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CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA MODALIDAD PROYECTOS DE INVESYIGACIÓN

TEMA:

Storytelling to Develop Creative Writing in Freshmen Students at María Angélica Idrobo High School

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

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

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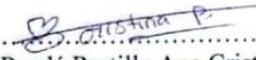
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DEDICATION

To my beloved parents, whose unconditional love, tireless support, and wise teachings have been the compass that has guided me through every stage of this academic journey. Their example of perseverance and integrity continues to inspire me to achieve excellence.

To my brothers and sisters, thank you for being my constant source of strength, encouragement, and joy, especially in times of uncertainty and challenge. Your words of support and kind gestures have reminded me that I am never alone.

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ABSTRACT

This research aimed to develop creative writing using storytelling in freshmen students at María Angélica Idrobo High School. The study was based on a theoretical foundation regarding the importance of storytelling in the educational field and involved the collaboration of authorities, teachers, and students from the institution. A mixed methodology was employed, combining quantitative and qualitative approaches to obtain a comprehensive view of the phenomenon studied. The data was collected through interviews and surveys conducted with both teachers and students, which allowed for detailed information to be obtained about their perceptions and experiences regarding the use of storytelling. The results obtained showed that this technique not only enhances creative writing skills but also contributes to a more dynamic and participatory learning experience. Based on these findings, a guide of pedagogical activities was designed to optimize the teaching-learning process in classrooms, providing tools and strategies for teachers to effectively implement storytelling in their educational practice.

KEYWORDS: Creative writing, storytelling, participatory learning.

RESUMEN

Esta investigación tuvo como objetivo desarrollar la escritura creativa mediante el uso del storytelling en estudiantes de primer año de bachillerato de la Unidad Educativa María Angélica Idrobo. El estudio se sustentó en una base teórica sobre la importancia del storytelling en el ámbito educativo y contó con la colaboración de autoridades, docentes y estudiantes de la institución. Se empleó una metodología mixta, combinando enfoques cuantitativos y cualitativos para obtener una visión integral del fenómeno estudiado. Los datos se recolectaron a través de entrevistas y encuestas aplicadas tanto a docentes como a estudiantes, lo que permitió obtener información detallada sobre sus percepciones y experiencias en relación con el uso del storytelling. Los resultados obtenidos evidenciaron que esta técnica no solo mejora las habilidades de escritura creativa, sino que también contribuye a un aprendizaje más dinámico y participativo. A partir de estos hallazgos, se diseñó una guía de actividades pedagógicas que busca optimizar el proceso de enseñanza-aprendizaje en las aulas, proporcionando herramientas y estrategias para que los docentes implementen el storytelling de manera efectiva en su práctica educativa.

PALABRAS CLAVES: Escritura creativa, storytelling, aprendizaje participativo

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INTRODUCTION

In a progressively globalized society, the ability to communicate effectively and creatively in English is an essential skill for active participation in global contexts. Teaching English is essential for connecting with different cultures and in various fields due to its widespread use in business, education, science, and more. According to Murthy (2023), "it is the language most used not only by scientists and business organizations but also in higher education and tourism." Therefore, in non-English-speaking countries, its teaching needs to be reinforced through various methods and techniques.

In Latin America, teaching English faces several challenges that prevent students from achieving a good level of proficiency. Issues such as the lack of professionals with appropriate methodology, pedagogy, and resources, as well as poor handling of language skills, contribute to these problems. Fiszbein and Stanton (2019) state that "many English language teachers do not have the necessary language proficiency credentials or academic training and degrees to be effective instructors." This results in a lack of interest among students and challenges in acquiring knowledge

The lack of educational programs and accessible digital materials, combined with the high costs of acquiring them, is another significant problem. Aleixo (2021) notes that "many, if not most, English teachers in Latin America lack either the necessary English skills, the necessary pedagogical skills, or both, to be effective educators in the classroom." To overcome these challenges, some teachers have developed innovative techniques, such as interacting with native speakers or accessing free courses, to improve teaching quality. Using appropriate tools can be beneficial in learning foreign languages, aiding in the development of cognitive and creative skills in students.

BACKGROUND

Writing can be challenging for both learners and teachers, as it requires gradual and focused training. For students aiming to excel in writing, it is crucial to develop this skill, which can be enhanced through storytelling. Storytelling stimulates imagination and helps people convey emotions and ideas effectively. Despite its importance, writing is among the hardest English abilities for students to completely develop.

Research conducted in Turkey by Yalçin & Ozturk (2019) examined "The Effects of Digital Storytelling on the Creative Writing Skills of Literature Students Based on their Gender." This study used a blended learning strategy and qualitative research to analyze the influence of digital storytelling on creative writing abilities, with findings indicating that students preferred working alone rather than in groups. Challenges were noted in group collaboration, especially when some members failed to complete assignments, highlighting the role of individual effort in achieving high writing skills.

