



UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
(FECYT)

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS

PROYECTO DEL TRABAJO DE TITULACIÓN

TEMA:

Narrative Activities Based on Kichwa-Imbabura Literature to Enhance
English Writing Skill in Sophomore Students at Sumak Yachana Wasi High
School

TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE:
LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS, MENCIÓN INGLÉS

LÍNEA DE INVESTIGACIÓN: GESTIÓN, CALIDAD DE LA EDUCACIÓN, PROCESOS
PEDAGÓGICOS E IDIOMAS

Autor: Liquinchano Ramos Lisbeth Paulina

Director: MSc. Congo Cervantes Marlen Mishell

IBARRA-ECUADOR

2026



UNIVERSIDAD TÉCNICA DEL NORTE

DIRECCIÓN DE BIBLIOTECA

AUTORIZACIÓN DE USO Y PUBLICACIÓN A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

1. IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO	
APELLIDOS Y NOMBRES:	Liquinchano Ramos Lisbeth Paulina

DATOS DE LA OBRA	
TÍTULO:	Narrative Activities Based on Kichwa-Imbabura Literature to Enhance English Writing Skill in Sophomore Students at Sumak Yachana Wasi High School
AUTOR (ES):	Liquinchano Ramos Lisbeth Paulina
FECHA:	25/08/2026
SOLO PARA TRABAJO DEGRADO	
PROGRAMA:	☒ PREGRADO ☐ POSGRADO
TÍTULO POR EL QUE OPTA:	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés
DIRECTOR /ASESOR:	MSc. Marlen Mishell Congo Cervantes

2. CONSTANCIAS

El autor manifiesta que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es el titular de los derechos patrimoniales, por lo que asume la responsabilidad sobre el contenido de la misma y saldrá en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 25 días del mes de agosto de 2026

EL AUTOR:

.....

Lisbeth Paulina Liquinchano Ramos



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

CERTIFICADO DE COINCIDENCIA COMPILATION

Una vez analizado el tema de Trabajo de Integración Curricular titulado: Narrative Activities Based on Kichwa-Imbabura Literature to Enhance English Writing Skill in Sophomore Students at Sumak Yachana Wasi High School de la estudiante Lisbeth Paulina Liquinchano Ramos (lpliquinchano@ut.edu.ec) de la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS se determinó que existe un 6% de similitudes en su contenido, lo que está dentro del porcentaje aceptable reglamentario y por lo cual certifico que es procedente y aceptable para continuar con el proceso de titulación.

Ibarra, 25 de agosto de 2026

Atentamente,

(f)

MSc. Marlen Mishell Congo Cervantes

Director

DEDICATION

To God, for always guiding my steps, for giving me the health, patience and strength I needed to persevere and complete this vital stage of my professional training.

To my parents, Marian Ana Ramos and Jose Segundo Liquinchano, for their daily work in the fields and for the example they have set through their lives. Despite the exhaustion of their long working days, their love, care and support were never lacking; they always looked after my wellbeing and gave me what I needed to get ahead. This degree is a direct reflection of their sacrifices and all the effort they put into me. I am proud to be their daughter and the object of their greatest admiration.

To my siblings, Esthela, Robinho and Adriana, for always being there for me, supporting me and standing by my side throughout my life and this university journey.

With all my heart, I dedicate this work to you. Thank you for holding my hand in difficult times, for your endless patience, and for celebrating every step of this journey with me. This achievement carries a little piece of each of your love and devotion. Thank you!

Paulina Liquinchano

ACKNOWLEDGMENTS

This work would not have been possible without the support and guidance of the individuals and institutions that accompanied me throughout this process. I would therefore like to express my sincere gratitude to all those who contributed to the development and completion of my research.

To the Universidad Tecnica del Norte, for providing me with a high-quality academic education and equipping me with the tools necessary to strengthen my professional knowledge and skills. This institution has been the place where I have grown both professionally and personally.

To my thesis director, MSc. Marlen Congo, and my thesis adviser, MSc. Mateo for their guidance, patience, commitment, willingness to help and constant support throughout every stage of this project. Their valuable insights, observations, and recommendations significantly enriched this work and were essential in enhancing its quality and ensuring its successful completion.

To all the teachers in the Pedagogy of National and Foreign Languages degree, who shared their knowledge, experiences, and teachings throughout my university education. Each of them left a significant mark on my academic, professional and personal development.

To Sumak Yachana Wasi High School for opening the doors of their institution to me and giving me the opportunity to carry out this research. I would particularly like to thank the management, teaching staff, and students for their cooperation.

To my family for their unconditional love, constant support, understanding, and trust throughout my university studies. Their companionship, sacrifices, and words of encouragement were the driving force that propelled me to overcome every challenge and persevere until I reached this goal.

To my friends, who accompanied me on this university journey with their friendship and understanding. Thank you for being there for me in both moments of joy and times of greatest difficulty. Your company made this journey much more meaningful and bearable.

I am grateful to everyone who, in one way or another, was part of this journey and left a significant mark on my academic and personal life.

ABSTRACT

In Ecuador, the development of English as a foreign language faces several challenges within the educational system, with writing skills being one of the most difficult areas for students. This study identified limitations in English written production among sophomore students at Sumak Yachana Wasi High School (Cotacachi–Imantag). The analysis of the collected data revealed that students recognize the importance of writing in English; however, they lack effective strategies to organize their ideas, maintain coherence, and expand their vocabulary. Likewise, the English teacher emphasized the need for contextualized teaching resources that connect language learning with the students' cultural environment. Data were collected using a mixed-methods approach (qualitative and quantitative), through surveys administered to students and interviews conducted with English teachers at the institution. As a result, this study proposes the implementation of a pedagogical guide featuring narrative activities based on Kichwa-Imbabura literature, specifically designed to strengthen writing skills, promote meaningful learning, and enhance cultural identity within the classroom.

Keywords: writing skills, narrative activities, Kichwa-Imbabura literature, pedagogical guide, intercultural education, sophomore students.

RESUMEN

En Ecuador, el desarrollo del idioma inglés como lengua extranjera enfrenta diversos desafíos en el ámbito educativo, siendo la destreza de escritura una de las áreas de mayor dificultad para los estudiantes. Esta investigación identificó limitaciones en la producción escrita en inglés entre los estudiantes de primero de bachillerato de la Unidad Educativa Sumak Yachana Wasi (Cotacachi-Imantag). Tras el análisis de los datos, se evidenció que los alumnos reconocen la importancia de redactar en inglés; sin embargo, carecen de estrategias efectivas para organizar sus ideas, mantener la coherencia y ampliar su vocabulario. Asimismo, los aportes del docente destacaron la necesidad de contar con recursos didácticos contextualizados que relacionen el aprendizaje del idioma con el entorno cultural de los estudiantes. La información se obtuvo mediante un enfoque mixto (cualitativo y cuantitativo), aplicando encuestas a los estudiantes de la institución y entrevistas a los docentes de inglés. Como resultado, se propone la implementación de una guía pedagógica con actividades narrativas basadas en la literatura Kichwa-Imbabura, diseñada específicamente para fortalecer la habilidad de escritura, promover el aprendizaje significativo y revalorizar la identidad cultural en el aula.

Palabras clave: habilidades de escritura, actividades narrativas, literatura Kichwa-Imbabura, guía pedagógica, educación intercultural, estudiantes de primero de bachillerato.

INDEX OF CONTENTS

DEDICATION	5
ACKNOWLEDGMENTS	6
ABSTRACT	7
RESUMEN	8
INTRODUCTION	12
Research context.....	12
Research problem	13
Justification.....	15
Impacts	17
OBJECTIVES.....	17
General objective.....	17
Specific objectives.....	17
CHAPTER I: THEORETICAL FRAMEWORK.....	18
1.1 Writing skills in the EFL context	18
1.1.1 Components of writing	19
1.1.2 Process of writing in EFL context	20
1.1.3 Writing stages	21
1.1.4 Writing techniques in EFL classrooms.....	22
1.1.5 The importance of writing in EFL contexts	23
1.2 Narrative writing in learning	24
1.2.1 Elements of narratives	25
1.2.2 Narrative writing in learning	26
1.3 Kichwa-Imbabura literature as a pedagogical tool in teaching writing.....	27
1.3.1 Types of Kichwa literature	27
1.3.2 Kichwa literature in language learning.....	28
1.4 Benefits of using narratives based on Kichwa literature to enhance writing skill	28
1.5 Impact of narrative and Kichwa literature in EFL English writing.....	30
1.6 Challenges to incorporate Kichwa literature into EFL classrooms	30
1.7 Theoretical foundations supporting narrative activities based on Kichwa literature	31
1.7.1 Sociocultural theory.....	31
1.7.2 Narrative paradigm theory.....	32
1.7.3 Constructivism.....	32

1.7.4 Content-based instruction	33
CHAPTER II: METHODOLOGY	34
2.1 Types of research.....	34
2.2 Research methods	35
2.2.1 Inductive method	35
2.2.2 Deductive method.....	35
2.3 Research techniques and instruments	35
2.3.1 Survey	36
2.3.2 Interview	36
2.4 Research questions	36
2.5 Matrix of variables operationalization or diagnostic matrix	37
2.6 Population.....	38
2.7 Procedure	38
CHAPTER III: ANALYSIS AND DISCUSSION	39
3.1 Qualitative interpretation.....	39
3.1.1 Teachers' interview analysis	39
3.2 Quantitative interpretation.....	46
3.2.1 Students' survey analysis	47
3.3 Discussion.....	58
CHAPTER IV: PROPOSAL	60
4.1 Relevance.....	60
4.2 Problem statement	60
4.3 Objectives	60
4.4 Proposal title	61
4.5 Theoretical foundations	61
4.6 Structure of the guide	62
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS.....	65
5.1 Conclusions	65
5.2 Recommendations	66
REFERENCES	67
ANNEXES	76
Annex 1: Survey format for students.....	76
Annex 2: Interview format for teachers.....	78
Annex 3: Validation instruments.....	79

Annex 4: Evidence of instruments' application	83
Annex 5: Authorization for the application of Instruments.....	84
Annex 6: Evidence of the proposal's socialization	85
Annex 7: Authorization for the socialization of the proposal	86
Annex 8: Certificate of having socialized the proposal.....	87

INDEX OF FIGURES

Figure 1 Age	47
Figure 2 Gender	47
Figure 3 Students' liking for writing in English	48
Figure 4 Perceived difficulty in English writing process	49
Figure 5 Confidence levels in written production	50
Figure 6 Frequency of English writing practice	51
Figure 7 Teachers' role in writing improvement	52
Figure 8 Use of creative activities in class	53
Figure 9 Story writing as a tool for enhancing English writing	54
Figure 10 Student's interest in narrative activities	55
Figure 11 Disposition toward Kichwa-Imbabura narratives	56
Figure 12 Impact of local literature on English writing	57

INDEX OF TABLES

Table 1 Dimensions of writing	18
Table 2 Components of English writing skills	19
Table 3 Writing stages	22
Table 4 Elements of narratives	25
Table 5 Types of Kichwa literature	27
Table 6 Matrix of variables	37
Table 7 Population.....	38

INDEX OF ILLUSTRATIONS

Illustration 1 The process wheel of writing	21
Illustration 2 Unit's structure.....	63
Illustration 3 QR code for accessing the guide.....	64

INTRODUCTION

Research context

In today's globalized world, the importance of English as a means of communication has significantly increased and learning it has become a fundamental component in education, especially for academic and professional success (Hooda, 2022). Developing proficiency in the English language requires mastering four core skills: listening, speaking, reading, and writing (Ersyad & Cahyono, 2025). Although all four skills contribute to successful language learning, writing remains to be a challenging and underdeveloped skill in English.

Writing is widely recognized as a fundamental means of communication and self-expression, and among English skills, it is considered as one of the most difficult skills to develop (Ersyad & Cahyono, 2025). The act of writing is not simply about putting ideas on paper; writing proficiency requires the integration of key components such as language use, mechanics and vocabulary that allow students to progress from a blank page to the final version of an acceptable text (Ghosh et al., 2021). However, despite the importance of the writing process, it is often not fully implemented in English language classrooms. In fact, in many educational contexts, students still face difficulties developing writing, given that for almost all students, writing in English represents one of the most demanding skills to master (Purnamasari et al., 2021). Factors such as traditional teaching methods that fail to fully engage students, along with the limited integration of students' cultural backgrounds into the learning process, are among the main problems recorded. The situation is commonly observed in public schools, where students often show limited ability to express ideas effectively in written form (Baira & Amimour, 2022).

In order to overcome these difficulties, Benardo (2025) states that incorporating culturally relevant resources in English lessons is considered an effective strategy for enhancing student's engagement and learning outcomes. Similarly, Gallegos and Chávez (2021) emphasise that language and cultural experiences are intrinsically linked in learning and using them fosters a deeper understanding and engagement in classrooms. In this regard, narrative writing activities, which includes the use of rich stories such as myths, legends, tales and poetry in the learning process, represent a valuable resource that can be integrated into English language instruction to enhance students' writing skills while promoting intercultural awareness. Therefore, the following research proposes using narrative activities based on Kichwa-Imbabura literature as a relevant pedagogical strategy to address the challenges that students face in the development of English writing skills.

Research problem

In order to enhance English language instruction, in 2016, the Ecuadorian education system introduced a new curriculum aligned with the Common European Framework of Reference (CEFR) and the Content and Language Integrated Learning (CLIL) approach (Ministry of Education of Ecuador, 2016). However, English proficiency levels remain below expectations. According to the Education First English Proficiency Index (2025), Ecuador is placed in a low position, ranking among the last in Latin America. These findings suggest that communicative skills, such as writing, remain underdeveloped in the language learning process. Consequently, Tamayo and Cajas (2020) describe the main difficulties that affect the development of writing skills in Ecuadorian students:

- **Students' English language competence:** research conducted by Tamayo and Cajas (2020) demonstrates that students' English proficiency is lower than expected, with grammar and vocabulary being the most challenging areas. According to interviewed teachers, it “hinders the development of students' writing skills since they must use the time planned to teach writing to explain to their students' grammar structures and vocabulary” (p. 7). Consequently, it has led to the implementation of traditional methods that place teachers at the centre rather than students, giving them limited opportunities to develop writing as a productive and reflective skill (Vanegas et al., 2024)
- **Spanish language interference:** In Ecuador, the dominance of Spanish significantly hinders the development of English writing in EFL students. Tamayo and Cajas (2020) emphasises that “literal translation from Spanish to English is common among their students and this practice has been intensified due to the accessibility to online translators” (p. 7). As a consequence, students use incorrect expressions, false cognates, and even invented words, which make texts incoherent and difficult to understand (Mirzayev, 2024).
- **Low motivation and lack of writing habits:** Baharudin et al. (2023) state that, in Ecuadorian public schools, low student motivation is often linked to the absence of meaningful context-relevant writing tasks. Likewise, Soto et al., (2025) indicate that when students cannot relate writing tasks with real context, it becomes a mechanical activity performed to fulfil a requirement rather than a meaningful opportunity for self-expression. As a result, the absence of context-based writing tasks decreases intrinsic motivation, weakens the development of writing habits, and reinforces the perception of writing as a heavy and irrelevant task (Gallegos & Chávez, 2021).
- **Time limitation:** Teachers reported that the reduction in weekly English instruction hours, from five to three, limits the achievement of learning outcomes, since it is difficult to cover

topics, provide practice, and assess writing production in such a short time (Zambrano-Tenesaca & Argudo-Serrano, 2025). For this reason, Orosz et al. (2021) mention that teachers tend to prioritise grammatical accuracy and vocabulary memorization, which are easier to measure and assess. As a consequence, students rarely have the opportunity to engage in extended and meaningful writing tasks that allow them to practice the skill over time.

The problems previously identified affect public institutions in Ecuador; however, they may be more noticeable in some institutions located in rural areas due to the different educational contexts and challenges they face. One of these institutions is Sumak Yachana Wasi High School, a public institution located in the parish of Imantag, Imbabura province, where sophomore students experience difficulties in the development of English writing skills. Factors such as limited exposure to meaningful writing activities, lack of regular practice, and non-contextualized learning environments can be restricting the development of students' writing skills. Furthermore, these conditions can reduce students' motivation, participation, and their ability to express ideas through writing.

As writing represents an essential skill in the language learning process, these difficulties become a concern for the educational community because they may affect students' academic performance and future opportunities. Therefore, incorporating strategies that promote meaningful and effective use of written language is essential. Consequently, this research focuses on exploring the implementation of narrative activities based on Kichwa-Imbabura literature as a contextualized and culturally relevant strategy to support the development of English writing skills among sophomore students.

Justification

Writing in English is considered a useful skill for global communication (Bora, 2023). Tamayo and Cajas (2020) mention that nowadays, communicating with people from other countries, regardless of distance, has become easier. The authors state that thanks to the internet and social media, “any person can express their ideas and beliefs through blogs, posts, websites, or online forums” (p. 6). However, the same authors note that “people do not take enough time to reflect on the type of texts they compose and immediately upload their writings online without adequate revision” (Tamayo and Cajas, 2020, p. 6). This action results in texts that disregard writing conventions and are difficult to understand. Therefore, strengthening students’ writing skills during their school years is essential to prevent these problems and to enable them to communicate correctly through writing language whenever they need to.

Jubhari et al. (2022), states that interactive strategies are fundamental in the writing process because they contribute to improving linguistic competences and increasing student engagement in learning. In addition, Maristy and Margana (2020) emphasise that meaningful and context-based activities make writing more relevant and motivating for students. Narrative activities grounded in Kichwa literature therefore play an important role in the developing writing skills

The pedagogical value of narratives according to Qatrinada and Apoko (2024), lies in their ability to make the writing process more dynamic and interactive, unlike traditional writing assignments that tend to prioritise accuracy over fluency. Likewise, Mariano (2025) highlights that narratives offer significant benefits to students such as creativity, problem solving and critical thinking skills, vocabulary acquisition, and the ability to organize ideas logically, which strengthens students’ participation and makes writing more engaging and motivating during classes. Furthermore, according to Healey (2025), narrative writing can reduce psychological barriers, such as the fear of making mistakes, allowing students to become more confident when expressing themselves in English.

Including narrative activities grounded in Kichwa literature into English writing instruction has a great significance because it introduces authentic cultural content that enriches student learning experiences. Hamane and Guetatlia (2022, for instance, note that literature enhances the learning environment by inspiring students, strengthening their understanding of language, and as well as exposing them to authentic materials. Similarly, González and Criollo (2025) mention that stories, myths, and oral traditions reflect values, worldviews and experiences that students can identify with, which make writing tasks feel more meaningful and engaging. The same author further state that:

This approach provides an alternative to traditional methods, as it offers students an engaging and effective way to develop their writing skills. In the same line, this approach benefits educators, curriculum developers, and policymakers by presenting a new approach that goes beyond the traditional methods to develop writing skills. (p. 332)

By developing activities based on cultural context, students can acquire the language in an active and contextualized way, enabling them to strengthen their linguistic abilities and reaffirm their cultural identity (Avcu, 2025). This dual impact makes the proposed study highly relevant to the Ecuadorian educational context, where interculturality is a core principle of national education policy (National Secretariat of Planning [SENPLADES], 2021).

