

6. ¿Cuál considera usted que ha sido su aprendizaje basado en la actividad de Storytelling?

Intentar interpretar más las preguntas.