Another study by Uslu (2021) titled "Improving Primary School Students' Creative Writing and Social-Emotional Learning Skills through Collaborative Digital Storytelling" explored the impact of collaborative digital storytelling on fourth-grade learners. Using a quasi-experimental design, the study found significant improvements in creative writing scores for the experimental group in contrast to the control group. This study underscores that storytelling, when applied thoughtfully, enhances creative writing and requires dedication and an extensive understanding of language and cultural aspects.

In Ecuador, Castillo et al. (2021) conducted a study at Universidad Técnica Particular de Loja on "Using Digital Storytelling as a Strategy for Enhancing EFL Writing Skills." The research, involving 101 students, revealed that using Story bird for digital storytelling significantly improved writing abilities, particularly in grammar and vocabulary. Similarly, Carrillo et al. (2019) studied the impact of storytelling on coherence in writing for sixth graders at Escuela Superior Politécnica de Chimborazo, finding that storytelling improved students' attention and the quality of their written work.

RESEARCH PROBLEM

In Ecuador, teaching writing as an English skill is a difficult process to implement in schools and universities, even in the mother tongue. Because it is implicit that students have acquired previous knowledge about vocabulary and grammar structures. According to Mantilla & Andrade (2020), "In Ecuadorian education, there is a crisis in terms of efficient learning of the mother tongue writing skills, an issue that begins in elementary school, continues in secondary school and is reflected at university level." Ecuadorian educational system faces a crisis in the writing teaching both in the English language and in the mother tongue. Therefore, it is crucial to implement strategies that strengthen these skills from the earliest stages of schooling.

The writing has become in one of the most difficult problems to eradicate within the English area. During the academic period 2023-2024 at María Angélica Idrobo High School in Ibarra, the researcher did practicum and identified significant deficiencies in the writing skill development among freshmen students, especially, in activities that require writing. Because when they were being evaluated in the writing section, most of the students' results were not good, and they committed many mistakes. By contrast, in the questions that were related to listening, reading, and speaking they obtained better scores, they solved them without much difficulty.

In addition, this problem may have arisen because both students and teachers have limited time available for practicing and improving writing skills in their classes. Another possible cause could be that most of the classroom activities were being focused on reinforcing the rest of the skills. Furthermore, the lack of motivation of students to learn new vocabulary and put it into practice is probably another cause of this problem. That said, the research topic is born from the concern that exists to know how storytelling can develop creative writing.

JUSTIFICATION

Storytelling is an innovative strategy that enhances writing skills in freshmen students by fostering imagination and self-expression. This methodology helps students develop creativity and emotional depth in their writing. As Hurst (2020) notes, "Stories have the ability to help us learn about others and to find understanding and empathy for them and their situations." By using storytelling, students can translate their feelings and ideas into creative writing, promoting a lasting appreciation for written expression and communication.

Although creative writing is not a standard part of the academic curriculum in Ecuador, it is valuable for developing new skills. Creative writing encourages students to express themselves freely without rigid structures, helping them think outside the box. According to the University of Bolton (2022), "Writing can aid the development of creativity; when you write, you are essentially generating new thoughts and recording them." This flexibility supports artistic growth and innovative thinking.

This research focuses on how storytelling can create effective methodologies to enhance creative writing skills. As Selvaraj and Aziz (2019) state, "Writing promotes creativity, imagination, and understanding." By means of storytelling, students develop stronger cognitive abilities and critical thinking. The study aims to benefit teachers and freshmen at María Angélica Idrobo High School directly, while also providing resources for the broader educational community. The goal is to motivate both teachers and students to engage in storytelling to enhance creative writing.

RESEARCH´S IMPACT

This study presents three significant impacts that can benefit teachers and students in developing their writing skills.

Academic impact

Using innovative teaching techniques, the school enhanced the ability of freshmen students from the Maria Angélica Idrobo High School to write the English language creatively, allowing teachers to include it into their lesson plans.

Social impact

 Storytelling in creative writing teaching improves communication skills, fosters critical thinking and increases students' confidence, allowing them to participate more actively in their social environment.

Linguistic impact

This research helps students to better master the language, expanding their vocabulary, improving their grammar and writing fluency. Additionally, it helps them to express their ideas

with greater creativity and clarity, which makes it easier for them to communicate better in different contexts.

OBJECTIVES

General Objective

➢ Enhance creative writing skills in freshmen students at María Angélica Idrobo High School through the implementation of storytelling techniques.

Specific objectives

➢ Research some theoretical bases to support the use of creative writing of English as a foreign language.
➢ Recognize storytelling strategies used in the process of teaching and acquiring a foreign language in freshmen students.
➢ Design an innovative didactic guide for EFL teachers to improve students' creative writing skills.

RESEARCH QUESTIONS

➢ How does the use of storytelling as a strategy influence the improvement of creative writing skills in freshmen students at María Angélica Idrobo High School?
➢ How does the implementation of storytelling activities in the classroom affect the process of creating original stories by freshmen students?

CHAPTER I: THEORETICAL FRAMEWORK

Firstly, this investigation is based on research questions to consider the theoretical foundations. It means that this study is focused on writing strategies that the teacher applies in class.