The research responds to the need for innovative pedagogical resources in Ecuadorian schools. In many public institutions, the shortages of textbooks, guides, and digital resources, are limiting teachers' ability to implement effective writing instruction and as a consequence students face difficulties acquiring the language (Orosz et al., 2021). Therefore, designing a didactic guide with narrative activities grounded in Kichwa-Imbabura literature may allow teachers to move beyond traditional textbook-based instruction and design lessons that are inclusive, engaging, and respond to students' needs. In addition, it will help to support both language development and cultural awareness.

The direct beneficiaries of the research are sophomore students at Sumak Yachana Wasi high school. Through the proposed use of the guide, they may have opportunities to acquire and strengthen fundamental skills necessary for English writing development, such as critical thinking, creativity, organization of ideas and self-expression. The indirect beneficiaries include the school's English teachers. By incorporating narrative activities grounded on Kichwa-Imbabura literature, this proposal provides teachers with access to a flexible, innovative and culturally relevant pedagogical strategy to improve English writing instruction. With this, it is expected that teachers go beyond traditional teaching methods and develop lessons that take into account students' linguistic knowledge and cultural backgrounds. Furthermore, through the adaptation of this pedagogical approach, the school can promote an educational approach that values local culture and strengthens English language learning. Consequently, the initiative strengthens the position of the institution as a leader committed to intercultural education.

Impacts

This study examines English language teaching from an intercultural perspective, incorporating narrative activities based on Kichwa-Imbabura literature as a pedagogical resource to enhance students' writing skills. The importance of its work lies in its contributions in both academic and social settings.

In an academic context, the research promotes a pedagogical approach that links English language learning to students' cultural realities. In this way, writing development occurs through meaningful experiences that reflect and value their own identity. Furthermore, it offers a methodological alternative to teachers and researchers interested in integrating cultural content into English teaching. Consequently, the study broadens the possibilities for designing learning experiences that enhance written production and foster intercultural education.

In a social context, by integrating a culturally relevant pedagogy into English language learning, the study fosters greater recognition and appreciation of cultural diversity and supports the development of an inclusive, intercultural and context-sensitive approach to education. Moreover, it promotes the use of contextualized educational practices that strengthen the connection between educational institutions and students' sociocultural environment.

OBJECTIVES

General objective

- Propose narrative activities based on Kichwa-Imbabura literature to enhance English writing skill of sophomore students at Sumak Yachana Wasi High School

Specific objectives

- Analyse the theoretical foundations that support the use of narrative activities for the development of English writing skills in EFL contexts
- Identify the benefits and challenges of implementing narrative activities based on Kichwa literature with sophomore students
- Design a didactic guide with narrative activities grounded on Kichwa-Imbabura literature to enhance English writing skills among sophomore students

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Writing skills in the EFL context

There are some definitions of writing according to many sources. Baira & Amimour (2022) stated that "writing is the activity of being able to communicate with language through a graphic representation of ideas" and "an important skill for language learners"(p.21). Likewise, Abdurakhmonova (2023) emphasised that "writing is a complex language skill" that uses "a system of graphic signs to ensure communication between people" (p. 20). Similarly, Maulana Azad National Urdu University (2023) defined writing as "the representation of a language in a textual medium using a set of signs or symbols" and "a form of expressing one's ideas, thoughts, and feelings" in a written form (p. 172). Equally, Aphrodita (2023) highlighted that "writing is the process of putting thoughts, feelings, and ideas into written form while paying close attention to using the language in the most appropriate way possible" (p. 7).

The different perspectives presented by different authors demonstrate that writing is an essential component of communication in different languages (Ghosh et al., 2021; Alshireedi & Khairuddin, 2024; Wang, 2024). However, within the context of learning English as a foreign language (EFL), this skill is not limited to the mere production of graphic signs or putting ideas onto paper. On the contrary, effective writing requires understanding that the process involves the interaction of mechanical, cognitive, and sociocultural dimensions (Ghosh et al., 2021; Alshireedi & Khairuddin, 2024; Wang, 2024). **Table 1** below presents three dimensions of writing. Along with definitions of each dimension.

Table 1

Dimensions of writing

Dimensions	Definition
Mechanical	It refers to proper use and management of key elements of writing, such as content, correct grammar and vocabulary, and logical organization of ideas to maintain coherence within and between paragraphs. These variables help in ensuring the message is communicated clearly to the reader, avoiding confusion or misunderstanding.
	Writing is described as a cognitive and thought process that includes three main activities: text interpretation, reflection, and text production. It is considered a mental skill because it requires generating

Cognitive	ideas, thinking about how to express them, and organizing them so that the reader can understand the meaning. Moreover, beyond grammar, writing is a creative process of meaning-making and an act of discovery where the author accesses their own thoughts and explores them while writing (Ghosh et al., 2021).
Sociocultural	Writing is considered an interactive process and a socio-cultural act that serves as a bridge to connect our minds to the world (Wang, 2023). This view emphasises that writers are inspired by their experiences, context, and interaction with other people to write a text. This means that writing is a sociocultural act because people develop ideas through interaction with others, improve their writing through feedback, and it is communicated to an audience within a social and cultural context.

Note. Own elaboration. This table provides a brief definition of each dimension of writing based on Ghosh et al. (2021), Alshireedi and Khairuddin (2024) and Wang (2024) research about developing writing skills in EFL context.

Considering each author's perspective, it can be argued that writing is a complex skill that goes beyond simply putting ideas on a sheet of paper; writing requires the simultaneous interplay of mental processes, technical skills, and social interactions to construct meaning. Consequently, strengthening writing skills is essential for students to acquire English language competence and be able to use it for communicative purposes.

1.1.1 Components of writing

According to Effatpanah et al. (2024) to write well requires five foundational pillars: content, organization, language use, vocabulary, and mechanics. The author mentions that these writing components are essential for students to achieve fluency and precision in their written works because it helps students to communicate ideas clearly, coherently, and effectively. **Table 2** below illustrates a concise overview of the five components of writing mentioned previously.

Table 2

Components of English writing skills

Components	Description
------------	-------------

Content	Referred to the writer's understanding of events, actions, findings, and views that are posed into the activities, and having the ability to respond properly by thinking creatively, developing clear ideas.
Organization	Denoted as the student 's ability to develop and organize ideas between paragraphs. This means that the ideas are logically ordered, each paragraph has a clear purpose, and the text flows naturally from one section to another.
Language use	Refers to the writer's ability to use correct language rules and sentence structures to express ideas clearly and logically. It includes the accurate use of tenses, word order, agreement, articles, pronouns, and prepositions to create meaningful and coherent sentences and paragraphs.
Vocabulary	Defined as the ability to select and use appropriate, varied, and precise words to express ideas clearly and coherently in writing. Vocabulary management in writing allows people to communicate in a better way.
Mechanics	Denotes the ability to correctly apply formal writing conventions such as spelling, punctuation, capitalization, and text presentation to facilitate comprehension.

Note. Own elaboration. This table provides a brief definition of each component of writing skill. Adapted from Effatpanah et al. (2024) research work.

1.1.2 Process of writing in EFL context

Dziak (2021) mentions that “the writing process is a structured approach that writers use to produce a finished piece of work”. Similarly, Suprpto et al. (2022) state that “writing process was designed to cater the students' needs in learning writing, where they are trained to write a text, construct a text, and help students to cope with their writing issues”, emphasizing that “to write effectively students need to undergo some stages in the writing process”. (p. 188)

Several authors such as David Nunan, Jack C. Richards, and Jeremy Harmer, addressed the concept of the writing process in the field of education and English language teaching. Their approaches emphasise that writing is developed through a sequence of stages that guide students in the production of texts. Among these authors, Harmer (2004) proposed the “process wheel”,

a model that represents writing as a cyclical and continuous process that involves four stages: planning, drafting, editing, and producing the last version. The author emphasises that writing is a type of process wheel which can move in different directions during the writing process. This process is exemplified in **illustration 1**.

Illustration 1

The process wheel of writing



Note. The picture illustrates the process of writing. Taken from “how to teach writing” by Harmer, 2004, p. 6.

Harmer (2004) created this visual representation of the writing process to indicate how writers can move freely from one stage to another to produce good writing. In addition, Harmer (2011) asserted that the process “is at least as important as the product, even in exam writing tasks, the students' ability to plan (quickly) and later read back through what they have written in order to make any necessary corrections is extremely important” (p. 327). In this regard, Armas Suqui (2022) mentioned that “such an immersion in the writing stages makes students’ participation more active in a composition class, which is the objective of EFL writing instruction” (p. 14).

1.1.3 Writing stages

As stated before, Harmer (2004) noted that the writing process involves four stages which are: planning, drafting, editing and final version. Armas Suqui (2022) and Suprpto et al. (2022) provide an updated description of the four stages in **Table 3**.

Table 3*Writing stages*

Stages	Description
Planning	It is the first stage of the writing process, where the writer generates and organizes ideas before putting them into a draft. In this phase, writers define the writing's purpose, identify the audience, and develop topics using techniques, such as brainstorming, outlining, and concept mapping.
Drafting	A draft is a writing stage where ideas are put down on paper. The aim is to ensure if the content is coherent rather than grammatically correct. This gives students the confidence they need to develop their writing without fear of making mistakes, prioritising creativity over immediate correctness.
Editing /Revising	At this stage, the writer makes the necessary adjustments to improve an existing draft. Editing refers to correcting the grammar, spelling, punctuation, and style of the draft, while in revising, the writing is assessed for global coherence, including whether the message is clear, so others can understand the content. These phases are important for refining the text and ensuring the quality of the final product.
Final version	This last stage marks the end of the writing process and results in a fully polished and revised product, ready for submission. It indicates that the text has moved through all stages of composition: planning, drafting, revising and editing, resulting in a piece of writing that is comprehensive, clear, and error-free.

Note. Own elaboration. The table provides a brief definition of each writing stage. Based on Armas Suqui (2022) and Suprpto et al. (2022) investigation regarding the process of writing.

1.1.4 Writing techniques in EFL classrooms

In the English language context, writing instruction involves the use of different techniques that facilitate the development of students' writing abilities. Sa'adah (2020) said that there are three common writing techniques: free, controlled, and guided writing, which should be integrated into English written lessons as a strategy to improve students' writing

competences. A detailed explanation of each technique, supported by different authors, is provided below.

- **Freewriting:** It is a writing technique that allows students to choose something to write about and write freely without thinking about grammar, spelling, or putting ideas in order (Sa'adah, 2020). According to Baira & Amimour (2022), it means that “students write without teachers’ interference”, and “once ideas are expressed on paper, the teacher intervenes to provide assistance to improve grammatical accuracy” (p.31).
- **Controlled writing:** It is a form of writing activity in which a part of the content or structure is already supplied to the student, and tasks may involve completing an outline, modifying a paragraph, following a model, or continuing a given text (Lumbangaol et al., 2022). According to Sa'adah (2020) controlled writing tasks are set up to direct students' attention to some of the elements of language, like grammar, vocabulary, or sentence structure, all within a meaningful context. Moreover, the same author emphasises that this technique is a good strategy for reinforcing language patterns, because students are working off a concrete stimulus or example provided by the teacher.
- **Guide writing:** Dunigan (2008; as cited in Sa'adah, 2020) mentions that guided writing is done step-by-step by planning, drafting, editing, revising, and publishing. Throughout this process, students may be given a first sentence, a last sentence, an outline, questions to answer, or content they need to include in their writing. Sa'adah (2020) points out that if students are presented with a topic, they should be able to discuss, take notes, share findings, and make plans before they start to write texts. In guided writing, teachers support students by providing structures that facilitate the writing process.

1.1.5 The importance of writing in EFL contexts

In English as a Foreign Language (EFL) context, writing is widely recognized as one of the most challenging skills to develop (Fitri et al., 2021). Nevertheless, it remains an essential component of language learning because it supports students’ overall linguistic development and offers numerous learning benefits.

- **A tool for communication and expression:** writing is a tool that enables the organized expression of ideas through written language, facilitating effective communication (Effatpanah et al., 2024). In addition, it contributes a form of personal expression through which students can share thoughts, feeling, emotions, opinions, and experiences in a written form (Abdurakhmonova, 2023).

- **Contribution to cognitive and language development:** writing is a continuous process of constructing and discovering ideas, through which students are able to solidify their language acquisition, since the composition and analysis of written texts support the formation of various linguistic patterns (Ghosh et al., 2021). Furthermore, the cognitive process of writing makes a contribution to cognitive development and reflective thinking, giving students the time to organise, process, and express language with greater care and awareness (Baira & Amimour, 2022).
- **Development of critical thinking:** writing plays an important role in the development of critical, analytical, and rational thinking, due to when students write, they must organize their ideas logically, select appropriate vocabulary, and apply cohesion and coherence to present their thoughts in a structured way (Bora, 2023). This process enables students to improve their written production, fostering the ability to analyse, reflect and construct clear and well-supported arguments.
- **Connection with other language skills:** writing is closely related to other language skills, such as reading, listening, and speaking (Bora, 2023). The development of reading skills, for example, significantly contributes to improving the quality of writing; while practicing it helps to organize ideas and fosters clear, more precise, and coherent oral communication (Baira & Amimour, 2022). In this regard, the development of writing skills helps to improve overall English language proficiency.
- **Academic and professional relevance:** writing proficiency is a core skill in both educational and workplace settings. In academic contexts, it facilitates the completion of assignments, exams, and research projects, shaping students' performance. In professional life, writing is equally essential for producing documents such as articles, CVs, reports, formal letters, and business correspondence (Baira & Amimour, 2022; Bora, 2023).

1.2 Narrative writing in learning

Writers apply different styles in their writing work based on the message they intend to communicate, and among the most widely used styles is narrative writing, which focuses on telling stories, whether for academic purposes or professional writing, to capture the audience's attention (Indeed Editorial Team, 2026). According to Jubhari et al. (2022),

Narrative texts serve as a powerful medium for individuals to express their views on life and convey emotions through real or imagined stories. Whether drawn from personal experience or inspired by folklore, the narrative engages readers by weaving together events that have temporal and cause-effect relationships, making them a timeless and impactful form of communication. (p. 64)

Similarly, Kennedy (2024) explained that narrative writing referred to “as a story that encompasses a written account of interconnected events and can take the form of both fiction and nonfiction. Fictional narratives include genres like novels, short stories, and plays, while nonfiction narratives encompass biographies, memoirs, and news articles” (p.1)

On the other hand, Cummins (2024) emphasised that narrative writing “expresses experiences, ideas, and perspectives that should aspire to engage and inspire an audience” (p.1). The same author pointed out that “a narrative can spark emotion, encourage reflection, and convey meaning when done well” (p.1). Therefore, “narratives are a popular genre for students and teachers as they allow the writer to share their imagination, creativity, skill, and understanding of nearly all elements of writing” (p.1). Overall, the primary purpose of a narrative is to tell a story, whether to entertain, educate, motivate, or inspire readers to write.

1.2.1 Elements of narratives

Lewis University Writing Center (n.d.) and Hanifa et al. (2024) notes that narrative is a form of expression that conveys real or imagined events told in a chronological order that involves: theme, plot, characters, conflict, point of view, settings, and style. Amalina & Ismail (2021) highlight that as narrative follows a sequential and coherent structure, provides students with a motivating way to develop complex skills, such as paragraph development and text cohesion. **Table 4** presents a detailed description of the seven elements in the next section.

Table 4

Elements of narratives

Elements	Description
theme	It is an overarching idea that the writer of the story wants the reader to understand. What is the writer’s main point about this subject?
plot	The plot is the string of events that make up the story. It consists of exposition (presentation of settings and characters), development (conflict), climax (maximum tension of the conflict), falling action (the events that follow the climax), and resolution of conflict.
characters	They are people involved in the plot of a story. They can drive the plot, be affected by it, or might be bystanders to the plot.

conflict	It is a problem or issue that characters in a story deal with. The story is often built around characters and their struggles with conflict.
point of view	It refers to the narrative perspective of a story. Examples include first person, third person and third person omniscient.
settings	It represents the time and place in which the plot of a story takes place. How does the location, time, and/or date of the story affect the theme?
style	This refers to how a writer uses language, including diction, voice, tone, and sentence style. Paying attention to these details helps readers understand how word choice and sentence style contribute to create the effect and meaning of a story.

Note. Own elaboration. The table presents a brief concept of each element sourced from Lewis University Writing Center (n.d.) and Hanifa et al. (2024). research work.

1.2.2 Narrative writing in learning

Nowadays, narrative writing offers several benefits in the process of learning how to write. According to Yang et al. (2022), “narrative methods have been widely applied in education in recent years” (p. 3), increasing their importance in learning. The same author points out that “engaging in emotional stories and interacting with their characters, compared to using only information frameworks” (p. 3), can effectively stimulate students' learning experiences through active participation in classrooms. On the other hand, Aloo (2023) asserts that by immersing students in narrative contexts, they will be able to enhance their ability to empathize, analyse, and reflect, leading to a deeper and more lasting understanding of the subject matter. Additionally, these narratives contribute to the development of students' critical thinking and cultural understanding (Lestari et al., 2025). This increasing use of narrative techniques highlights their potential to foster greater students' engagement and understanding during English written lessons.

1.3 Kichwa-Imbabura literature as a pedagogical tool in teaching writing

Sekharan (2012) states that “literature is a creative, universal form of expression that addresses the emotional, spiritual, or intellectual concern of humanity, and it is often thought of as a written form of expression” (p. 22). Ogundokun (2021) mentions that literature often carries cultural, historical, and social significance, reflecting and shaping society from which it emerges. In a similar manner, Hossain (2024) emphasises that literature, whether spoken or written, serves as a medium to express human thoughts, experience, emotions, imagination, and cultural worldviews through language. In Ecuador, Kichwa literature reflects the same, cultural, historical, and social contexts of Kichwa speaking communities. This literature is deeply rooted in oral traditions that have been passed down for generations, reflecting the lifestyle, beliefs, and tradition of the Kichwa people (Quishpe, 2021).

1.3.1 Types of Kichwa literature

According to Moya & Jara (2009) Kichwa literature has four types of narratives: myths, legends, tales, and poetry, which reflect the worldview, history, and customs of the Kichwa people. These genres serve as cultural heritage and pedagogical tools that promote moral education, critical reflection, and linguistic enrichment (Pathak, 2011). **Table 5** below outlines four types of Kichwa literature.

Table 5

Types of Kichwa literature

Types	Description
Myths	Myths are sacred narratives that explain the origin of the world and natural phenomena, often involving gods or supernatural beings. They communicate moral values and spiritual beliefs.
Legends	Legends are narratives that combine historical and traditional elements, generally linked to figures or events relevant to a community. Through them, collective memory, cultural identity, customs, and traditions that passed down from generation to generation are preserved.
Tales	Tales are brief narratives of real or fictional events, featuring one or a few characters. They are characterised by a simple structure

	comprising a beginning, a middle and an end, and aim to entertain, educate or convey a message or lesson to the reader.
Poetry	Poetry in Kichwa literature is an artistic and cultural expression that conveys feelings, values, beliefs and a spiritual connection with nature through poetic language. It is passed down both orally and in written form, preserving the identity, traditions and worldview of the Kichwa people.

Note. Own elaboration. This table shows a brief definition of each type of literature grounded on Burkhanova (2021) and Sequera et al. (2022) research study.