1.1. Teaching English as a Second Foreign Language

Nowadays, English has become in a globalized and crucial language for communication, professional advancement and to academic purposes. Consequently, the growing global demand for EFL education has led to the adoption of various strategies and methods tailored to meet students' needs.

The teaching-learning process of English as a foreign language (EFL) has changed according to the current society's needs creating as the main goal of EFL teaching to reach the communicative competence in learners for being able to use the target language (English) in a meaningful way and real context for different purposes such as working abroad, education or businesses (Otacoma, 2022).

On the other hand, beyond only imparting knowledge, the teacher's position in a TEFL atmosphere is extremely important. Using a range of techniques, including interactive exercises, multimedia materials, and real-world language applications, educators must create an immersive language environment that promotes active engagement with the target language. The teacher's role will determine the role of language learners automatically. According to Mantilla & Guevara (2019) "In the educational field, it is common to encounter students who face a real challenge when trying to communicate in a foreign language. This is often related to a feeling of nervousness that prevents them from fully demonstrating their skills.".

Therefore, to address the diverse needs of students from different linguistic and cultural backgrounds, TEFL educators must continue to be flexible and include new tools and methods as the need for English competence rises in a world that is becoming more linked.

1.2. English language teaching for Ecuadorian learners

The sociocultural and educational environment of Ecuador creates special opportunities and challenges to teach English as a foreign language. An increasing number of individuals recognize that English proficiency is essential for accessing international opportunities and achieving economic advancement. According to Newman et al. (2023) "Because the public-school system plays a critical role in educating most of the Ecuadorian population, the MINEDUC has long sought international partnerships and implemented significant educational reforms to improve the English proficiency level of Ecuadorian students and English teachers".

The Common European Framework of Reference for Languages (CEFR) establishes standardized levels of language proficiency. In Ecuador, educational institutions have adopted this framework to guide English language instruction. According to these guidelines,

freshmen students are expected to reach level A2.2 by the end of the academic year. This level reflects basic communication skills in everyday situations.

Figure 1
English standards
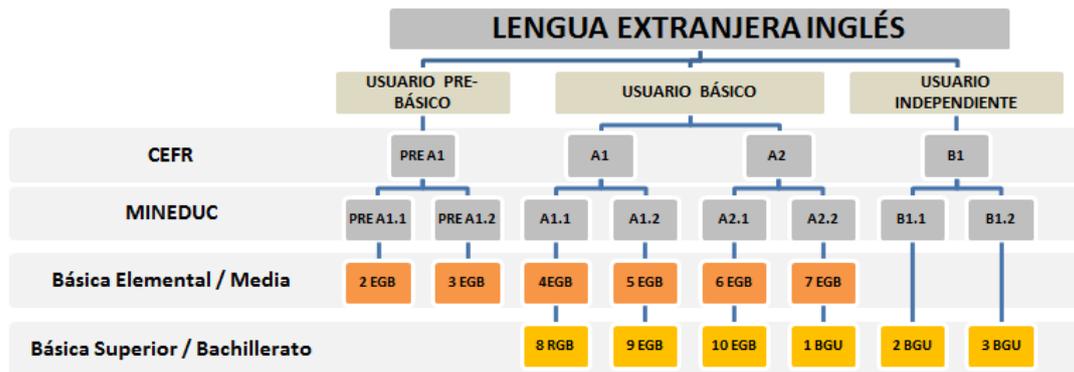
Reference: Proficiency Levels outlined by the Ministry of Education (2016).

Additionally, to enhance the English language, in all the Ecuadorian institutions, the use of the curriculum is crucial, especially for the people who teach it. "Curriculum development helps teachers organize and present learning effectively, enables structured teaching, introduces modern learning methodologies, and keeps educators updated with educational trends" (Sharam, 2024).

1.3. What are language skills?

Language skills are those abilities that people develop to comprehend and produce a language effectively. "The four skills of English had nearly received equal attention and care and hence had closely developed at just about more or less the same pace" (Ali, 2022).

The four skills work together, giving students a solid foundation to communicate effectively and competently in English in any situation "having good English language skills for students is very beneficial for them now and in the future when they continue their education to a higher level or when they have a career" (Dzakiyyah, 2021). Those four skills offer advantages for those students who can manage them. For example, a good command of English allows students to access a vast amount of information, participate in academic exchanges, and pursue courses at prestigious institutions around the world.

Currently, these four language skills work together to provide the basis for efficient communication. Complete language proficiency requires mastery of all four, which enables people to communicate and understand information in a variety of contexts. These abilities are frequently fostered in an integrated way in language instruction since they support one another and increase the learner's total competency.

1.3.1. Listening skills

Listening skills are critical for communication, as they allow individuals to respond appropriately in conversations. According to Fayzullayeva (2023), "Listening is a critical skill that plays a significant role in effective communication. Whether it's in personal relationships or professional settings, the ability to listen actively and attentively can enhance relationships, build trust, and contribute to overall understanding".