1.3.2 Kichwa literature in language learning

“Literature is a rich resource for enhancing language learning” (Hossain, 2024, p. 2). According to Pathak (2011) “literature in the classroom is a fruitful way of involving the learner as a whole person and provides excellent opportunities for the learners to express their personal opinions, reactions and feelings” (p. 14). In the same line, Hossain (2024) emphasises that using “complex themes such as love, conflict, justice, and identity found in literary texts stimulate meaningful discussions, allowing learners to express their opinions, engage with differing viewpoints, and develop their communicative skills in a natural context” (p. 2). Thus, incorporating Kichwa literature into classrooms can help students develop their English writing skills.

1.4 Benefits of using narratives based on Kichwa literature to enhance writing skill

According to Lestari et al. (2025) and Taye (2025), narrative activities combined with cultural literature serve as valuable resources for language learning, enabling students to simultaneously explore both language skills and culture value. In EFL classrooms, using them offers students a wide range of benefits, such as:

- **Grammar and vocabulary expansion:** Hamane and Guetatlia (2022) state that literary texts offer a rich variety of grammatical structures and complex sentence patterns, challenging students to understand different language forms (formal and informal), such as tense, aspect, mood, and syntax. In addition, Abdalrahman (2021) mentions that learning vocabulary from literature is essential for two reasons: “First, learning new words helps students to enhance their reading comprehension. Second, it helps them to write better without stopping” (p. 5). To complement, Hossain (2024) reports that “literature exposes students to real- word language use through dialogues, arguments, and inner monologues,

helping them understand how grammar, vocabulary, and discourse functions in various contexts” (p. 2). In this regard, the authors noted that the lexical diversity that provides stories enables students to decode meanings from context, infer how words are used, and retain new vocabulary, enhancing students’ ability to apply these elements in their own writing.

- **Coherence and cohesion:** narratives often follow a structured sequence involving character development, plot progression, and moral lessons (Hanifa et al., 2024). Regarding this, Lestari et al. (2025) explain that structural analysis has a great advantage since it facilitates the acquisition of knowledge about narrative organization that enables students to build their character and conflicts appropriately, while improving coherence and argumentative skills in writing.
- **Critical thinking:** according to Lestari et al. (2025), narratives often address themes such as identity, family, justice, and social roles. Analysing these themes allows students to develop a more critical understanding of society, human relationships, and the values of cultures from different parts of the world. Taye (2025) emphasises that:

By exploring intricate themes and thought-provoking dilemmas, students develop the ability to question assumptions, assess evidence, and consider multiple viewpoints. This process enhances their reasoning abilities and fosters a habit of deeper inquiry, encouraging them to approach problems with a well-rounded and analytical mindset. (p. 3)

- **Enhance creativity:** Limerick (2023) mentions that literature text exposure encourages students to create their own original works of fiction that reflect their cultural heritage while developing their creativity, which is reflected in their capacity to generate original ideas, think imaginatively, and produce innovative literacy works through writing. It means that the incorporation of cultural themes enables students to tap into their imagination.
- **Cultural relevance:** the inclusion of Kichwa narratives in language instruction promotes an inclusive, culturally responsive classroom (Moya & Jara, 2009). Basantes-Andrade et al. (2025) highlights that when students relate to stories that reflect their personal or cultural experiences, they become more motivated to learn and express themselves creatively. Furthermore, according to Avcu (2025), incorporating local stories into language instruction “contributes to students’ holistic development and improves the quality of lessons, positively impacting students’ personal and academic growth” (p. 20). Integrating culturally relevant narratives into English language teaching encourages. In addition, this approach fosters

intercultural awareness, empathy and respect for cultural diversity, and a more meaningful and enriching learning experience (Avcu, 2025).

1.5 Impact of narrative and Kichwa literature in EFL English writing

Narratives and Kichwa literature have a significant impact in English writing (Avcu, 2025). According to Qatrinada and Apoko (2024), teaching narratives related to linguistics improves the quality of writing, especially in terms of experience, meaning, and immersion. The strategy increases confidence, autonomy, creativity, and positive attitudes toward writing, in addition to fostering habits such as reading and self-expressions (Abdalrahman, 2021). Writing about personal experiences or familiar contexts strengthens students' ability to develop narratives and informative textual elements, improving both the structure and language use (Healey, 2025).

Indigenous literature, for its part, offers valuable perspectives on language and identity (Pathak, 2011). Enriching English language with diverse worldviews, colonial histories, and cultural experiences allow students, both indigenous and non-indigenous, to appreciate cultural diversity and inspires future educators to incorporate culture into their academic field. Moreover, Kichwa literature challenges traditional literary conventions, foster critical thinking, and promotes interconnectedness, mutual respect, and a sense of community (Hernández et al., 2024). This cultural immersion helps students reflect on their own prejudices, resulting in more thoughtful and informed writing.

1.6 Challenges to incorporate Kichwa literature into EFL classrooms

Despite the pedagogical richness of Kichwa literature, integrating them into English writing instruction presents some challenges:

The selection of texts that align students' interests and backgrounds is a significant concern"(Taye, 2025, p. 3). Many textbooks today include outdated or culturally irrelevant materials that fail to engage modern students, reducing the effectiveness of literary integration. Thus, Hossain (2024) asserts that "teachers should strive to select texts that reflect the diversity of their classroom and challenge students to reflect on and respect cultural differences "(p. 4).

Another challenge of using literature for language learning is "selecting texts that match the language proficiency levels of the students" (Hossain, 2024, p. 6). According to the CEFR different levels of language proficiency require adapted support for language development. For example, beginner and lower-intermediate students benefit from simplified literary texts or

graded readers that reduce complexity while preserving the narrative (Council of Europe, 2020). Therefore, for students to acquire language skills, it is important to know the students' level to select a text according to the level of the student.

Hossain (2024) states that linguistic complexity in literary texts presents a struggle. "Students often encounter complex syntactic structures, advanced vocabulary, and nuanced meanings that can be daunting, especially for those with limited language proficiency" (p. 5). Nevertheless, dealing with this complexity is key to developing linguistic competence.

Text translation might be a problem, due to Kichwa literature being commonly presented in Spanish or Kichwa language. Translation complexity such as metaphors, symbolism, and non-linear may be difficult to render in English without losing meaning (Cazho & Guamán, 2024). Consequently, these challenges can limit the use of this resource as a tool for acquiring English.

Overall, addressing these barriers requires teacher training, community collaboration, and curriculum flexibility to adapt and honour local knowledge systems while meeting language learning goals.

1.7 Theoretical foundations supporting narrative activities based on Kichwa literature

1.7.1 Sociocultural theory

Sociocultural theory, developed by Lev Vygotsky (1978; as cited in Hossain, 2024, p. 2), posits that “the social nature of learning and the role of cultural context in cognitive development”, is fundamentally shaped by social interaction. According to Vygotsky (1978), higher mental functions originating from social activities are internalized by individuals through communication and collaboration with more knowledgeable people, such as teachers or peers. Language plays a central role as a mediating tool, enabling individuals to construct meaning, solve problems, and participate in shared cultural practices. Furthermore, Vygotsky (1987) argues that learning does not occur in isolation but takes place within a “zone of proximal development”, where students are more likely to achieve better results with the help of another person than on their own (p. 86). From this point of view, culture influences how individuals construct their identity and develop their creative potential through shared norms, values, and experiences. Therefore, sociocultural theory maintains that the social environment, cultural tools, and collaborative learning are key aspects of learning.

Vygotsky's theory supports the use of Kichwa literature as a pedagogical bridge for teaching English writing, connecting learning to the students' environment. Working collaboratively with stories relevant to their own lives, students construct knowledge alongside their peers and teachers. This exchange occurs within the Zone of Proximal Development (ZPD), where guided support facilitates the development of English writing skills. By integrating the stories, traditions, and values embedded in Kichwa literature, students strengthen their English writing skills while maintaining a meaningful connection to their cultural identity. As a result, written production is strengthened, cultural identity is reaffirmed, and prior knowledge is used as a foundation for new learning, in accordance with Vygotsky's view that culture and language act as fundamental mediators of thought and learning (Yusof, 2021).

1.7.2 Narrative paradigm theory

According to Rose (2025), the narrative paradigm theory posits that people understand the world and make decisions through stories, and not solely through traditional logic. In this process, human beings assess the validity of a story based on its coherence and its fidelity to reality. Building on this premise, Peters (2021) emphasises that individuals are *homo narrans*, beings who naturally interpret their experiences and convey knowledge through narratives.

Narrative paradigm theory explains that stories including tales, myths, and legends play a fundamental role in shaping individuals' perceptions, beliefs, and response to messages (Rose, 2025). By basing writing activities on the rich narratives of the Kichwa-Imbabura culture, this human predisposition toward stories is leveraged due to students do not write about generic, decontextualized topics; they construct meaning by reinterpreting and rewriting stories in which they already have a cultural connection or inherent curiosity. This facilitates a more natural flow of ideas, making the challenge of writing in a foreign language focus more on the expression of a meaningful narrative than on mere grammatical correctness.

1.7.3 Constructivism

Constructivism posits that knowledge is actively constructed through experience, social interaction, and engagement with meaningful content (Mohammed & Kinyo, 2020). Furthermore, this theory emphasises the importance of narratives in human thought, understanding them as an essential means of interpreting reality and generating meaning (Mohammed & Kinyo, 2020). Under this premise, Kichwa literature becomes a bridge for students to connect English writing with their everyday context. In this way, narrative activities help to foster classroom participation and give real meaning to what students learn.

The use of these activities beyond passive reading, leads students to analyse, interpret, and transform original works (Moya & Jara, 2009). By putting vocabulary, grammatical structures, and stories into practice, students consolidate their English skills in a natural and meaningful way. Therefore, producing English narratives based on Kichwa literacy sources represents a constructivist learning experience in which students are not merely passive recipients of linguistic knowledge; rather, they actively reconstruct, adapt, and internalize the language to generate new meanings and develop their own written content (Noroña & Aguinda, 2025).

1.7.4 Content-based instruction

Content-Based Instruction (CBI) refers to “the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught” (Krahnke, as cited in Richards & Rodgers, 2001, p. 204). According to Wesche (1989, as cited in Richards & Rodgers, 2001), CBI emphasises that "people learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself", and “successful language learning occurs when students are presented with target language material in a meaningful, contextualized form with the primary focus on acquiring information". "People learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal" (p. 209). This shows that CBI stands in contrast to traditional approaches to language teaching in which language form is the primary focus of the syllabus and of classroom teaching.

Content-Based Instruction (CBI) can be an excellent strategy for improving students' English writing skills. By integrating language instruction with meaningful content such as Kichwa literature, an educational experience much closer to students' reality is created (Sariani & Yaningsih, 2022). As a result, students can connect the language directly to their cultural background during the learning process, reinforcing their interest and active participation. Furthermore, Taye (2025) argues that analysing complex Kichwa narratives fosters the development of cognitive skills, such as critical thinking, reflection, and textual interpretation. These skills are essential for effective writing, as they enable students to analyse, organise, and communicate ideas coherently and critically.

CHAPTER II: METHODOLOGY

This study was conducted at Sumak Yachana Wasi high school, a public institution that provides primary and secondary education. It is located in Imantag parish, belonging to Cotacachi city, province of Imbabura. Currently, the school only works in morning sessions, and there are 367 students across primary, secondary, and high school levels. The study group for this investigation consisted of two English teachers, and 34 sophomore students from classes A and B, aged 15 to 19 years old.

2.1 Types of research

In order to gain a complete understanding of the study, the research used a mix-method approach. Sharma et al. (2023) point out that a mixed-method design is “a research design that involves collecting, analysing, and integrating both quantitative and qualitative data in a particular study” (p. 5). Moreover, McLeod (2024) emphasises that this method is “useful when a research question requires a multifaceted approach that can simultaneously explore trends in data and the nuances of individual experiences” (p. 1). This approach offers researchers several advantages: it provides flexibility to adapt research procedures according to the objectives and context of the study; it allows for data triangulation, which strengthens the credibility and reliability of findings by cross-validating results from different sources; and it enhances understanding by explaining the “why” behind numerical patterns, revealing insights that quantitative methods alone might overlook (Sharma et al., 2023).

Quantitative research is a systematic method of collecting numerical data (Ghanad, 2023). This type of research is conducted to analyse the information that helps in explaining phenomena, testing the particular theories, and discovering the trends by using statistical methods. Furthermore, quantitative research makes it possible to provide a description of the characteristics and differences related to a certain issue, facilitating the formulation of general conclusions. On the other hand, qualitative research is focused on obtaining the non-numerical data examining all these aspects as feelings, emotions, and behaviours. Its aim is to understand the complexities and underlying reasons for phenomena, frequently employing narrative approaches for data analysis (Ugwu & Eze, 2023; Alam & Asmawi, 2024). By drawing on the strengths of both methodologies, researchers are able to explore the problem from different perspectives and provide a deeper and more comprehensive understanding of the study.

The study adopted a descriptive and cross-sectional design. It is descriptive because it seeks to describe the students’ perception of using Kichwa literature in English writing classes without manipulating variables. It is cross-sectional because data were collected at a single point

in time. In addition, it is narrative because this study uses narrative content as a pedagogical resource to analyse how it can contribute to the development of English writing skills.

2.2 Research methods

The qualitative information gathered through teacher interviews was analysed using the inductive method, which helped identify patterns and perceptions related to writing instruction. The quantitative data collected through student surveys, meanwhile, were interpreted using the deductive method, comparing the results against theoretical foundations on writing development and culturally responsive teaching.

2.2.1 Inductive method

The inductive method is known as a bottom-up approach that uses specific observations to develop general conclusions (Creswell & Plano Clark, 2007). Mohammed (2024) states that an inductive approach involves collecting relevant data, examining it for patterns, and working to develop a theory that can explain those patterns. Calderón-Betalleluz et al. (2025) emphasises that this method is usually applied in qualitative research, where induction focuses on expressing arguments through experiences or observations. In essence, inductive reasoning is a useful method that enables researchers to identify patterns and generate theories based on student response or classroom practices.

2.2.2 Deductive method

The deductive method is often described as a top-down approach that moves from general theories through specific observations (Creswell and Plano Clark, 2007). According to Mauldin (2020), the deductive process is systematic and consists of five stages: first, hypotheses are formulated based on existing research; then, appropriate research is designed; subsequently, data are collected using well-structured protocols; finally, the data are analysed statistically to confirm or refute the hypothesis; and, lastly, conclusions are drawn to generalise the findings to the studied population. This method is based on quantitative research, where deduction seeks to prove or disprove a specific hypothesis using statistical data, allowing researchers to verify the validity of the study.

2.3 Research techniques and instruments

California Institute of Behavioural Neurosciences & Psychology (2024) highlights that the selection of techniques and instruments, in educational research, are essential because they serve as tools for collecting, measuring, and analysing data related to the phenomena being

studied. Moreover, the same author mentions that the use of appropriate techniques and instruments enables the collection of accurate and reliable data, providing stronger evidence for taking decisions, and ensuring the validity and reliability of the research. In this research, a survey and an interview will be implemented as the main instruments, offering a quantitative and qualitative approach that will facilitate a more detailed understanding of students and teachers' perspectives.

2.3.1 Survey

A survey is a methodical process used for collecting data of a larger population (Sheikh, 2024). The process of a survey involves using a questionnaire with a systematic series of open or closed-end questions to a pre-selected group of people with the purpose to obtain information about opinions, behaviours, or experiences relevant to the field of study. Results are typically presented as percentages or averages to facilitate analysis, and in a descriptive form to make information more understandable (Aithal & Aithal, 2020). In this sense, data collected from surveys helps researchers to gather direct information, analyse it systematically, and draw broader and more detailed conclusions from them.

2.3.2 Interview

An interview is a research technique primarily used to gather narrative data. This method involves an exchange of views between an interviewer, and two or more interviewees (Monday, 2020). In an interview, participants have to answer structured or unstructured questions posed by the interviewer with the aim to acquire information about participants' experiences, opinions, perceptions, prejudices, or behaviours related to the research subject (McLeod, 2024). In this regard, the interview is expected to provide direct, detailed, and specific data, essential for drawing relevant and reliable conclusions in the research.

2.4 Research questions

- How can narrative activities based on Kichwa-Imbabura literature be used to foster the development of English writing skills among sophomore students at Sumak Yachana Wasi high school?
- What are students' perceptions regarding the use of Kichwa narratives in English writing classes?
- How do English teachers perceive the integration of Kichwa literature as a pedagogical tool to develop students' writing skills?

2.5 Matrix of variables operationalization or diagnostic matrix

The following matrix presents the operationalization of variables, outlining the dimensions, indicators and instruments that guide the diagnosis and development of this research.

Table 6

Matrix of variables

Variables	Indicators	Data collection techniques	Information sources
Narrative activities based on Kichwa-Imbabura literature (Independent)	Teaching methodology through narratives. Use of local narratives. Structures narratives-based writing activities Integration of cultural environment and resources.	Interview	Primary sources: English teachers at Sumak Yachana Wasi high school. Secondary sources: educational research resources (articles, journals, documents regarding Narrative Inquiry and Kichwa heritage).
English writing skill (Dependent)	Student engagement in narrative writing tasks. Understanding of grammatical and cohesive structures in stories. Use of vocabulary related to cultural context. Application of writing strategies in narrative productions.	Survey	Primary sources: 34 Sophomore students at Sumak Yachana Wasi high school. Secondary sources: Academic research databases (articles, journals, documents).

Note. Own elaboration. This table details the dimensions and indicators used to diagnose aspects related to the enhancement of writing skills through Kichwa narratives activities (Qatrinada & Apoko, 2024).

2.6 Population

The study population consisted of 34 sophomore students at Sumak Yachana Wasi high school, distributed between sections A and B. In this group, 21 were male and 13 were female, with ages ranging from 15 to 19 years, although most students between 15 and 16 years old. Since the population was less than 100 students, it was decided to work with all participants without conducting a sampling procedure. **Table 7** presents the demographic characteristics of the population.

Table 7

Population

	Grade	Population	Total
Sophomore students at Sumak Yachana Wasi high school	1 BGU “A”	18	34
	1 BGU “B”	16	
Teachers of sophomore students at Sumak Yachana Wasi high school	English teachers	2	2

Note. Own elaboration. This table presents the distribution of the study population, including sophomore students and English teachers from Sumak Yachana Wasi high school.

2.7 Procedure

This research was conducted with sophomore students at Sumak Yachana Wasi high school. Based on the defined problem, some research questions were formulated to obtain precise answers. Then, quantitative, and qualitative research instruments were designed to apply and gather necessary data: a survey with closed-ended questions for students and a structured interview with open-ended questions for English teachers. Before applying them, these instruments were validated by professionals in English language teaching. After that, with prior authorization from the school administration, the instruments were applied during regular class time. The survey was given to students, and the English teachers were interviewed individually. Finally, results were recorded in a document using Microsoft Excel, data collected were tabulated and presented in pie charts.

CHAPTER III: ANALYSIS AND DISCUSSION

This chapter provides an analysis and interpretation of the information gathered through two complementary research instruments: a structured interview applied to English teachers and a survey conducted to students from Sumak Yachana Wasi High School. The integration of qualitative and quantitative data allowed for a more comprehensive understanding of students' writing abilities, their interest in Kichwa literature, and the potential of incorporating narrative-based activities as a pedagogical approach to strengthen their written communication skills.

3.1 Qualitative interpretation

An interview composed of eight open-ended questions was conducted with the English teachers of sophomore students at Sumak Yachana Wasi High School. The objective was to identify teaching writing strategies, common writing difficulties among students, and teachers' perceptions about using narrative activities based on Kichwa-Imbabura literature to improve writing skills. The qualitative data gathered through these interviews provides a comprehensive understanding on current educational practices, experiences, and meanings that educators attribute to the English writing process. Furthermore, it provides an interpretative framework that enriches the study by showing how narratives can be effectively integrated into English language classrooms.

3.1.1 Teachers' interview analysis

QUESTION 1: In your experience, what are the main difficulties students face when developing writing skills in English?

Teachers' responses

Teacher A:

Teacher A said that the main difficulties students face when developing writing skills are the lack of opportunities to practice at home, the limited time of three hours per week for writing instruction, and students' insufficient knowledge of correct grammatical structures.

Teacher B:

Teacher B explained that one of the biggest obstacles to students' writing is the lack of guidance on how to structure sentences and paragraphs, coupled with their limited vocabulary. The teacher said that this problem stems from students' poor reading habits, since reading regularly expands vocabulary, improves understanding of linguistic structures, and fosters effective writing skills.

Analysis:

Regarding **Question 1**, which explored the difficulties students encounter during the writing process, both teachers identified limited opportunities for writing practice, insufficient grammatical knowledge, restricted classroom time, and lack vocabulary repertoire as the main barriers to effective writing instruction. These findings are consistent with Khudaverdiyeva (2025), who argues that writing competence develops through sustained practice, explicit instruction, and a meaningful exposure to language input. Likewise, Effatpanah et al. (2024) maintain that vocabulary knowledge underpins written production, since it allows students to express their ideas more accurately and coherently. The results therefore suggest that students need more opportunities for guided writing practice and language exposure to strengthen their writing competence.

QUESTION 2: How do you usually teach writing skills in your English classes?

Teachers' responses

Teacher A:

Teacher A explained that gamification activities are used at the beginning of the lessons to activate students' prior knowledge and they are followed by writing activities such as sentence construction.

Teacher B:

Teacher B explained that a writing structure is used to help students to draft, revise, edit and improve their drafts before submitting the final text.

Analysis:

In response to **Question 2**, the two teachers mentioned methods such as gamification, sentence formation activities, and the drafting, revising, and editing techniques are used to teach writing. These strategies demonstrate that the techniques applied combine motivation with a systematic approach that is aligned with the writing process. These results are supported by Hammer (2011), who emphasises the importance of developing writing through sequential stages, and with Jubhari et al. (2022), who highlights that interactive activities, such as gamification, promote active participation and meaningful learning in EFL classrooms. Consequently, the results suggest that the combination of these approaches contribute to the gradual development of writing competence and increase students' active engagement in learning English.

QUESTION 3: What strategies or activities do you use to help students improve their writing?

Teachers' responses

Teacher A:

Teacher A indicated that activities such as summarizing, completing information, and writing short texts are the writing tasks most frequently used.

Teacher B:

Teacher B highlighted the use of writing templates to help students organise their ideas within writing tasks. In addition, the teacher mentioned the use of vocabulary-based exercises, in which students are given five to ten words from previous lessons and asked to write a story incorporating them.

Analysis:

The findings show that the two teachers rely on strategies such as summaries, information-completion tasks, short-text production, templates, and activities built around previously learned vocabulary. These practices reflect that students receive support by guided, controlled and free activities, allowing them to organize ideas and construct texts during the learning process. However, despite the implementation of these strategies, students continue experiencing difficulties producing written texts.

Sa'adah, (2020) argues that although guided, controlled, and free tasks play a crucial role in supporting students during the writing process, they should gradually evolve into more authentic and meaning-focused practices that foster deeper engagement with written communication. In this regard, Mirza and Gottardo (2023) emphasise that writing instruction is more effective when learning tasks are connected to students' real contexts and experiences. Therefore, these results suggest that while structured activities provide valuable support for initial organization of ideas, their effectiveness may be enhanced if the practice is associated with contextualized and real-life situations.

QUESTION 4: What is your opinion about using narrative activities (e.g., narratives texts, creative writing tasks) to teach writing in English?

Teachers' responses

Teacher A:

Teacher A stated that the use of narratives is one of the most effective strategies for enhancing students' writing skills in English, as it fosters creativity and has pedagogical value.

Teacher B:

Teacher B explained that the use of narratives in English lessons is important because they help students to relate content with their neighbourhoods, communities, cities, or towns, and inspire them to write in English.

Analysis:

According to the response to **Question 4**, both teachers recognise narrative activities as an important tool for teaching writing in English. They believe that contextualised narratives allow students to connect their writing to personal experiences, communities and culture, fostering greater engagement while completing tasks. This finding is consistent with Aloo (2023), who stated that narrative techniques in language teaching enable students to construct meaning from their own backgrounds, producing authentic written texts. Additionally, Yang et al. (2022) support this view, stating that learning is more effective if the content is linked with students' realities and prior experiences. In light of these arguments, the points presented demonstrated the effectiveness of using contextualised narrative activities as a means of fostering creativity and stimulating motivation to write in English.

QUESTION 5: Have you used narrative activities in your classes? If yes, how was your experience?

Teachers' responses

Teacher A:

Teacher A reported that activities such as creating alternative endings and writing about local festivities are incorporated into writing lessons. Moreover, the teacher explained that these activities provided a meaningful learning experience and enabled students to focus on key aspects of grammar and vocabulary.

Teacher B:

Teacher B emphasised that, although narrative activities are rarely used, its implementation is enriching for motivating written production. Furthermore, the teacher indicated that these activities may be more suitable for students with higher level of English knowledge such as sophomores, who are capable of writing longer and more coherent texts while lower-level students may struggle with the use of basic writing structures.

Analysis:

The findings from both teachers agreed that narrative activities produce positive results in the development of students' writing skills, as they allow them to focus on vocabulary, grammar, and sentence construction. However, they indicate that these activities are not frequently incorporated into English language teaching because they are considered suitable only for students with a greater command of sentence structure and written expression. These findings are consistent with those reported by Yang et al. (2022), who found that narrative writing tasks promoted greater student participation and contributed to the development of linguistic skills by promoting authentic opportunities for written expression. Similarly, Hossain (2024) explains that narrative activities increase students' participation and creativity, while supporting the development of vocabulary and written production. Overall, these findings suggest that narrative activities, when contextualized and adjusted to student' proficiency level, can constitute a potential strategy for the development of writing skills in English.

QUESTION 6: What do you think about using Kichwa-Imbabura literature in English classes?

Teachers' responses

Teacher A:

Teacher A emphasised that incorporating Kichwa-Imbabura literature in English classes can be an effective strategy, as it can provide opportunities to work with topics, stories, and cultural elements that are familiar to students. Furthermore, the teacher points out that this type of content may increase students' engagement while contributing to the preservation and strengthening of their cultural identity.

Teacher B:

Teacher B indicated that the use of Kichwa literature represents an innovative approach that could help students to sustain motivation in writing lessons due to the fact that most students come from indigenous communities and learn English through it may be significant for them.

Analysis:

The findings show a positive perception of the use of Kichwa-Imbabura literature in English classes, particularly because it provides students with content that is familiar to their cultural background. According to the two teachers, local stories, traditions, and cultural elements can increase student's motivation and engagement while creating meaningful learning experiences. This view is consistent with the principles of Content-Based instruction, which emphasises that language learning becomes more effective when students work with relevant and meaningful content (Zhang et al., 2024). Likewise, Vygotsky's sociocultural theory highlights the importance of cultural context in the learning process, suggesting that students learn more effectively when new knowledge is connected to their own experiences and cultural realities (Yusof, 2021).

Additionally, the two teachers recognized that incorporating Kichwa-Imbabura literature may contribute to preserving students' cultural identity while supporting language development. The value attributed to Kichwa narratives is reflected by Basantes-Andrade et al. (2025), who state that stories relating to students' cultural background can enhance their participation in the learning process, as well as raise their awareness of diversity and cultural identity. This means that the inclusion of local literature in the classroom makes learning more relevant to students' lives and motivates them to engage actively in writing. Consequently, Kichwa-Imbabura literature can be considered a helpful tool to enhance students' writing skills through culturally relevant experiences.

QUESTION 7: How do you think local stories (myths, legends) could influence students' writing skills?

Teachers' responses

Teacher A:

Teacher A stated that myths and legends can contribute to students' writing development, as they expose students to relevant vocabulary and complex grammatical structures, such as past tense form, allowing them to apply language naturally in their writings.

Teacher B:

Teacher B considered that the integration of myths, legends and other local narratives could encourage students' active participation and motivation into English lessons.

Analysis:

The responses to **Question 7** indicate that local stories can support the development of students' writing skills by exposing them to vocabulary and language structures in contexts that are familiar and meaningful to them. Because these narratives are closely connected to students' cultural realities, they may encourage greater interest and participation in English lessons. These perspectives are supported by Hamane and Guetatlia (2022), who argues that meaningful texts contribute to vocabulary and grammar growth, and supports language production. Likewise, Mariano (2025) points out that materials related to students' culture and experiences can increase motivation, creativity, and engagement in the learning process.

These views are consistent with Vygotsky's sociocultural theory, which emphasises the role of cultural contexts in the learning process (Hossain, 2024). In the same way, the narrative paradigm theory highlights the importance of stories as a means through which people make sense of the world and communicate meaning (Rose, 2025). Therefore, local narratives, such as myths, legends, tales, and poetry, can contribute to the development of writing skills by providing experiences that support both language learning and active student participation.

QUESTION 8: Would you be willing to use a didactic guide based on Kichwa-Imbabura literature to improve students' writing? Why?

Teachers' responses

Teacher A:

Teacher A expressed a willingness to use a didactic guide based on Kichwa Imbabura literature due to its positive impact on student learning. The teacher observed that incorporating exciting stories into the classroom makes the students much more enthusiastic. Furthermore, the teacher explained that local stories work well for this purpose since they include language, culture, and emotions into writing practice.

Teacher B:

Teacher B positively assessed the use of a teaching guide based on Kichwa-Imbabura literature, highlighting that local stories can be incorporated into the curriculum as part of reading activities to strengthen writing development. Furthermore, the teacher indicates that this approach promotes learning by connecting language development with the students' cultural contexts.

Analysis:

Both teachers responded favourably to incorporating the didactic guide of narrative activities rooted in Kichwa-Imbabura literature into their classroom practices. They agreed that the use of local narratives can increase students' interest by connecting learning activities with their cultural and social backgrounds. Both of them emphasise that such resources can support writing development by integrating reading and writing contexts, thereby facilitating understanding in the learning process. '

In this regard, Bhowmik (2021) argues that writing instruction is more effective when reading and writing activities are connected through meaningful and contextualized tasks, as this promotes the transfer of linguistic knowledge to written production. Therefore, these findings highlight the potential of using a didactic guide based on Kichwa-Imbabura literature as a relevant pedagogical resource for strengthening English writing instruction by connecting language development with students' cultural backgrounds.

3.2 Quantitative interpretation

The analysis presented in this section is based on a questionnaire composed of ten closed-ended questions applied to 34 sophomore students at Sumak Yachana Wasi high school. The survey was designed following the Likert scale to explore students' perceptions regarding

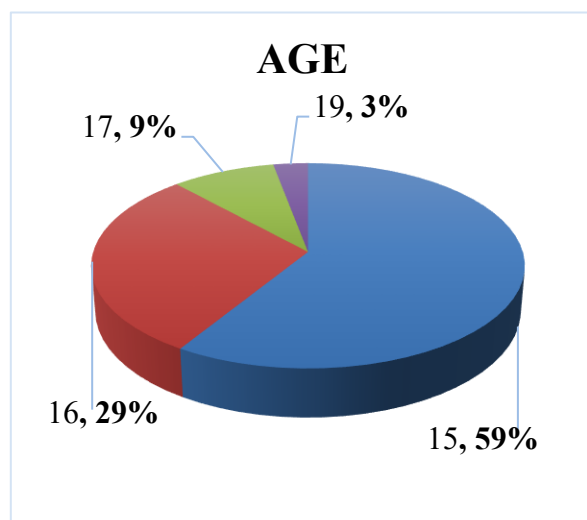
writing in English and their disposition toward the use of narrative activities grounded on Kichwa-Imbabura literature to enhance writing skills. Data collected is presented through statistical graphs to highlight the most relevant findings.

3.2.1 Students' survey analysis

Age and gender

Figure 1

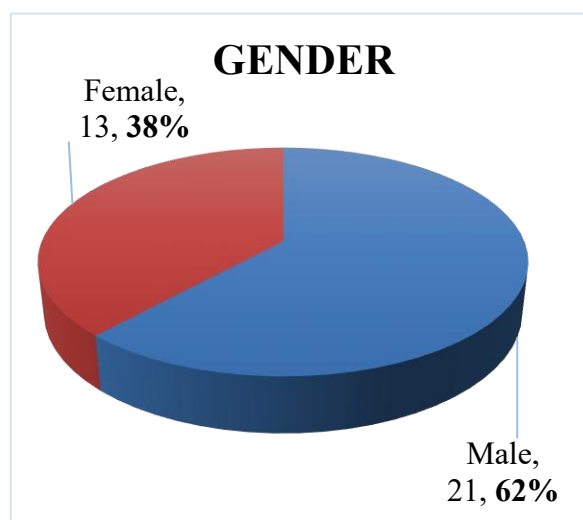
Age



Note. Own elaboration.

Figure 2

Gender



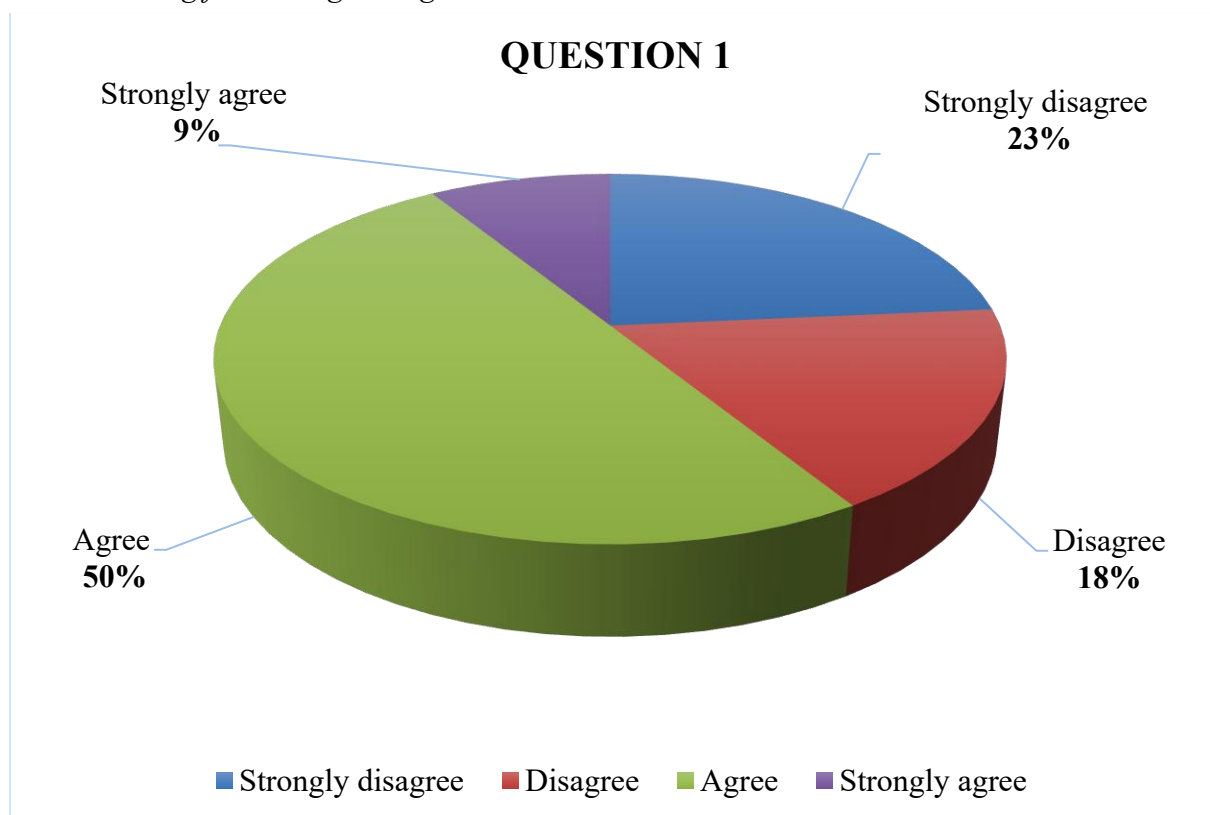
Note. Own elaboration.

Figures 1 and 2 present the age and gender distribution of the 34 participants. The results indicate that the majority of students were 15 years old, representing 59 % of the sample, followed by students aged 16 years old with 29 %, while 9% were aged 17 years old and only 3% were 19 years old, respectively. In terms of gender, 62% of the participants were male and 38% were female. These findings show that the sample was mainly composed of 15-year-old male students.

QUESTION 1: I like writing in English.

Figure 3

Students' liking for writing in English



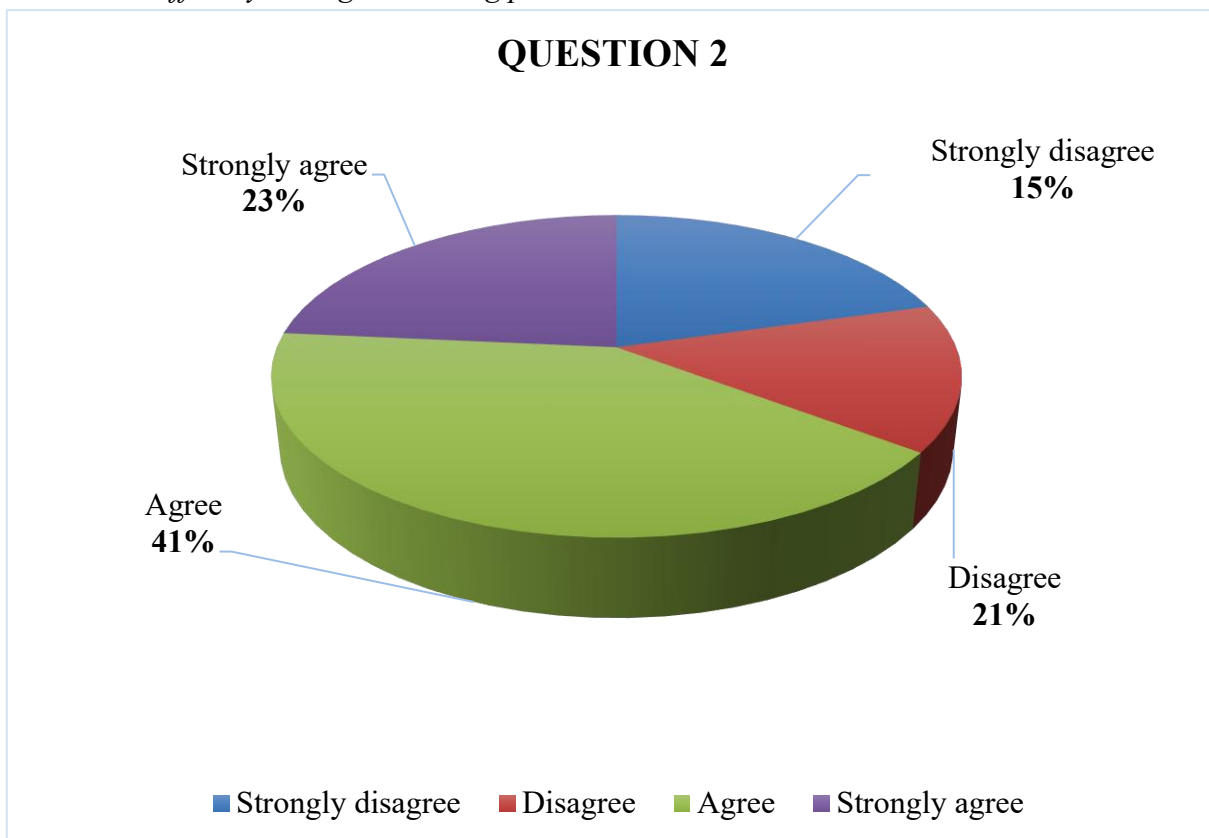
Note. Own elaboration.