It requires not only the recognition of sounds and words but also the comprehension of meaning, tone, and context. Listening is recognized as a fundamental component in the acquisition of additional language skills, as it facilitates learners' exposure to and internalization of the phonological and structural features of the target language.

This skill promotes more empathy and understanding between the parties by making it possible to comprehend the thoughts, feelings, and needs of the speaker.

1.3.2. Reading skills

Reading skill focuses on the ability to decode written texts and understand their meaning. It involves recognizing words, interpreting sentence structures and more. Lestrud (2021) mentions that "Reading skills lead a person to interact and gain meaning from written language. There are several components one must master which lead to independently comprehending the intended message being relayed in the written content".

In addition, reading can be an effective method for learning a language since it introduces students to new words, colloquial idioms, and grammatical structures in context.

1.3.3. Speaking skills

Speaking is an essential communicative skill that enables individuals to express ideas, emotions, and thoughts orally. Mastery of this skill involves proper pronunciation, an adequate range of vocabulary, grammatical accuracy, fluency, and the capacity to adjust language use according to varying contexts and audiences.

According to Mitasari (2023), "Speaking is an interactive oral process that produces meaningful signals for hearing, allowing for direct response". Therefore, it is one of the most rewarding skills, as it directly enables interaction and exchange in the target language.

1.4. Writing skills

The neglect in today's world is worrying because writing is not only essential for the clear and coherent expression of ideas, but it plays a vital role in fostering critical thinking and enhancing analytical abilities. "Though writing represents a crucial skill for learning any language and constitutes an important means in communication, the place that is attributed to it in our daily life reflects that it is neglected" (Fodil, 2021). Therefore, it is important to

encourage the practice of writing at all levels of education and in everyday life to ensure that students are prepared to communicate effectively and accurately.

Writing is widely regarded as one of the most challenging language skills to develop. Many of the elements such as the use of grammar, tenses, coherence, cohesion and more, create confusion in writers "Writing is attributed as the most complex skill of language. This is perhaps due to some inherent difficulties bound to be faced by every novice writer. Even the highly professional writers might come across similar complexities in their initial drafts" (Gautam, 2019).

In addition, many teachers point out that the skill that requires the most effort from students is writing. Although the variety of vocabulary is a plus, it can be overwhelming for students. "Teaching writing skills for prospective teachers becomes a challenge for English lecturers. Prospective teachers still feel uneasy to express their ideas into paragraphs. They need to train in critical thinking" (Kazemian, et al. 2021). In summary, writing is a challenge for people who learn English as a second language since it requires organization and coherence skills, which involves structuring ideas in a logical and fluid way.

1.4.1. Importance of writing skills

Writing skills are fundamental because they are a vital instrument for efficient and transparent communication in all aspects of life—academic, professional, and interpersonal.

Well-developed writing skills constitute a foundational competence that significantly influences individuals' performance across academic, professional, and personal domains. Mastery of written expression enables the articulation of complex ideas, the construction of persuasive arguments, and the facilitation of effective communication. Good writing skills can help students effectively express their thoughts, ideas, and opinions, and can contribute to greater success in various fields (Global Indian International School, 2023).

Writing skills are essential for individuals to be able to express their ideas, thoughts and arguments in a structured and coherent manner, which ensures that the message is understood by the intended audience.

1.4.2. Writing sub-skills

a) Proofreading

A fundamental sub-skill in the writing process is proofreading, which involves carefully reviewing a piece of writing to detect and correct errors before considering it finished. "Proofreading is understood as an activity that checks for two types of errors: spelling and related errors, but also semantic and contextual errors" (Mouthaan &Vitello, 2022). Below are some key aspects that are addressed in proofreading as part of writing skills.:

➢ Correction of Grammatical and Spelling Errors
➢ Review of Coherence and Cohesion

➢ Review of Format and Presentation

b) Editing

"Editing involves looking at each sentence carefully and making sure that it's well designed and serves its purpose" (Engineering Communication Program, 2015). Editing is a key subskill in writing, which involves improving a text to make it clearer, more coherent, and more appropriate. This process goes beyond just correcting grammatical or spelling errors, as it also focuses on adjusting the structure, tone, and organization of ideas to ensure that the message is transmitted effectively.

c) Summarizing

It is a fundamental subskill in writing, which involves extracting the main ideas of a text in a brief and clear manner. "The purpose of summarizing is to briefly present the key points of a theory or work in order to support an argument" (University of Manitoba, 2024). When summarizing, secondary details are omitted, and information is reorganized to retain only the essentials**.**

d) Paraphrasing

According to Sunubi, & Halidin (2020), When someone paraphrases, they must explain or restate someone else's idea or information in their own words while maintaining the original meaning and, typically, the text's length. Therefore, paraphrasing involves using one's own words to convey the concepts or details from an original text, demonstrating understanding and the ability to reinterpret the content. Maintaining the content's basic meaning while altering its presentation by paraphrasing helps you stay clear of plagiarism and adapt the message to various audiences or situations.