Figure 3 illustrates students' perceptions about writing in English. According to the results, 59% of the participants expressed a positive opinion toward writing in English, represented by 50 % who agreed and 9 % who strongly agreed with the statement. However, 41% of the students expressed a negative perception, represented by 18% who disagreed and 23% who strongly disagreed. These findings indicate that many students like to write in English, nevertheless, these percentages suggest that some students may still feel insecure or unmotivated when performing writing activities because they showed low interest in this skill.

QUESTION 2: Writing in English is difficult for me.

Figure 4

Perceived difficulty in English writing process



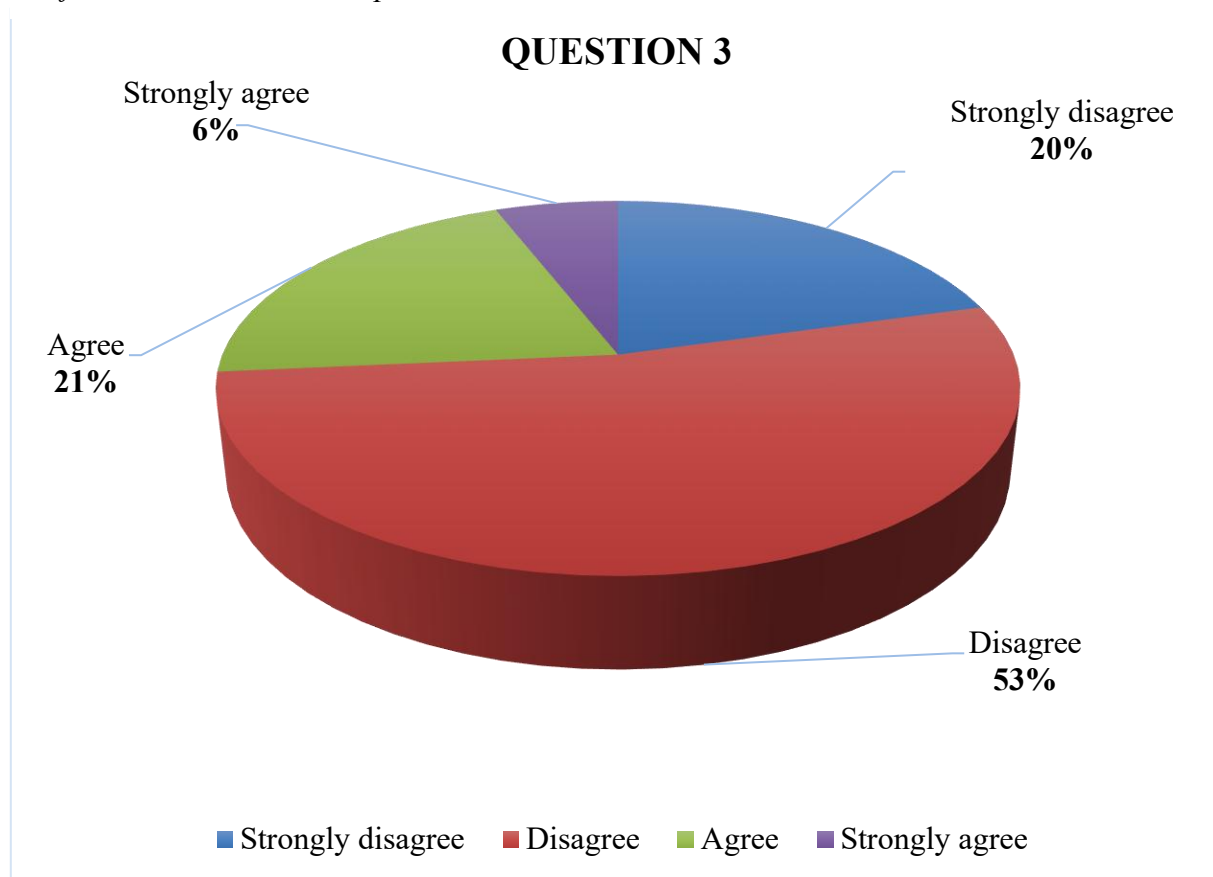
Note. Own elaboration.

Figure 4 shows students' perceptions of the difficulty of writing in English. Data reveals that a total of 64% agreed that they experience difficulties when writing, of whom 41% agreed and 23% strongly agreed. By comparison, 36% did not share this perception, with 21% disagreeing and 15% strongly disagreeing. These findings suggest that writing continues to be a challenge for most sophomore students and point to the need for teaching strategies that facilitate the development of writing skill.

QUESTION 3: I feel confident when I write in English.

Figure 5

Confidence levels in written production



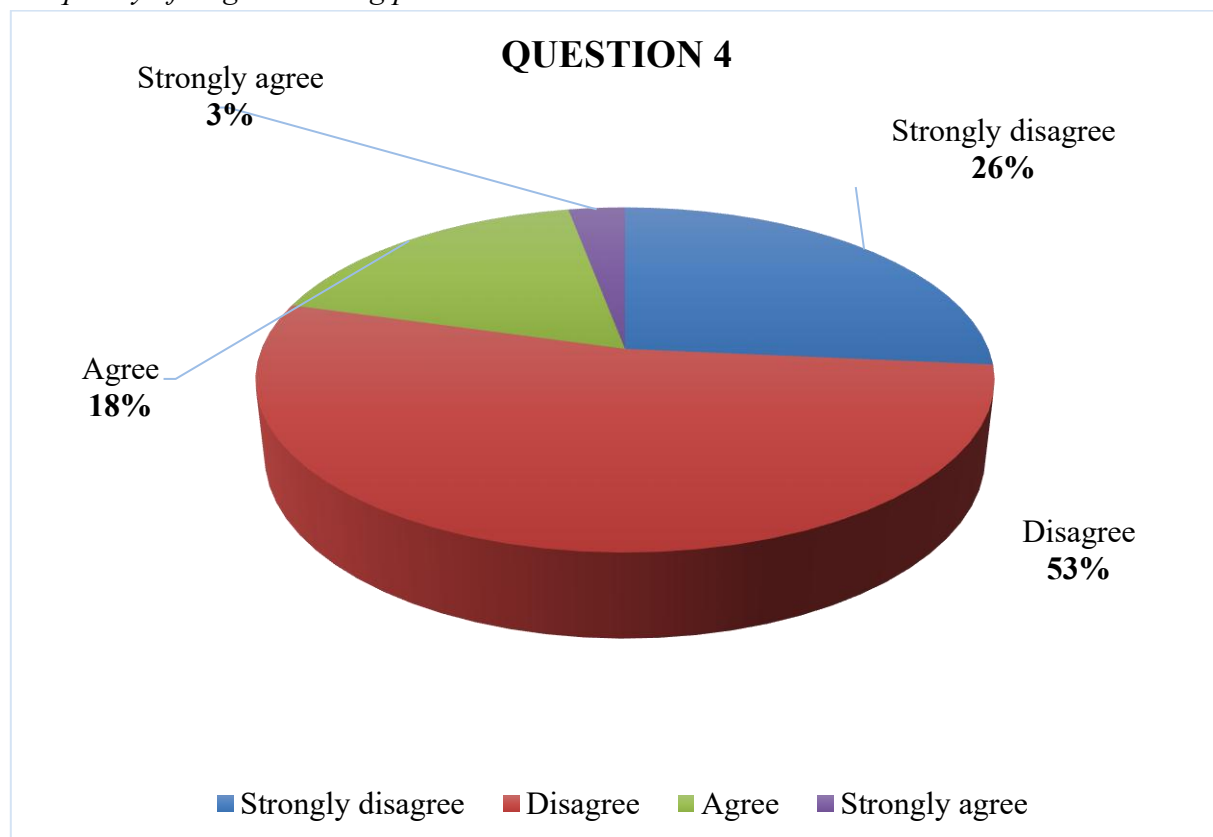
Note. Own elaboration.

Figure 5 shows students' confidence levels when writing in English. Most participants reported low confidence levels, represented by 53% who disagreed and 20% who strongly disagreed with the statement. Meanwhile, only 27% expressed feeling confident when writing in English. These outcomes are consistent with the previous results, where many students considered writing in English difficult. Therefore, the implementation of meaningful and contextualized activities may contribute to enhancing students' confidence and participation in writing tasks.

QUESTION 4: I practice writing in English regularly.

Figure 6

Frequency of English writing practice



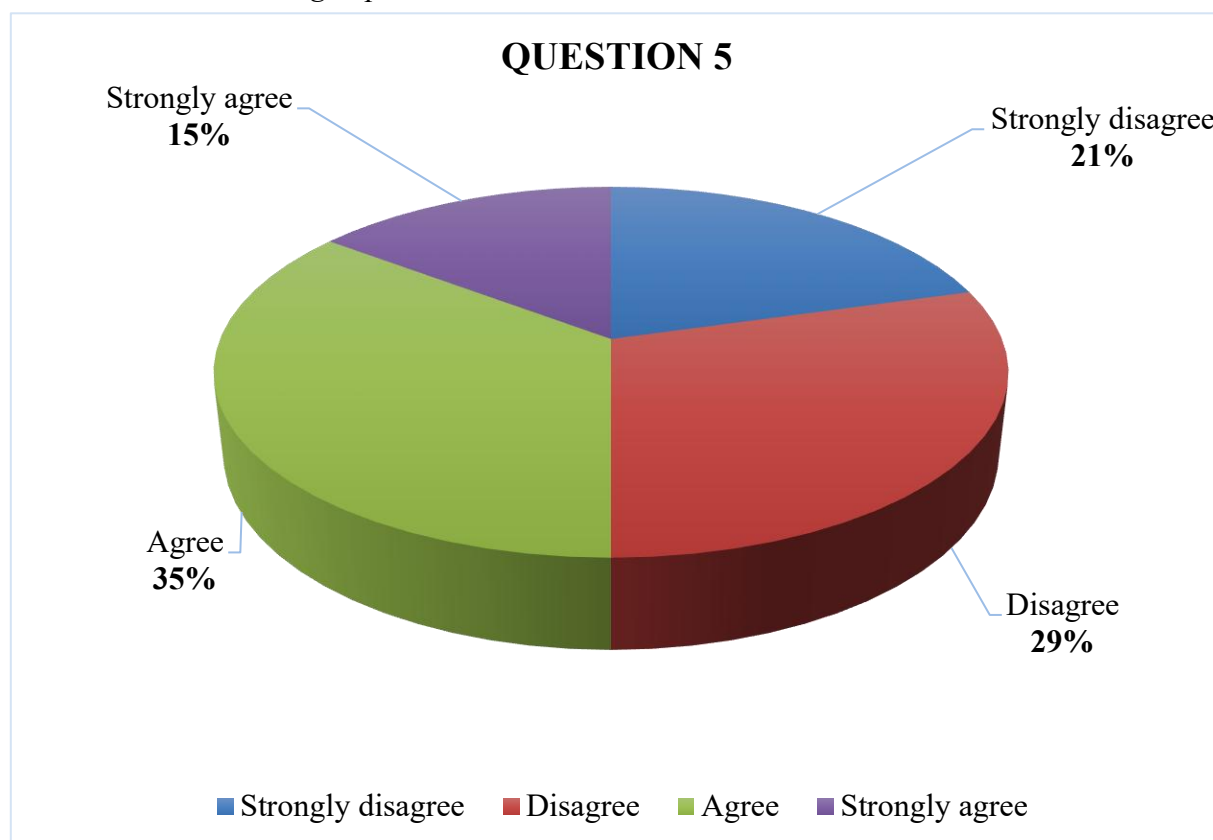
Note. Own elaboration.

Figure 6 illustrates that regular writing practice is not common among students. An overwhelming 79% of participants reported that they do not practice writing in English regularly, with 53% disagreeing and 26% strongly disagreeing with the statement. In contrast, only 21% of students indicated that they practice writing skills. Based on the findings, the limited exposure to meaningful writing activities may explain some difficulties and insecurity students experience during writing activities. Moreover, the lack of consistent practice emphasises that writing is likely perceived as an academic requirement rather than a personal or engaging activity, emphasizing a clear need for strategies that make the writing experience more attractive and frequent.

QUESTION 5: My teacher uses activities to help me improve my writing in English.

Figure 7

Teachers' role in writing improvement



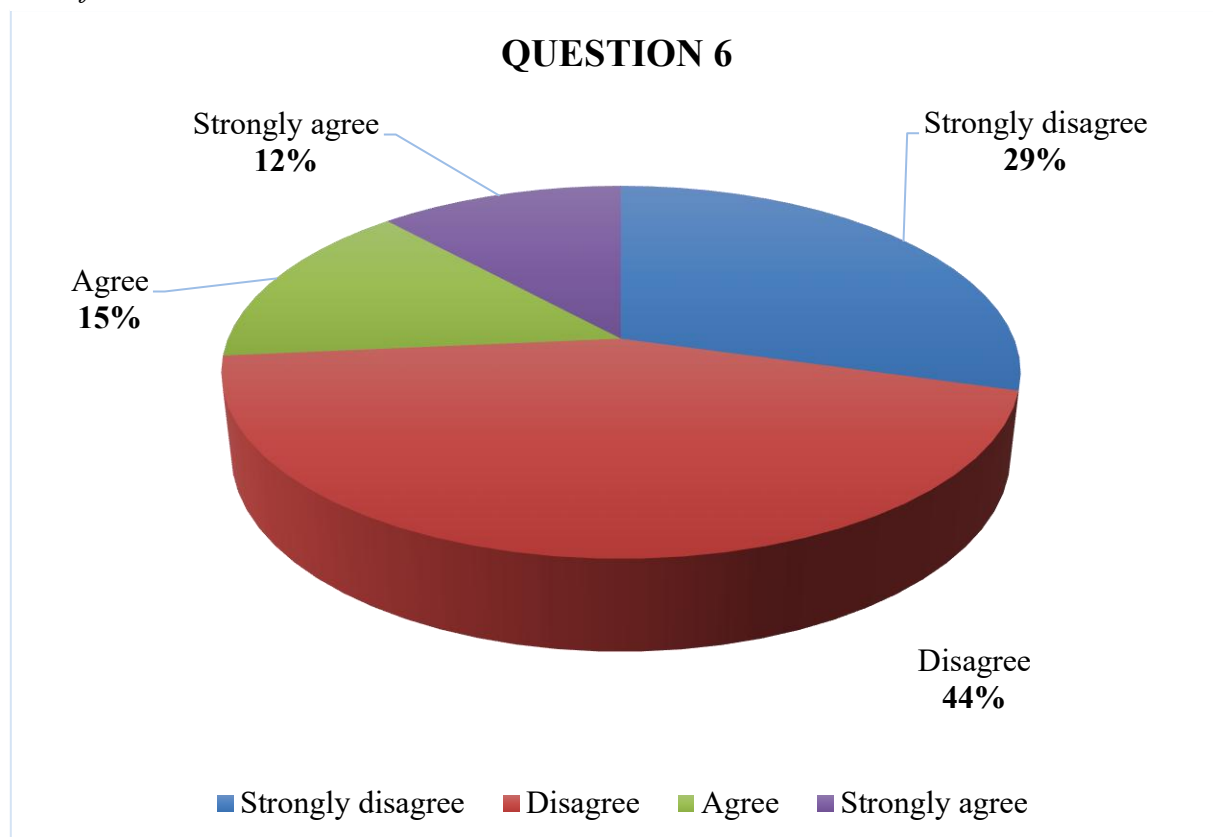
Note. Own elaboration.

Figure 7 reflects students' opinion regarding activities teachers use to improve their writing skills. Results show an equal distribution between positive and negative responses. Although 50% of students agree or strongly agree that helpful activities are used, the other 50% disagree or strongly disagree with this fact. These insights suggest that despite the application of different strategies and activities in English classes, many students still struggle with written production. In this sense, the inclusion of meaningful and culturally connected activities could contribute to creating more effective and participatory writing experiences in class.

QUESTION 6: I use creative activities (e.g., stories, descriptions) to practice writing in class.

Figure 8

Use of creative activities in class



Note. Own elaboration.

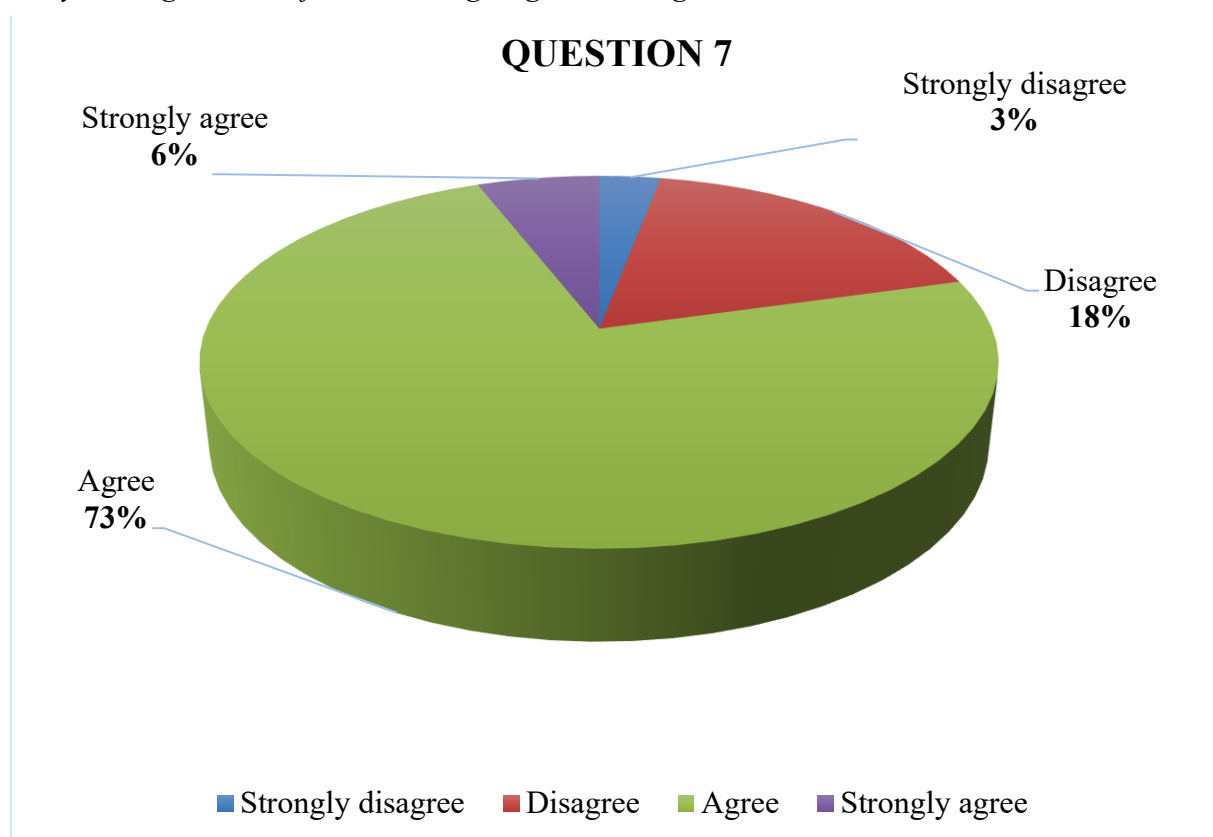
Figure 8 shows students' perceptions about the use of creative activities to practice writing in class. Most participants reported that they do not usually work with stories, descriptions, or similar tasks during writing practice, represented by 44% who disagreed and 29% who strongly disagreed with the statement. On the other hand, only 27% expressed positive perceptions toward the use of these activities.

This situation may reduce students' opportunities to develop writing skills through more engaging and meaningful learning experiences. Since creative tasks encourage imagination, personal expression, and interaction with content, their absence may contribute to students' low motivation and limited participation during writing activities.

QUESTION 7: Writing stories helps me improve my English writing skills.

Figure 9

Story writing as a tool for enhancing English writing



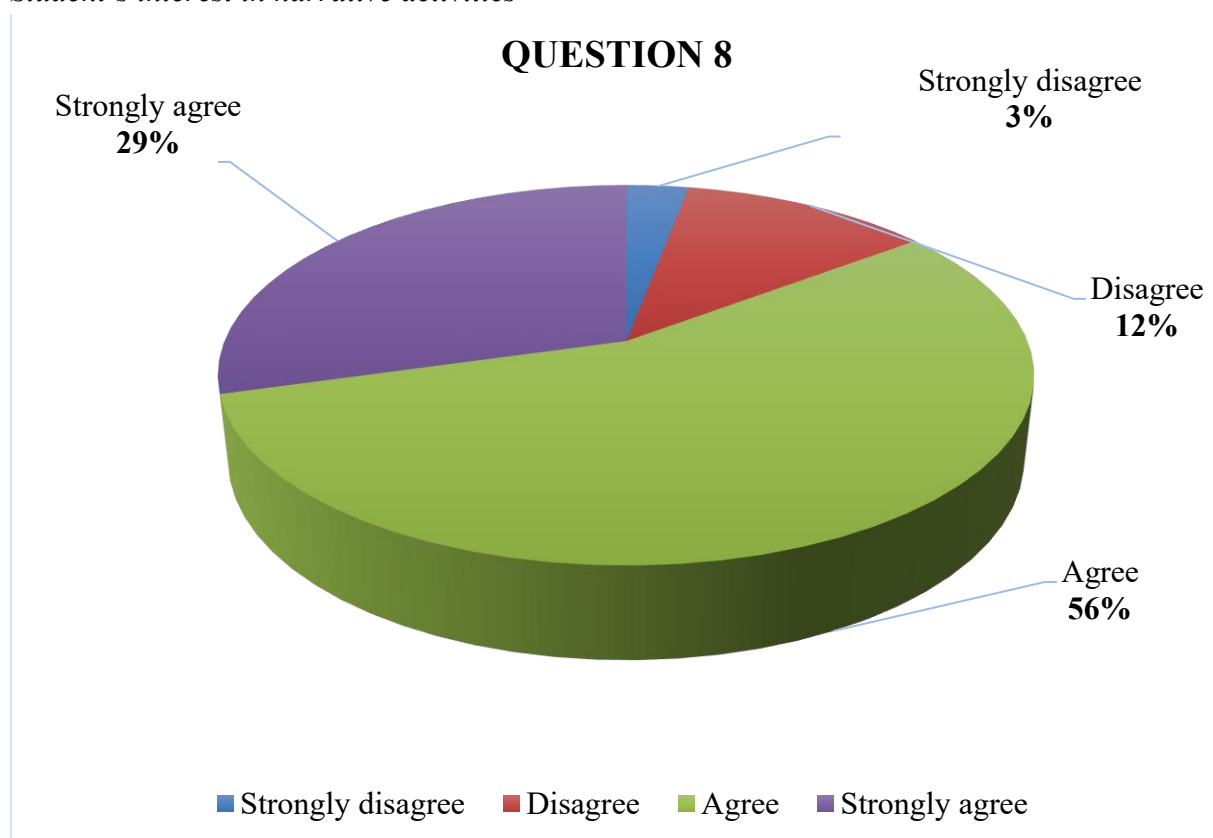
Note. Own elaboration.

Figure 9 shows a strong positive perception toward story writing as part of English learning. The majority of students considered that writing stories contributes to the improvement of their writing, represented by 73% who agreed and 6% who strongly agreed with the idea proposed in the question. By contrast, only a small percentage expressed negative opinions with 18% who disagreed and 3% who strongly disagreed with the statement. This finding is significant because it shows that despite the difficulties previously reported, students perceive stories as a valuable tool for linguistic development, which provides a solid foundation for the implementation of narrative-based strategies.

QUESTION 8: Narrative activities make writing more interesting for me.

Figure 10

Student's interest in narrative activities



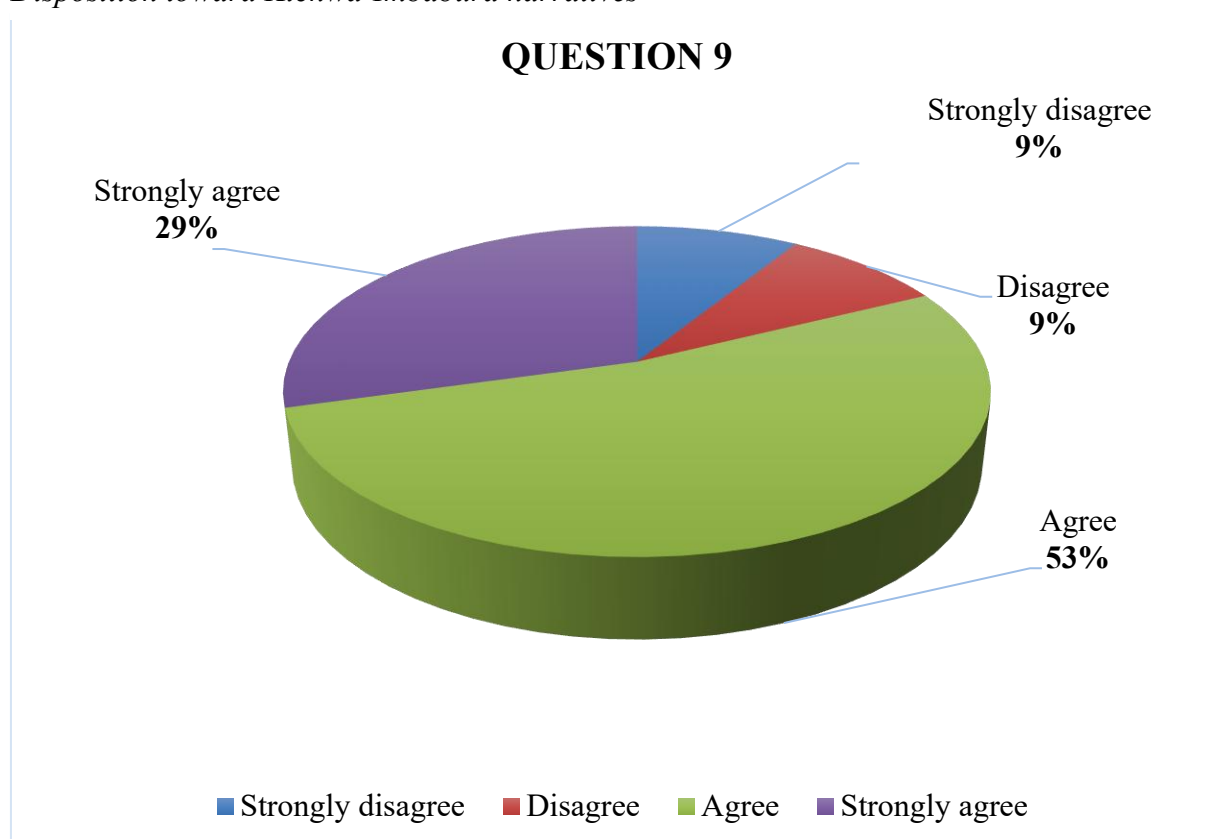
Note. Own elaboration.

Figure 10 reflects a highly positive perception toward narrative activities in English writing lessons. Most participants considered that these activities could make writing more interesting, represented by 56% who agreed and 29% who strongly agreed. Meanwhile, only a small percentage represented by 15% expressed negative opinions. These percentages demonstrate that students may feel more comfortable and involved when writing tasks include stories or imaginative elements instead of traditional exercises. This supports the idea that narrative-based activities can create a more motivating learning environment and encourage greater participation during English writing practice.

QUESTION 9: I would be interested in learning English through Kichwa-Imbabura stories (e.g., myths, legends).

Figure 11

Disposition toward Kichwa-Imbabura narratives



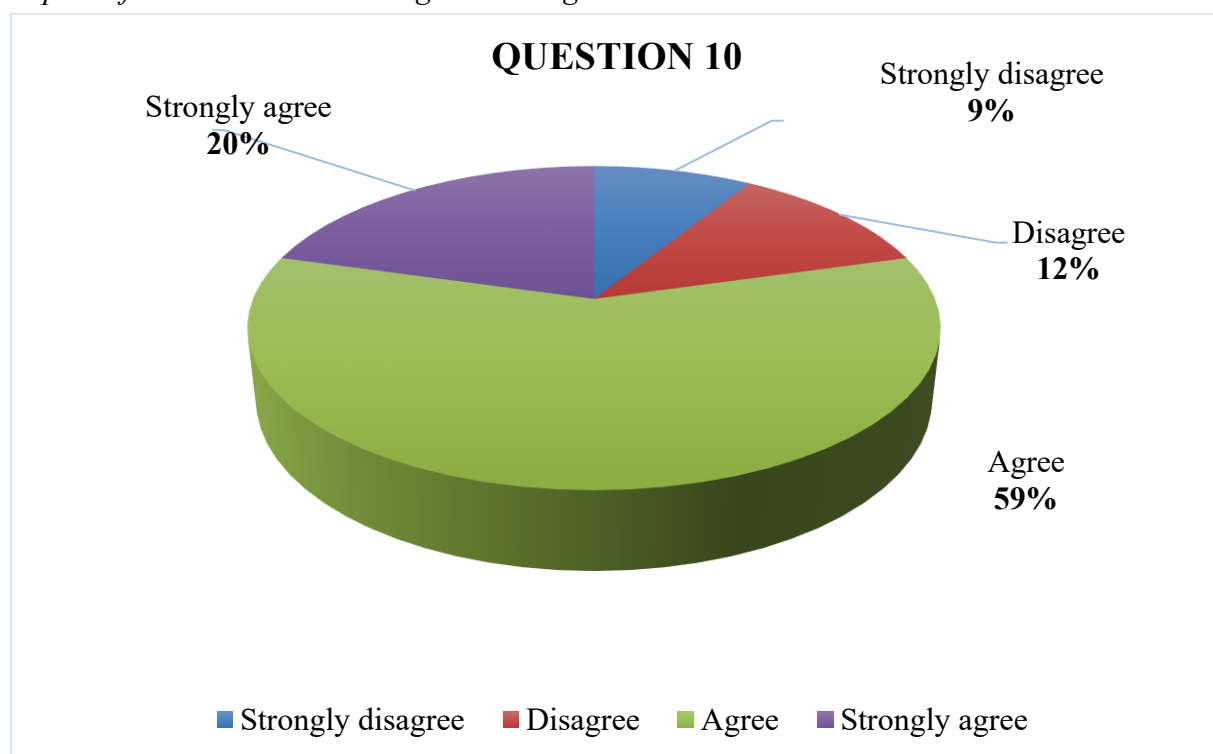
Note. Own elaboration.

Figure 11 illustrates the disposition among sophomore students toward integrating their cultural heritage into the English language learning process. A total of 82% of the survey respondents are interested in studying via Kichwa-Imbabura literature, including 52% who agree and 29% who strongly agree. On the contrary, 18% of the students expressed negative opinions about it. This suggests that a few learners are less willing to use narrative, but many students consider indigenous narratives as a useful tool to develop their English writing competences. Moreover, students demonstrate that they are open to the idea of using activities related to local stories in English lessons.

QUESTION 10: I think that Kichwa-Imbabura literature could help me improve my English writing.

Figure 12

Impact of local literature on English writing



Note. Own elaboration.

Figure 12 presents students' views regarding the use of Kichwa-Imbabura literature to improve English writing skills. According to the outcomes, 59% of the students agreed and 20% strongly agreed that Kichwa Imbabura literature can help improve writing performance, while only 21% disagreed with the statement. Despite this small minority, the predominance of positive answers suggests that students regard these cultural narratives as useful for enhancing written production.

Beyond reflecting students' opinions, these percentages support the notion that writing activities linked to cultural backgrounds may generate greater acceptance among students, particularly in contexts where students often struggle with motivation towards English writing tasks, since familiar cultural content can encourage fuller involvement in lessons.

3.3 Discussion

The study was conducted at Sumak Yachana Wasi high school to identify the challenges faced by sophomore students when writing in English. Furthermore, it explored perspectives on the use of narrative activities based on Kichwa-Imbabura literature as a pedagogical and didactic resource enhancing writing proficiency. The information gathered through interviews and surveys provided a better understanding of the difficulties students encounter during writing activities, the practices implemented in English lessons, and the views of teachers and students on the incorporation of culturally relevant literary texts into the writing process.

The qualitative finding demonstrated that students experience challenges with writing, particularly in terms of grammar, vocabulary, sentence formation and idea organisation. In addition, teachers stated that teaching writing is limited because of the insufficient teaching hours and absence of teaching materials related to students' backgrounds. The results correlate with the findings provided by Ghosh et al. (2021) and Ersyad and Cahyono (2025), who claim that writing is one of the most difficult language skills because it involves linguistic knowledge, critical thinking, and organising at the same time. In the same way, Samsidar et al. (2022) point out that limited vocabulary knowledge reduces students' ability to express ideas effectively in writing. Consequently, the difficulties identified in this study reinforce the importance of implementing instructional strategies that promote meaningful writing practice while contributing to the development of students' writing skills.

The findings demonstrate that narrative activities have limited presence in English writing classes. Even though teachers acknowledge the importance of narratives as part of the learning process, such methodology is not regularly applied in the classroom. This represents a missed opportunity in English language teaching, as according to Limerick (2023) and Lestari et al. (2025), story-based activities facilitate creativity, critical thinking and meaningful writing production. Likewise, Qatrinada and Apoko (2024) argue that narratives help students organize their ideas correctly and develop confidence during writing tasks. In this regard, the limited use of these activities may reduce students' opportunities to engage in significant writing experiences that support both language development and personal expression.

The quantitative findings indicate that many students view writing in English as a challenging task and feel uncertain when producing written texts. In addition, many students reported that they do not practice writing regularly and creative writing activities are rarely included in lessons. These results agree with Baharudin et al. (2023), who found that limited writing practice and low students' participation have a negative effect on both writing performance and confidence. This suggests that students need more opportunities to practice

writing through meaningful and well-planned activities that help them improve their writing skills.

Although it was recognized several difficulties related to the writing skill, the survey response reflected a positive attitude toward the use of narrative and culturally relevant content. The majority of the students expressed interest in learning English through Kichwa-Imbabura literature and believed that writing these types of stories could help them improve their writing skills. This perception is in line with the principles of culturally responsive pedagogy, which emphasise the importance of connecting learning with students' cultural identity and prior knowledge. Gonzáles and Criollo (2025) explain that familiar narratives support learning because they allow students to connect new knowledge with their own experiences. Likewise, Soto et al., (2025) note that students tend to participate more actively when learning materials reflect their traditions, interests, and social context. In general, the positive perceptions identified in the study mention that narrative activities based on Kichwa-Imbabura literature can be a valuable resource for increasing students' motivation and participation in English writing activities.

The qualitative and quantitative data showed a connection among contextualized learning, student motivation, and writing development. According to teachers, students become more interested in learning when content is connected to students' life experiences and cultural backgrounds. Similarly, the survey results showed that students expressed a positive disposition toward practicing writing with tasks based on local narratives. The results aligned with Pathak (2011) and Avcu (2025), who argue that indigenous narratives are an important part of cultural heritage and can enrich learning by fostering respect for local traditions and knowledge. Therefore, it can be stated that Kichwa-Imbabura literature in English teaching can contribute to the process of writing development along with the intercultural understanding and strengthening of student's identity.

Overall, the finding indicates that creating a didactic guide using Kichwa-Imbabura literature can be an advantageous method for promoting the writing abilities of sophomore students. The problems in teaching writing that have been analysed, together with the lack of contextualised materials used, highlight the need to develop innovative resources that encourage student participation and promote effective learning. Likewise, the positive perceptions expressed by both teachers and students regarding narrative activities reinforce the value of culturally relevant materials in EFL contexts. Consequently, the proposed guide can be considered as a pedagogical and culturally responsive strategy to support writing development while strengthening students' connection to their cultural heritage.

CHAPTER IV: PROPOSAL

Ink and Tradition: Own the page, master the pen!

4.1 Relevance

The proposal addresses students' need to enhance English writing skills through culturally relevant and meaningful content. This need stems from the findings of a diagnostic study conducted at Sumak Yachana Wasi High School, which revealed that students struggle with written production skills because creative activities linked to their cultural context are rarely included in English language instruction. Consequently, a didactic guide that incorporates narrative activities based on Kichwa-Imbabura literature is proposed as a pedagogical resource to enhance students' English writing skills.

4.2 Problem statement

At Sumak Yachana Wasi High School, difficulties related to vocabulary use, grammar structures, sentence construction, and limited writing practice are affecting students' participation during the writing process and reducing their confidence when expressing ideas in written form. Likewise, the lack of creative and culturally grounded activities, together with limited class time of only three hours per week, restricts the opportunities for students to develop writing through meaningful learning experiences connected to their realities. This situation highlights the importance of implementing strategies that relate English learning to students' context and personal experiences in order to achieve significant learning outcomes.

4.3 Objectives

General objective

- Strengthen English writing skills of sophomore students at Sumak Yachana Wasi high school through the implementation of narrative activities grounded in Kichwa-Imbabura literature.

Specific objectives

- Identify, select and adapt Kichwa literacy texts, including myths, legend, tales, and poetry, as resources for developing contextualized English writing activities.
- Design a sequence of instructional units that integrate narrative-based activities aimed at guiding students toward greater autonomy in the writing process.