1.4.3. Stages of writing

The writing process highlights several stages that help to develop a coherent and well-structured text.

Sa'adah (2020), provides four complete steps to make good writing:

Table 1
Stages of writing

STEP	PROCESS
PLANNING	Requires writers to reflect critically on three essential aspects: the purpose of their writing, the audience they are addressing, and the organization of their content. This means not only

	deciding what they intend to communicate but also selecting how best to structure their ideas, arguments, or facts to ensure clarity and impact
DRAFTING	Writers begin to transfer their thoughts onto paper in the form of complete paragraphs. At this point, the primary goal is idea generation rather than technical accuracy, allowing writers to develop their content freely without the interruption of grammatical or spelling concerns.
EDITING (REFLECT AND REVISING)	Writers focus on correcting grammatical errors, improving vocabulary choices, enhancing coherence and flow, and ensuring that the text meets academic or professional writing standards. This stage often involves multiple reviews and may require structural reorganization or content clarification.
FINAL VERSION	After thoughtful revision and editing, writers produce a polished and complete text that accurately conveys their message. This version may differ significantly from the initial draft, reflecting the depth of critical thinking and refinement applied throughout the process.

Based on Sa'adah (2020), with Researcher's Elaboration.

1.4.4. Advantages of writing

Writing is very beneficial in both personal and professional settings because they are necessary for clear communication. According to Sáez (2015):

- ✓ Communicate with clarity.
- ✓ Eliminate stress.
- ✓ Be more productive.

- ✓ Learn more.
- ✓ Gain awareness of reality.

1.5. European Framework for Language Learning

According to the Common European Framework for Languages (2016):

The CEFR Companion Volume significantly expands the original 2001 framework by integrating contemporary academic and societal advancements in language education. It redefines teaching and learning standards through an inclusive, user-oriented approach. The updated descriptors encompass mediation, online interaction, and plurilingual/pluricultural competences, reflecting the complexity of modern communication. Additionally, it incorporates sign language and ensures gender-neutral, modality-inclusive formulations. This evolution positions the CEFR as a dynamic, adaptable reference for equitable and comprehensive language assessment.

1.5.1. *The CEFR common reference levels*

The CEFR, with the aim of identifying language needs, has organized language proficiency at distinct levels. According to the Common European Framework (2001):

The CEFR categorizes language proficiency into six levels (A1–C2), grouped into Basic, Independent, and Proficient User. These levels are defined by functional 'can-do' descriptors, allowing clear, outcome-based assessment. The framework is adaptable to local contexts, supporting standardized yet flexible language evaluation.

Figure 2

CEFR global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete an abstract topics, including technical discussions in his/her filed of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantage of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reason and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Based on: Common European Framework of Reference for Languages (2011), p. 24.

1.6. EFL Teaching Methods

The methods focused on storytelling in EFL teaching among the most suggested by experts are:

1.6.1. Communicative Language Teaching (CLT)

CLT is a pedagogical approach centered on the functional use of language in authentic, real-life contexts. It prioritizes the development of communicative competence by engaging learners in interactive, meaningful tasks that simulate natural language use. CLT moves beyond isolated grammar instruction to prioritize purposeful communication. The idea is for students to learn how to interact, express themselves, and understand others authentically using different materials, rather than focusing solely on learning grammar and vocabulary in a repetitive and isolated way. "The communicative approach prioritizes interaction to develop language competence in real-life situations. It emphasizes meaningful communication through role-plays, debates, and problem-solving activities. Authentic

materials are used to expose students to real language use" Rashov (2024). Therefore, it is based on interaction as an essential element for developing linguistic competence in real contexts, prioritizing the practical use of the language.

1.6.2. Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is an instructional approach that promotes language acquisition by engaging learners in meaningful, goal-oriented tasks. It prioritizes communication over isolated language forms, fostering real-world language use. Unlike traditional methods, this methodology is based on the use of language in authentic contexts, promoting functional and contextualized learning.

> TBLT draws on a number of different theoretical positions, namely the assumption that the goal of language teaching should be to develop the type of knowledge that enables learners to participate easily and naturally in communication. And given that it is implicit knowledge that underlies the ability to communicate fluently and confidently in a second language (L2), it is this type of knowledge that should be the ultimate goal of any instructional programme (Castro, 2020).

In this way, the tasks implemented in TBLT are designed to reflect real-world situations, such as interviews, event planning, or problem-solving, allowing students to use the language with a clear and defined purpose. Furthermore, the teacher acts as a facilitator by offering continuous guidance and constructive feedback to support the development of students' language skills.