4.4 Proposal title

Ink & Tradition: Own the page, master the pen! Narrative activities

4.5 Theoretical foundations

Narrative writing has gained importance in English as a Foreign Language (EFL) instruction because it promotes meaningful interaction with language through stories, descriptions, and personal expression (Qatrinada & Apoko, 2024). According to Jubhari et al. (2022), narratives have traditionally been used as a means of transmitting knowledge, traditions, and cultural values across generations. Therefore, in academic contexts, this approach has been incorporated into English language teaching, with the aim of promoting creativity, active participation, and communication in the classroom through culturally grounded activities (Lestari et al., 2025). This is corroborated by Avcu (2025) and Taye (2025), who argue that the use of narratives fosters the development of linguistic competence, critical thinking, and cultural understanding, enabling students to engage with language in a meaningful and dynamic way, in contrast to traditional writing tasks that tend to focus mainly on grammatical accuracy.

In EFL classrooms, students frequently experience difficulties when writing due to the disconnection between standardized curriculum patterns and students' realities, as well as to the methodologies and strategies used in English lessons, which sometimes fail to engage students and limit their opportunities to properly develop writing skills (Tamayo & Cajas, 2020). In this context, stories provide motivating and familiar settings through which students are naturally exposed to authentic language structures. Additionally, they support students in organizing ideas while encouraging interpretation, imagination, and personal response (Mariano, 2025).

On the other hand, the incorporation of Kichwa-Imbabura literature as a pedagogical resource represents a culturally grounded alternative for strengthening writing instruction through meaningful content. Hossain (2024) states that meaningful learning occurs when new knowledge is connected with students' previous experiences and background knowledge. Therefore, myths, legends, and ancestral stories, being rooted in students' context, encourage active participation during learning activities. Furthermore, integrating tasks based on Kichwa literature into English language teaching strengthens writing skills, as it motivates students to express their own reality instead of limiting practice to decontextualised grammar exercises.

According to Gallegos and Chávez (2021), language learning occurs more effectively when students engage with comprehensible and culturally meaningful input within environments that reduce anxiety and promote confidence. Through narrative activities based on Kichwa-Imbabura literature, students can become more actively involved in writing processes while working with content that is familiar and meaningful to them. Therefore, writing instruction becomes more meaningful and motivating for the development of students' English writing skills. Moreover, this approach helps establish stronger connections between language learning and students' cultural identity.

4.6 Structure of the guide

The pedagogical proposal, entitled Ink & Tradition: Own the page, master the pen! Narrative activities have been designed in clear and organised structure to facilitate their use in English language classrooms. It begins with a cover page featuring the title and the author's name, followed by the introduction explaining its purpose, importance, and learning objectives; a page explaining the concepts of each literary text; and a page with information on how to use the guide. This introductory section serves as a foundation for understanding the literary content explored throughout the guide.

Following the introductory section, the guide features a table of contents organised into four thematic units: myths, legends, tales and poetry. At the beginning of each unit, students are introduced to an understanding section that provides culturally relevant background information, followed by the corresponding lessons. Every unit contains four lessons and a final project aimed at reinforcing students' creativity, language production, and cultural awareness through meaningful writing activities. Each unit is structured as shown in **illustration 2** below.

Illustration 2

Unit's structure

UNIT 1: MYTHS	
	UNDERSTANDING MYTHS9
	LESSON 1: My mythical character.....12
	LESSON 2: Shaping the sacred world.....16
	LESSON 3: The spark of conflict.....20
	LESSON 4: The sacred ending.....23
	FINAL PROJECT: The prophecy scroll.....26
UNIT 2: LEGENDS	
	UNDERSTANDING LEGENDS29
	LESSON 1: The awakens.....32
	LESSON 2: Building conflict.....35
	LESSON 3: Story peak.....38
	LESSON 4: The outcome and moral.....41
	FINAL PROJECT: My legend storyboard.....44
UNIT 3: TALES	
	UNDERSTANDING TALES47
	LESSON 1: Once upon a time.....50
	LESSON 2: Story threads.....53
	LESSON 3: Climax: story hearts.....56
	LESSON 4: Lessons between lines.....59
	FINAL PROJECT: My accordion storybook.....62
UNIT 4: POETRY	
	UNDERSTANDING POETRY65
	LESSON 1: Persona poem.....66
	LESSON 2: Descriptive poem.....69
	LESSON 3: Where do I belong?.....72
	LESSON 4: My future self.....75
	FINAL PROJECT: This is me: my life poetry.....78
REFERENCE SECTION	
	APPENDIX: Common irregular verbs.....80
	GLOSSARY81

Note. Own elaboration.

Throughout the four units, each lesson is organised into three writing phases: pre-writing, focused on activating prior knowledge and vocabulary; during-writing: dedicated to drafting, revising, and editing; and post-writing, centred on refining and publishing the final text. This sequence allows for progressive advancement from idea generation to a polished written product, reinforcing linguistic accuracy and creativity. In addition to the thematic content, the guide includes an appendix of frequently used verbs, a glossary of key terms, and a list of references that support the methodological framework.

The select texts, along with the linguistic objectives and writing tasks, were tailored to students' proficiency level to ensure accessible and gradual skill development. Likewise, the stories and activities included in the guide were adapted from elements of Kichwa literature, ensuring that each unit strengthens students' writing skills, fosters intercultural awareness, and connects them to their cultural reality.

You can watch the entire guide by scanning this QR code.

Illustration 3

QR code for accessing the guide



Note. Own elaboration.

Link: [Watch Didactic Guide](#)

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The theoretical analysis determined that narrative activities have pedagogical potential for supporting written production in English. Evidence indicates that the writing process is more productive and meaningful when students work with content related to their realities. Thus, Kichwa-Imbabura literature is a pedagogical resource that promotes language learning and reaffirms cultural identity, consolidating a solid conceptual foundation for the designed guide.

The data collection phase revealed that sophomore students at Sumak Yachana Wasi High School had difficulties with English writing, specifically regarding vocabulary, grammar, and organisation of ideas. These deficiencies resulted from limitations in language use, insufficient opportunities for practice, and lower use of culturally relevant strategies. These findings underscore the importance of integrating teaching methods appropriate to the students' environment.

The information gathered from both students and teachers showed a favourable view of incorporating narrative activities based on Kichwa-Imbabura literature into English lessons. The opinions suggested that adding indigenous narratives can increase student motivation, encourage greater participation in writing activities, and enrich the language learning process by linking academic experiences with students' cultural backgrounds.

Grounded in the needs identified during the study, the instructional guide *Ink & Tradition: Own the page, master the pen! Narrative activities* was designed as a culturally grounded pedagogical resource. The guide incorporated activities aligned with the stages of the writing process and is organized into four units devoted to myths, legends, tales and poetry from Kichwa-Imbabura literature. It provides English teachers an alternative means of fostering writing skills through culturally relevant learning experiences.

5.2 Recommendations

English teachers at Sumak Yachana Wasi High School are encouraged to incorporate narrative activities into their lesson planning, considering their theoretical foundation as a strategy to promote a more meaningful, contextualized, and student-centred writing instruction connected to students' cultural context.

Creative and context-based writing activities should be designed and implemented to help students progressively strengthen their vocabulary, grammar, idea organization, and sentence-construction skills. It is also recommended to expand the availability of materials that encourage continuous practice writing in English.

Kichwa literature should be used as a teaching resource to boost students' motivation, encourage active participation and promote meaningful learning experiences in the English classroom. In this context, institutional authorities are encouraged to support pedagogical initiatives that integrate intercultural content into English language teaching by providing resources and professional training related to contextualized methodologies that contribute to the appreciation of students' cultural identity.

The proposed guide *Ink & Tradition: Own the page, master the pen!* Narrative activities is proposed as a complementary resource for teaching writing in English because it was developed in response to the needs identified in this research and is based on theoretical principles related to contextualised learning and the process-oriented approach to writing.

Future research is recommended to focus on the implementation and evaluation of the proposed guide in different educational settings in order to analyse its contribution to the development of English writing skills and to generate empirical evidence supporting the continued integration of culturally grounded materials into English language teaching.

REFERENCES

- Abdalrahman, K. K. (2021). Teaching and learning writing skills through literature. *Canadian Journal of Language and Literature Studies*, 1(2), 1–10. <https://doi.org/10.53103/cjlls.v1i2.11>
- Abdurakhmonova, M. O. (2023). The importance of writing in English language classes. *Global Scientific Review*, 11, 20–23. <https://scientificreview.com/index.php/gsr/article/view/142>
- Aithal, A., & Aithal, S. (2020). Development and validation of survey questionnaire and experimental data: A systematic review-based statistical approach. *International Journal of Management, Technology, and Social Sciences*, 5(2), 233–251. <https://mpira.ub.uni-muenchen.de/104830/>
- Alam, M. S., & Asmawi, A. (2024). Qualitative research: Defining features and guiding principles. *Forum for Education Studies*, 2(2), Article 1262. <https://doi.org/10.59400/fes.v2i2.1262>
- Aloo, P. A. (2023). *Social-emotional learning: An exploration of the role of storytelling in promoting empathy and learning among high school learners* (Master's thesis, Aga Khan University, Institute for Educational Development, East Africa). <https://ecommons.aku.edu/>
- Alshireedi, M., & Khairuddin, Z. (2024). Improving the English writing mechanics: A study on tenth-grade Libyan students in Malaysia using the Dictogloss technique. *International Journal of Academic Research in Business and Social Sciences*, 14(11), 1472–1484. <https://doi.org/10.6007/IJARBS/v14-i11/23395>
- Amalina, N., & Ismail, H. H. (2021). Understanding learners' difficulties in narrative writing among Malaysian primary learners. *Asian Journal of Research in Education and Social Sciences*, 3(2), 244–255. https://www.researchgate.net/publication/354126802_Understanding_Learners%27_Difficulties_in_Narrative_Writing_among_Malaysian_Primary_Learners
- Aphrodita, N. (2023). *Using flowchart as a media to improve students' writing skill in procedure text for XI AKL 1 at Kawung 2 Vocational High School Surabaya* (Undergraduate thesis, Wijaya Kusuma Surabaya University). E-Repository UWKS. <https://erepository.uwks.ac.id/15808/>
- Armas Suqui, W. (2022). *Process writing approach en el desarrollo de la escritura académica del idioma inglés* [Trabajo de titulación, Universidad Central del Ecuador]. Repositorio Digital UCE. <http://www.dspace.uce.edu.ec/handle/25000/28668>
- Avcu, K. M. (2025). Teachers' perspectives on the use of local folk stories and narratives in social studies education. *Educational Research and Reviews*, 20(1), 10–21. <https://files.eric.ed.gov/fulltext/EJ1463611.pdf>

- Baharudin, F., Azmi, A., & Rahmat, N. (2023). Process of writing: The challenges in writing skill among ESL learners. *International Journal of Academic Research in Business and Social Sciences*, 13(10), 33–52. <https://doi.org/10.6007/IJARBSS/v13-i10/18649>
- Baira, I., & Amimour, M. (2022). *Developing the writing skill through increasing EFL learners' awareness of the writing process: The case study of third year LMD students of English at Mila University* (Unpublished master's thesis, Abdalhafid Boussouf University – Mila). <https://dspace.univ-mila.dz/jspui/bitstream/123456789/2272/1/Developing%20the%20Writing%20Skill%20through%20Increasing%20EFL%20Learners%E2%80%99%20Awarenessl.pdf>
- Basantes-Andrade, A., Orye, A., Cuypers, L., Molemans, S., Bastidas-Amador, G., Ruiz-Chagna, C., Quintana-Andrade, G., Congo-Cervantes, M., Aguilar-Robles, P., Osorio-Obando, A., Sánchez-Bastidas, A., Espinoza, L., Tutillo-Alba, W., Isea-Mora, N., Morales-Tambaco, M.-A., Amaya-Benavides, O., Herrera-H, P., Flores-Santacruz, N., Hernández-Ruales, D., ... Jiménez, E. (2025). *Aulas sin fronteras: Educación, inclusión y diversidad a través de cómics*. Editorial UTN. <https://repositorio.utn.edu.ec/handle/123456789/17878>
- Benardo, J. (2025). The influence of culturally relevant textbooks and resources on student learning outcomes. *Journal Name*, 10(2), 45–60. https://www.researchgate.net/publication/390488655_The_Influence_of_Culturally_Relevant_Textbooks_and_Resources_on_Student_Learning_Outcomes
- Bhowmik, S. (2021). Writing instruction in an EFL context: Learning to write or writing to learn language? *BELTA Journal*, 5(1), 30–42. <https://journal.belta-bd.org/article/beltaj.2021.0501.03>
- Bora, P. (2023). Importance of writing skills to develop students' communication skill. *Journal for Research Scholars and Professionals of English Language Teaching*, 7(35). <https://doi.org/10.54850/jrspelt.7.35.009>
- Burkhanova, F. (2021). The use of myths and legends in creation of story in modern Uzbek prose. *International Journal of Aquatic Science*, 12(2), 2795–2800. https://www.journal-aquaticscience.com/article_134329.html
- Calderón-Betalleluz, V., Bardales-Valladares, L. V., Caceres Lopez, R., & Ochoa-Pachas, J. M. (2025). The merits of the inductive method in scientific research. *International Journal of Technologies in Learning*, 32(1), 66–79. https://www.academia.edu/128705945/The_Merits_of_the_Inductive_Method_In_Scientific_Research
- California Institute of Behavioural Neurosciences & Psychology. (2024). *Research instruments: Essential tools for data collection*. <https://www.cibnp.com/research-instruments-essential-tools-for-data-collection/>

- Cazho, A. W. G., & Guamán, L. M. M. (2024). Analysis of didactic materials for teaching English vocabulary to Kichwa Cañari EFL students. *Pacha. Revista de Estudios Contemporáneos del Sur Global*, 5(14), e240269. <https://doi.org/10.46652/pacha.v5i14.269>
- Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment: Companion volume*. <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16802fc1bf>
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Sage Publications.
- Cummins, K. (2024). *Narrative writing: A complete guide for teachers and students*. Literacy Ideas. <https://literacyideas.com/narrative-writing/>
- Dziak, M. (2021). *Writing process (planning, drafting, revising, editing, publishing)*. EBSCO Information Services. <https://www.ebsco.com/research-starters/literature-and-writing/writing-process-planning-drafting-revising-editing>
- EF Education First. (2025). *Ecuador: Información sobre el país y programas en Ecuador*. <https://www.ef.com.ec/epi/regions/latin-america/ecuador/>
- Effatpanah, F., Baghaei, P., & Karimi, M. (2024). A mixed Rasch model analysis of multiple profiles in L2 writing. *Assessing Writing*. Advance online publication. <https://doi.org/10.1016/j.asw.2023.100803>
- Ersyad, Z. M., & Cahyono, B. Y. (2025). Investigating English language students' difficulties in research article writing. *PANYONARA: Journal of English Education*, 7(2), 460–477. <https://doi.org/10.19105/panyonara.v7i2.21296>
- Fitri, H. A., Husnawadi, H., & Harianingsih, I. (2021). Implementing digital storytelling-based tasks for the teaching of narrative writing skills. *EDULANGUE*, 4(2), 168–190. <https://doi.org/10.20414/edulangue.v4i2.3980>
- Gallegos, N. M. M., & Chávez, E. D. A. (2021). *English taught as a foreign language to Kichwa speaking learners: The case of décimo año de Educación General Básica “A” at Unidad Educativa Monseñor Leonidas Proaño in the academic period June–November 2021* [Trabajo de titulación, Universidad Nacional de Chimborazo]. <http://dspace.unach.edu.ec/handle/51000/8458>
- Ghanad, A. (2023). An overview of quantitative research methods. *International Journal of Multidisciplinary Research and Analysis*, 6(8), Article 52. <https://doi.org/10.47191/ijmra/v6-i8-52>
- Ghosh, A., Gayen, P., & Sen, S. (2021). Developing writing skill in English of secondary school students: A process approach. *International Journal of Multidisciplinary Research and*

Development, 8(4), 26–32.

<https://www.allsubjectjournal.com/assets/archives/2021/vol8issue4/8-3-33-391.pdf>

González, P. M., & Criollo, V. M. (2025). Creative storytelling activities to strengthen English writing skills in high school students at a public educational institution. *Polo del Conocimiento*, 10(2), 329–346.

<https://polodelconocimiento.com/ojs/index.php/es/article/view/8875/pdf>

Hamane, S., & Guetatlia, S. (2022). Using literature to enhance language skills for EFL learners. *Global Journal of Foreign Language Teaching*, 12(1), 30–37.

<https://doi.org/10.18844/gjflt.v12i1.6503>

Hanifa, A. P., Putri, E. N., & Jacky, S. M. (2024). Kemampuan Menulis Narasi. *Guruku: Jurnal Pendidikan dan Sosial Humaniora*. <https://doi.org/10.59061/guruku.v2i3.701>

Harmer, J. (2004). *How to teach writing*. Pearson Education.

Harmer, J. (2011). *The practice of English language teaching* (4th ed.). Pearson Longman.