1.6.3. Genre-Based Approach

The Genre-Based Approach focuses on teaching students to communicate effectively through different types of texts. This approach enables learners to grasp how language functions in authentic contexts by examining the structure, purpose, and features of various genres, including narratives, reports, and essays. It fosters a deeper understanding of language use across different communicative situations. To achieve this, students work with text examples, analyze their organization, and guide students through progressive production until they can write independently. Wibowo & Lengkanawati (2024) mentioned that "Genre-Based Approach's ultimate goal is to help the students comprehend various text types. Students learn a language that involves all their skills, making it impossible to separate them from the text" On the other hand, the teacher holds a crucial role in this process, helping students identify linguistic and structural patterns that allow them to express themselves clearly and appropriately.

1.6.4. Project-Based Learning (PBL)

This approach focuses on learning through hands-on projects that address real-world problems. Instead of simply memorizing information, students research and develop solutions, helping them improve their critical thinking, creativity, and autonomy.

It is necessary to indicate that this strategic learning methodology has allowed the education system to work cooperatively and collaboratively, both in the planning of teamwork and in the fulfillment of the objectives and goals, making the student improve the quality of social and educational life (López, et al. 2020).

Thus, PBL is a method which prepares students to face real challenges and develop key skills such as communication and teamwork, which are useful in both their academic and professional lives.

1.7. Methods to teach creative writing

Teaching creative writing involves fostering imagination, encouraging expression and developing writing skills.

1.7.1. *Guided writing*

Guided writing offers students an initial framework that helps them overcome the fear of the blank page. Using prompts or outlines allows them to focus and channel their creativity within certain limits. This technique also teaches students to structure their writing in a clearer and more orderly manner, preparing students for more complex projects in the future.

1.7.2. *Collaborative writing*

Feedback and correction are crucial components of teaching creative writing, and collaborative writing makes these processes easier. Students who collaborate can provide feedback on one another's work, assisting in identifying the texts' strong points and potential areas for development. Furthermore, the ongoing communication amongst participants during the development process might stimulate fresh ideas for characters and stories, enhancing the creative process.

1.7.3. *Using media and multimedia resources*

Using images, videos, or music as inspiration can be very powerful in sparking creativity. These tools help students connect with ideas and emotions that they can capture in their writing. They are also especially helpful for those who learn better visually or auditorily, making the process more inclusive. Additionally, by integrating digital tools such as storytelling apps, students become familiar with new forms of storytelling, combining the traditional with the modern.

1.8. Storytelling as a strategy to teach creative writing

Storytelling is the telling of stories or the ability to communicate messages through stories that make use of characters, spaces and contexts. Besides, storytelling mixes surprising elements with a coherent structure, creating memorable and interesting stories. "Storytelling constitutes the narration of a significant i.e. appealing, unexpected, unusual incident with a defined (justified or absurd, chronological or retrograde) series of events that comprise it" (Tsigani, & Nikolakopoulou, 2018). Thus, this educational strategy emphasizes the capacity to

attract the attention of the public through stories that are not only interesting but also structured in a way that maintains interest and curiosity.

In other words, storytelling involves vividly conveying personal ideas and experiences as meaningful life lessons that evoke emotions and reflection. Its advantages include blending emotional and factual elements, enriching understanding through broader contexts, and linking information within narrative frameworks. This combination fosters deeper engagement and meaningful knowledge exchange. Furthermore, narrators communicate naturally (Suaréz, et al. 2019). Thus, this strategy offers some positive points, and it goes beyond the simple transmission of information.

1.8.1. History of storytelling

The evolution of storytelling arises from the first signs of humanity. Because the way they communicated with each other and told their stories was orally; where they shared stories about gods and important events that helped preserve their culture. Yilmaz & Esea Ciğerci (2019) mention that: "Storytelling is as old as human history. Since human understanding is largely related to storytelling -especially in relation with concept of 'relocation', which means being able to refer to events belonging to a different time and place than ongoing communication". Social cohesion and education in ancient communities were based on these oral stories, which were often accompanied by songs, dances and rituals.

Years later with the invention of writing, stories began to be written and read by different cultures around the world such as Roman, Egyptian, Greek, etc. Nevertheless, today, storytelling is related to digital aspects, with blogs, podcasts, and social networks, in addition it is present in literature and cinema. Throughout its history, storytelling has been an essential tool for transmitting knowledge, cultures, traditions and emotional connections.

1.8.2. Types of storytelling

a) Oral

One of the earliest methods of passing down culture and sharing knowledge is through oral storytelling. Communities can maintain their cultural identity while adjusting to new social and cultural settings by using this storytelling technique. Oral storytellers may create an immersive experience that goes beyond written words by using their voice, gestures, and body language to create vivid images in the minds of their audience.

According to Choo, et al. (2020): Oral storytelling is a powerful tool for teaching and learning as it engages the students' mental imagery and imagination of the story. Thus, students are encouraged to imagine scenes, people, and activities when material is presented in a narrative style, which increases their comprehension and level of engagement.

The oral storytelling is dynamic and allows students to interpret stories in ways that are relevant to their own experiences and thought processes, it also fosters a personal connection.

Written

Stories communicated through written texts are more permanent and structured than oral conversations because they are not constrained by the memory of the storyteller or the immediacy of oral exchanges. They can also express complicated concepts, emotions, and cultural values. Writing provides clarity and richness in the narrative by enabling the storyteller to carefully craft language, storyline, and character development.

In a written story, it is necessary to use language to represent aspects such as the characters' body language and intonation, as these cannot be shown visually, but must be conveyed through descriptions in the text. The tone of your story is created through word choice and how you approach your descriptions (Berve, 2021).

As readers actively create meaning from the written word, this process encourages critical thinking and creative participation. This is why writing as a storytelling medium fosters an analytical and personal experience, making it an effective instrument for both cultural transmission and personal development.

b) Digital

With this method, storytellers can interact with audiences in a more dynamic and immersive way by combining text, photos, video, audio, and interactive features. Digital storytelling encourages involvement and teamwork, enabling people to tell their tales and share them with people around the world. Digital media's adaptability makes it possible to portray a range of voices and viewpoints, which promotes the democratization of narrative.

1.9. Creative writing

Creative writing is a way to develop creativity and imagination or even to think in a freeway. This kind of writing is focused on narrative and artistic expression rather than in academic or technical communication. The main objective is to provoke emotions in the reader depending on the context. "Creative writing is a powerful writing skill carried out in certain contexts through creative production and reflection in the process" (Pokhrel, 2023).) In creative writing, originality, creativity, the use of language, and the ability to build interesting worlds, characters, and plots are considered.

Creative writing includes diverse forms of expression, such as poetry, fiction, non-fiction, and drama. "Creative writing" can be defined as possessing the power to generate imaginative and original literary works or compositions across various writing genres. The fundamentals of creative writing are much like those of traditional writing"(Fitria, 2024).Thus, teacher can take advantage of these aspects to motivate learners and to include writing exercises. The facilitator should give the students enough opportunities to participate in creative writing projects in order to inspire the students to do so (Nasir et al. 2013).

This type of activity is important to develop at different ages, but it is better to start with children. In contemporary education, fostering children's creativity is essential for encouraging

the development of original and innovative outputs. Thus, the goal of creative writing activities is to develop the children's writing skills and to produce original products. (Eser, 2021)

1.9.1. *Ways to develop creative writing*

Developing creative writing skills requires constant practice and exploring new ideas and techniques. Linkedin (2023), suggests the following:

a) Make sure you understand the Topic

Having a thorough understanding of the subject is also essential to write well. Research and conducting interviews can be used to achieve this. Knowing this can make it easier for you to communicate the message.

b) Try something different

Never be nervous to take a completely different approach to open a whole new writing universe. By doing this, you can come up with original and surprising concepts that will grab the reader's interest. Consider stepping away from your typical schedule and visiting peaceful and motivating locations. This can assist you in coming up with fresh concepts and raising the standard of your work.

c) Try using the three-act technique

The three-act form is widely employed in contemporary literature, film, and television. It enables authors to produce interesting and cogent writing. Setting the scene, creating the universe around the main characters, and establishing them are all part of the three-act process. The main problem that will dictate how the plot develops will be conflict. The fight comes to an end with the resolution.

d) Add interesting information

Specific details can be used to write an essay that takes the reader to a specific location and time. Literature can be made more intriguing by including details about places and locations, even though it might become boring if it exclusively focuses on facts.

e) Use meaningful language

A well-written book can be made more interesting by including significant dialogue that reveals the emotions of the characters. By giving the reader a few details about the character, you can make them feel something. An essay can become a masterpiece by including relevant dialogue.

f) Creating a conflict

Character tension and conflict can arise from either internal or external sources. Maintaining the right balance between these forces might aid in keeping the reader interested

in the narrative. Different themes might be employed to generate conflict. High stakes, empathy, surprise, mystery, progression, and causation are a few of these.

1.10. Relation between storytelling and creative writing

Storytelling and creative writing are deeply interconnected due to the power of narrative to engage and provoke thought. Storytelling, which is frequently regarded as an essential component of creative writing, is the art of effectively expressing a sequence of events or feelings. By adding literary elements like character development, dialogue, and vivid descriptions, creative writing builds on this basis and gives the story a more satisfied and imaginative form.

Storytelling is a creative tool that captivates audiences and fosters empathy by conveying personal experiences, emotions, and ideas. It serves as a powerful medium for expressing complex concepts and sharing meaningful narratives. Through storytelling, individuals can inspire reflection and drive transformation. Whether it's creative storytelling can take many forms such as a novel, film, or spoken performance that could impact not only the storyteller but also his/her audiences. (Ahmad, 2023).

The ability to shape stories in unusual ways and past the limits of conventional storytelling to produce original, individualized, or experimental works is what creative writing offers. Therefore, storytelling is the foundation of creative writing and not just a tool.

1.10.1. Storytelling as a strategy to develop creativity

Storytelling is a powerful tool for developing creativity because it inspires students to consider alternative viewpoints and conceive new possibilities. Students solve problems creatively by crafting stories, which leads to the creation of unique notions and links between seemingly unconnected ideas. According to Lee, et al. (2023) "Storytelling will help to improve the students' creativity and communication skills and enable them to develop unique design approaches and methods in a coherent manner".