Healey, B. (2025). Improving narrative writing by teaching the linguistics of imagination. *Australian Journal of Language and Literacy*, 48(1), 95–117. <https://doi.org/10.1007/s44020-025-00078-w>

Hernández, D. O. A., Yopez, G. E. F., Bueno, A. I. I., & Castillo, A. J. E. (2024). The Kichwa language influence in the acquisition of English as a foreign language: A case study of Otavaleños learners at Unidad Educativa San Luis. *Revista Científica de Innovación Educativa y Sociedad Actual ALCON*, 4(1), 130–141. <https://doi.org/10.62305/alcon.v4i1.71>

Hooda, J. (2022). English language and globalization: A comprehensive analysis. *Social Studies Journal*, 4(2), 1–17. <https://www.socialstudiesjournal.com/archives/2022/vol4issue2/PartA/6-1-17-180.pdf>

Hossain, K. I. (2024). Literature-based language learning: Challenges and opportunities for English learners. *Ampersand*, 13, 100201. <https://doi.org/10.1016/j.amper.2024.100201>

Indeed Editorial Team. (2026). *What is narrative writing? (With types and tips)*. Indeed. <https://www.indeed.com/career-advice/career-development/narrative-writing>

Jubhari, Y., Sasabone, L., & Nurliah, N. (2022). The effectiveness of the contextual teaching and learning approach in enhancing Indonesian EFL secondary learners' narrative writing skill. *REiLA: Journal of Research and Innovation in Language*, 4(1), 54–66. <https://doi.org/10.31849/reila.v4i1.8633>

Kennedy, A. (2024). *Narrative writing*. EBSCO Information Services. <https://www.ebsco.com/research-starters/literature-and-writing/narrative-writing>

- Khudaverdiyeva, T. (2025). The importance of writing in language acquisition: A cognitive, communicative, and pedagogical perspective. *GSRH*, 2(3).
<https://doi.org/10.69760/gsrh.0203025014>
- Lestari, I. S., Nurangirum, G., Astuti, I. A., Hermawan, H. A., Lugina, T. D., & Amalia, L. L. (2025). Writing indigenous narratives through project-based learning: Promoting students' critical thinking in an EFL classroom. *International Journal of Language Education*, 9(2), 415–436.
<https://doi.org/10.26858/ijole.v9i2.75812>
- Lewis University Writing Center. (n.d.). *Narrative elements*. Lewis University.
<https://www.lewisu.edu/writingcenter/pdf/narrative-elements-1.pdf>
- Limerick, N. (2023). Linguistic registers and citizenship education: Divergent approaches to content, instruction, Kichwa use, and state relationships in Ecuador's intercultural bilingual education. *American Educational Research Journal*, 60(2), 219–256.
<https://doi.org/10.3102/00028312231152584>
- Lumbangaol, D., Risma Hartati, Zulmawati, Pasaribu, T., & Pasaribu, D. (2022). The application of controlled writing technique for students' writing skill at SMP Yabes School. *Jurnal Abdimas Maduma*, 1(2), 29–37. <https://doi.org/10.52622/jam.v1i2.108>
- Mariano, M. (2025). *5 reasons narrative writing is just as important as essay writing*. Read Write Teach ELA. <https://www.readwriteteachela.com/post/5-reasons-narrative-writing-is-just-as-important-as-essay-writing>
- Maristy, H. S., & Margana. (2020). Contextualization to enhance students' writing ability. In *Proceedings of the 1st International Conference on Language, Literature, and Arts Education (ICLLAE 2019)*. Atlantis Press. <https://doi.org/10.2991/assehr.k.200804.038>
- Maulana Azad National Urdu University. (2023). *English language teaching* (Self-learning material, M.A. English, 2nd semester). <https://dde.manuu.edu.in/sites/default/files/DDE/DDE-SelfLearnmaterial/MA-English-2nd-sem/EnglishLanguageTeaching-6nov23.pdf>
- Mauldin, R. L. (2020). *Foundations of social work research*. Mavs Open Press.
<https://www.saskoer.ca/foundationsofsocialworkresearch/>
- McLeod, S. (2024). *Types of interviews in research: Guide & examples*. Simply Psychology.
<https://doi.org/10.13140/RG.2.2.34737.80482>
- Ministry of Education of Ecuador. (2016). *English as a foreign language curriculum*. Ministry of Education. <https://educacion.gob.ec/wp-content/uploads/downloads/2016/03/EFL1.pdf>
- Mirza, A., & Gottardo, A. (2023). The role of context in learning to read languages that use different writing systems and scripts: Urdu and English. *Languages*, 8(1), 86.
<https://doi.org/10.3390/languages8010086>

- Mirzayev, E. (2024). The influence of first language interference on ESL writing skills. *EuroGlobal Journal of Linguistics and Language Education*, 1(1), 33–39. <https://doi.org/10.69760/ds5gc908>
- Mohammed, S. H., & Kinyo, L. (2020). The role of constructivism in the enhancement of social studies education. *Journal of Critical Reviews*, 7(7), 1142–1148. https://publicatio.bibl.u-szeged.hu/25153/1/JCR_Saif_Mohammed_Laszlo_Kinyo.pdf
- Mohammed, S. S. (2024). *Introduction to research methods* [Preprint]. ResearchGate. https://www.researchgate.net/publication/379899185_Introduction_to_Research_methods
- Monday, T. (2020). Impacts of interview as research instrument of data collection in social sciences. *Journal of Digital Art & Humanities*, 1(1), 15–24. https://doi.org/10.33847/2712-8148.1.1_2
- Moya, R., & Jara, F. (2009). *Taruka, la venada: Literatura oral kichwa* (3.^a ed.). Ministerio de Educación del Ecuador. https://educacion.gob.ec/wp-content/uploads/downloads/2013/03/Taruka-La_Venada.pdf
- National Secretariat of Planning. (2021). *Creation of opportunities plan 2021–2025*. https://siteal.iiiep.unesco.org/sites/default/files/sit_accion_files/plan_de_creacion_de_oportunidades.pdf
- Noroña, M. B., & Aguinda, M. (2025). Settler extractive governmentality, Kichwa storytelling, and Indigenous environmental justice in the Ecuadorian Amazon. *Latin American and Caribbean Ethnic Studies*, 14(1), 1–19. <https://doi.org/10.1080/17442222.2025.2461847>
- Ogundokun, S. A. (2021). Functions of literature: A new reading of six Francophone African novels. *Vestnik za Tuje Jezike (Journal for Foreign Languages)*, 13(1), 281–295. <https://doi.org/10.4312/vestnik.13.281-295>
- Orosz, A., Monzón, M., & Velasco, P. (2021). Ecuadorian teachers' perceptions of teaching English: Challenges in the public education sector. *International Journal of Learning, Teaching and Educational Research*, 20(3), 229–249. <https://doi.org/10.26803/ijlter.20.3.14>
- Pathak, L. (2011). Literature for language development: What is literature? In *Literature for language development* (pp. 1–17). Bhundipuran Prakashan.
- Peters, M. (2021). *Approaches to narrative instruction for second language learners* [Tesis de máster, SIT Graduate Institute]. DigitalCollections@SIT. https://digitalcollections.sit.edu/ipp_collection/758
- Purnamasari, D., Hidayat, D. N., & Kurniawati, L. (2021). An analysis of students' writing skill on English descriptive text. *English Education: Jurnal Tadris Bahasa Inggris*, 14(1), 101–114. <https://doi.org/10.24042/ee-jtbi.v14i1.7943>

- Qatrinada, C., & Apoko, T. (2024). Exploring the use of narrative texts in teaching writing for EFL classrooms. *Edulitics (Education, Literature, and Linguistics) Journal*, 9, 62–74.
<https://doi.org/10.52166/edulitics.v9i1.6536>
- Quishpe, C. L. (2021). Literatura de la etnia kichwa de Ecuador. *Horizontes. Revista de Investigación en Ciencias de la Educación*, 5(20), 1141–1152.
<https://doi.org/10.33996/revistahorizontes.v5i20.264>
- Richards, J. C., & Rodgers, T. S. (2001). Content-based instruction. In *Approaches and methods in language teaching* (2nd ed., pp. 204–222). Cambridge University Press.
<https://doi.org/10.1017/CBO9780511667305.021>
- Rose, J. (2025). *Communication in practice*. University of Minnesota Libraries Publishing.
<https://open.lib.umn.edu/commpractice/>
- Sa'adah, A. (2020). Writing skill in teaching English: An overview. *EDUCASIA: Jurnal Pendidikan, Pengajaran, dan Pembelajaran*, 5(1). <https://doi.org/10.21462/educasia.v5i1.41>
- Samsidar, A., Fauzi, R., Karuppiah, S., & Patak, A. A. (2022). An investigation of vocabulary knowledge on students' writing performance. *International Journal of Humanities and Innovation*, 5(4), 124–133.
https://www.researchgate.net/publication/366178260_An_investigation_of_vocabulary_knowledge_on_students_writing_performance
- Sariani, S., Rozi, F., & Yaningsih, Y. (2022). Content-based instruction (CBI) in writing e-brochure: Integrating vocabulary learning and technology-enhanced language teaching. In *Proceedings of the International Conference on Applied Science and Technology on Social Science (ICAST-SS 2021)*. Atlantis Press. <https://doi.org/10.2991/assehr.k.220301.082>
- Sekharan Nair Gopala Krishnan, G., Setia, R., Ghazali, S. N., Sabapathy, E., Mohamad, R., Ali, M. M., Muniandy, M. K., Theethappan, R., Hassan, W. A. W., & Hassan, N. S. I. C. (2012). Can literature improve English proficiency? The students' perspective. *Asian Social Science*, 8(12), 21–27. <https://doi.org/10.5539/ass.v8n12p21>
- Sequera, D., Quijije, N., Vera Mendoza, A. del R., & Rivas, Y. (2022). Kichwa orality, past and present from the educational, anthropological, and cultural perspective. *International Journal of Health Sciences*. <https://doi.org/10.53730/ijhs.v6n2.7280>
- Sharma, L. R., Bidari, S., Bidari, D., Neupane, S., & Sapkota, R. (2023). Exploring the mixed methods research design: Types, purposes, strengths, challenges, and criticisms. *Global Academic Journal of Linguistics and Literature*, 5(1), 3–12.
<https://doi.org/10.36348/gajll.2023.v05i01.002>

- Sheikh, M. A., Bajwa, F., Aslam, M. J., & Mir, B. (2024). Survey research: Descriptive and analytical power, types, and usages. *International Journal of Politics & Social Sciences Review*, 3(3), 231–239. <https://ojs.ijpssr.org.pk/index.php/ijpssr/article/view/66>
- Soto, S. T., Espinosa Cevallos, L. F., & Rojas Encalada, M. A. (2025). Studies on motivation and EFL teaching and learning in Ecuador. *Revista InveCom*, 5(1), e501006. <https://doi.org/10.5281/zenodo.10892449>
- Suprpto, M., Anditasari, A., Sitompul, S., & Setyowati, L. (2022). Undergraduate students' perceptions towards the process of writing. *Journal of English Language Teaching and Linguistics*, 7(1). <https://doi.org/10.21462/jeltl.v7i1.765>
- Tamayo Maggi, M. R., & Cajas Quishpe, D. C. (2020). Identification of challenges in teaching writing to Ecuadorian EFL students. *AXIOMA: Revista Científica de Docencia, Investigación y Proyección Social*, 23, 5–9. <https://axioma.pucesi.edu.ec/index.php/axioma/article/view/620>
- Taye, T. (2025). The benefits and challenges of integrating literary texts in English language textbooks in Ethiopian grade 12 English language classrooms. *Social Sciences & Humanities Open*, 11, 101545. <https://doi.org/10.1016/j.ssaho.2025.101545>
- Ugwu, C. N., & Eze, V. H. U. (2023). Qualitative research. *IDOSR Journal of Computer and Applied Sciences*, 8(1), 20–35. <https://www.idosr.org/wp-content/uploads/2023/01/IDOSR-JCAS-8120-35-2023.docx.pdf>
- Vanegas Pesántez, M. I., Betancourt Aguilerá, J. O., & Recalde García, F. A. (2024). Metodologías y enfoques didácticos en la enseñanza del inglés como lengua extranjera en la educación ecuatoriana. *Ciencia Latina Revista Científica Multidisciplinar*, 8(1), 9541–9553. https://doi.org/10.37811/cl_rcm.v8i1.10272
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wang, Y. (2024). Cognitive and sociocultural dynamics of self-regulated use of machine translation and generative AI tools in academic EFL writing. *System*, 126, 103505. <https://doi.org/10.1016/j.system.2024.103505>
- Wang, Z. (2023). Writing is an interactive process. *Writing across the University of Alberta*, 3, 17–20. <https://doi.org/10.29173/writingacrossuofa41>
- Yang, B., Wu, N., Tong, Z., & Sun, Y. (2022). Narrative-based environmental education improves environmental awareness and environmental attitudes in children aged 6–8. *International Journal of Environmental Research and Public Health*, 19(11), 6483. <https://doi.org/10.3390/ijerph19116483>

Yusof, S. M. (2021). *Vygotsky sociocultural theory of child development: More knowledgeable other (MKO) and the zone of proximal development (ZPD)* [Presentation]. ResearchGate.
<https://doi.org/10.13140/RG.2.2.35985.40804>

Zambrano-Tenesaca, M. S., & Argudo-Serrano, J. C. (2025). Exploring the challenges faced by EFL learners in developing writing skills: A mixed methods case study. *MQRInvestigar*, 9(2), e440.
<https://doi.org/10.56048/MQR20225.9.2.2025.e440>

Zhang, L., Ismail, H. H., & Sulaiman, N. A. (2024). Content-based instruction in language education: A bibliometric review. *Forum for Linguistic Studies*, 6(4), 388–403.
<https://doi.org/10.30564/fls.v6i4.6845>

ANNEXES

Annex 1: Survey format for students



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA-FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

STUDENTS' SURVEY

Objective: Identify students' perceptions about writing in English and their disposition toward the use of narrative activities based on Kichwa-Imbabura literature.

Instructions:

The survey will be anonymous, and your responses will be used only for academic purposes.

- Read each question carefully.
- Mark with an (X) the option that best represents your opinion.

Likert Scale:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly agree

Age: _____

Sex: ☐ Male

☐ Female

1. I like writing in English.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

2. Writing in English is difficult for me.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

3. I feel confident when I write in English.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

4. I practice writing in English regularly.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

5. My teacher uses activities to help me improve my writing in English.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

6. I use creative activities (e.g., stories, descriptions) to practice writing in class.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

7. **Writing stories helps me improve my English writing skills.**

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

8. **Narrative activities make writing more interesting for me.**

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

9. **I would be interested in learning English through Kichwa-Imbabura stories (e.g., myths, legends).**

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

10. **I think that Kichwa-Imbabura literature could help me improve my English writing.**

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

Annex 2: Interview format for teachers



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA-FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENGLISH TEACHERS' INTERVIEW

Objective: Identify teaching writing strategies and teachers' perceptions about using narrative activities based on Kichwa-Imbabura literature to improve writing skills.

Guidelines:

- Please answer the following questions based on your teaching experience.
1. In your experience, what are the main difficulties students face when developing writing skills in English?

 2. How do you usually teach writing skills in your English classes?

 3. What strategies or activities do you use to help students improve their writing?

 4. What is your opinion about using narrative activities (e.g., storytelling, creative writing) to teach writing in English?

 5. Have you used narrative activities in your classes? If yes, how was your experience?

 6. What do you think about using Kichwa-Imbabura literature in English classes?

 7. How do you think local stories (myths, legends) could influence students' writing skills?

 8. Would you be willing to use a didactic guide based on Kichwa-Imbabura literature to improve students' writing? Why?

Annex 3: Validation instruments



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA-FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

VALIDACIÓN DE INSTRUMENTOS

Tema: Narrative Activities Based on Kichwa-Imbabura Literature to Enhance English Writing Skill in Sophomore Students at Sumak Yachana Wasi High School

En la siguiente matriz marque con una **X** el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Orden y secuencia de las preguntas.	X		
Numero de preguntas óptimo.	X		

Observaciones:

.....

.....

.....

.....

.....



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA-FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			



Validar documento en FirmaEC.
 Firmado electrónicamente por:
MARLEN MISHELL
CONGO CERVANTES

Firma del Evaluador
 C.C.: 1003496211

Apellidos y nombres completos	Marlen Mishell Congo Cervantes
Título académico	Magister en Pedagogía de los Idiomas Nacionales y Extranjeros
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	mmcongoc@utn.edu.ec
Teléfono	098966508



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA-FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

VALIDACIÓN DE INSTRUMENTOS

Tema: Narrative Activities Based on Kichwa-Imbabura Literature to Enhance English Writing Skill in Sophomore Students at Sumak Yachana Wasi High School

En la siguiente matriz marque con una **X** el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Orden y secuencia de las preguntas.	X		
Numero de preguntas óptimo.	X		

Observaciones:

.....

.....

.....

.....



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA-FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			

Firma del Evaluador

C.C.: 0401733985

Apellidos y nombres completos	Ivan Mateo Mina Vasquez
Título académico	Magister
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	immina@utn.edu.ec
Teléfono	0963262467

Annex 4: Evidence of instruments' application



Annex 5: Authorization for the application of Instruments

REPÚBLICA DEL ECUADOR



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO



Oficio Nro. UTN-FECYT-D-2026-0068-O
Ibarra, 08 de abril de 2026

PARA: **MSc. Juan Carlos Cevallos**
RECTOR DE LA UNIDAD EDUCATIVA SUMAK YACHANA WASI

ASUNTO: Trabajo de integración curricular Srta. Liquinchano Ramos Lisbeth Paulina

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita LIQUINCHANO RAMOS LISBETH PAULINA, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información a través de la aplicación de herramientas de investigación, lo cual requiere para el desarrollo del trabajo de titulación: "NARRATIVE ACTIVITIES BASED ON KICHWA – IMBABURA LITERATURE TO ENHANCE ENGLISH WRITING SKILL IN SOPHOMORE STUDENTS AT SUMAK YACHANA WASI HIGH SCHOOL".

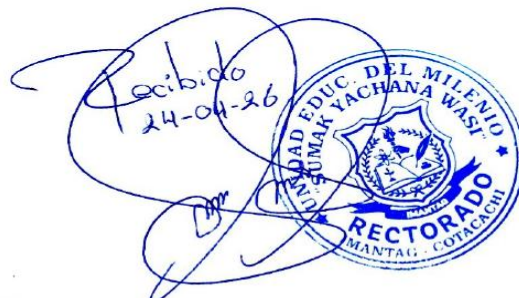
Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO



MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez



Annex 6: Evidence of the proposal's socialization



Annex 7: Authorization for the socialization of the proposal

REPÚBLICA DEL ECUADOR



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO



Oficio Nro. UTN-FECYT-D-2026-0172-O
Ibarra, 29 de junio de 2026

PARA: MSc. Juan Carlos Cevallos
RECTOR DE LA UNIDAD EDUCATIVA SUMAK YACHANA WASI

ASUNTO: Socialización de propuesta

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se autorice a la Señorita Liquinchano Ramos Lisbeth Paulina, egresada de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, realice la socialización de la propuesta: "INK AND TRADITION: OWN THE PAGE, MASTER THE PEN! NARRATIVE ACTIVITIES, perteneciente al trabajo de integración curricular con el tema: "NARRATIVE ACTIVITIES BASED ON KICHWA – IMBABURA LITERATURE TO ENHANCE ENGLISH WRITING SKILL IN SOPHOMORE STUDENTS AT SUMAK YACHANA WASI HIGH SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO



VALIDAR DOCUMENTO EN FIRMADOT
FIRMAR: MSc. JOSÉ LUCIANO REVELO
RUIZ

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez



Annex 8: Certificate of having socialized the proposal



UNIDAD EDUCATIVA "SUMAK YACHANA WASI"

Resolución No.014-DP-CZE-Z1 – 31 de agosto de 2012
Ecuador –Imbabura - Cotacachi



Ministerio de Educación

Cotacachi, a 30 de junio del 2026

CERTIFICACIÓN

Por medio de la presente, se certifica que la señorita **LIQUINCHANO RAMOS LISBETH PAULINA**, portadora de la **Cédula de Identidad N.º 1003877410**, realizó el día de hoy, **30 de junio de 2026**, la socialización de la propuesta titulada **"Ink and Tradition"**.

La presentación fue desarrollada con éxito, demostrando un amplio dominio del tema, claridad en la exposición, seguridad en la comunicación y una destacada capacidad para responder a las inquietudes planteadas.

La socialización se llevó a cabo ante los docentes del Área de Inglés y la autoridad institucional, quienes constataron el adecuado desarrollo de la propuesta y el cumplimiento de los objetivos previstos para esta actividad académica.

En virtud de lo expuesto, se deja constancia de la participación satisfactoria de la señorita **Liquinchano Ramos Lisbeth Paulina** en la socialización de la propuesta **"Ink and Tradition"**, reconociendo su preparación, profesionalismo y desempeño durante la presentación.

Se extiende el presente certificado a petición de la parte interesada, para los fines legales y pertinentes.

Atentamente,

MSc. Juan Carlos Cevallos

RECTOR (E) DE LA U.E. "SUMAK YACHANA WASI"

C.I. 1002001574

Tel. 0989089328

juanc.cevallos@educacion.gob.ec