Furthermore, narrative fosters creativity by offering an adaptable framework that allows for the development of imagination. Creating characters, settings, and storylines for a story promotes creativity and experimentation. People may improve their creative abilities and develop new ways of thinking with this flexibility to produce in an irregular and innovative way.

1.10.2. Storytelling techniques applied in creative writing

When used in creative writing, storytelling techniques improve a narrative's depth and interest by skillfully organizing the plot and character development. Using a narrative arc is a crucial strategy because it establishes conflict, increases suspense, and resolves it in a way that keeps the reader interested.

Character development is another crucial storytelling strategy used in creative writing. Writers can increase the relatability and emotional effect of their stories by developing multifaceted characters with unique motivations, strengths, and weaknesses.

Lastly, narrative methods like vivid description and sensory details greatly enhance creative writing. By bringing locations, feelings, and actions to life in the reader's mind, these components contribute to the creation of a tangible world within the story.

CHAPERT II: METHODOLOGY

This section details the methodological approach followed in the research and provides information on the procedure used to address the questions posed in the study. It focuses on the implementation of storytelling to develop creative writing in freshmen students at María Angélica Idrobo High School. Likewise, this section outlines the methodological tools employed for data collection, details the educational setting in which the study was conducted, and specifies the sample size and characteristics of the participants involved.

2.1. Type of research

This research is based on qualitative and quantitative research. This approach was effective, as it not only required collecting relevant information about teachers and students but also analyzing this data in relation to the use of storytelling to develop creative writing.

2.1.2. Qualitative Research

Qualitative research constitutes a methodological framework aimed at gaining in-depth insights into social or human phenomena within their natural context. This research explores experiences, perceptions and meanings, allowing for a better interpretation of the data. According to Lim (2025) asserts that by capturing circumstances and subtleties that are frequently lost in numerical translation, qualitative research explores the complex textures of human experience and viewpoint. Thus, this type of research typically utilizes methods such as interviews, focus groups, and content analysis to collect firsthand data from participants, offering an in-depth understanding of their experiences, realities, and viewpoints.

In the application of qualitative techniques, the willingness of the informants to openly and flexibly express their experiences, knowledge, and insights also play an important role. These techniques include participant observation, in-depth interviews, document review and analysis, focus groups, audiovisual media, and anecdotal records, among others (Trujillo et al., 2019).

In the context of this research, the chosen instrument was pivotal in gathering rich data, as interviews were used to explore in depth the strategies and activities implemented to improve writing proficiency in English.

2.1.3. Quantitative Research

Quantitative research represents a methodological approach centered on gathering and analyzing numerical data to detect trends and assess statistical correlations among variables. Through techniques such as surveys, experiments, and statistical analyses, this research approach aims to systematically measure and quantify phenomena, allowing generalizations to be made about a group or population based on a representative sample. According to Taherdoost (2022) mentions that quantitative research, the process of using numerical values obtained from observations to characterize and explain the processes that

the observations may reflect on. Therefore, accuracy and objectivity are key characteristics of quantitative research, which relies on measurable data to answer research questions.

In this study, a survey instrument was employed to gather data on students' preferences concerning the strategies and activities they favored for use in the classroom setting.

2.2. Method

This study employed both deductive and inductive methodologies, which collectively contributed to the comprehensive development of the study.

2.2.1. Deductive Method

The deductive method in research is a strategy that starts with general principles or theories to reach specific conclusions. That is, the researcher starts with a broad idea, or a hypothesis based on prior knowledge and, through a process of logical reasoning, seeks to verify how it manifests itself in specific cases. According to Hall, et al. (2023) mention that a generalization such as the initiation, engagement, and performance framework, is the first step in deductive inferencing. Observations are then examined to determine whether they support the generalization. In this way, through the deductive method, possible results can be anticipated and compared with observed reality, which allows existing theoretical knowledge to be validated or adjusted based on empirical evidence.

2.2.2. Inductive Method

This method in research is an approach that is based on the observation of particular cases to generate general conclusions or theories. Unlike the deductive method, here the process begins with the collection of data or specific experiences without a prior rigid hypothesis. According to Sauce & Matzel, (2022) The inductive method is a reasoning process that synthesizes multiple widely accepted premises to derive a specific conclusion or to substantiate its validity. It is frequently employed in making forecasts or predictions based on observed patterns or evidence.

2.2.3. Descriptive Method

Lokesh (1984) states that: "The purpose of descriptive research is to obtain relevant and accurate information about the current state of phenomena and to draw valid general conclusions from the facts found." (p. 118). The descriptive method in research focuses on observing, recording and describing in detail the characteristics of a phenomenon or situation without manipulating variables or intervening directly.

2.3. Methodological tools and techniques

This part delineates the data collection methodologies and instruments utilized in the present study, specifically incorporating both surveys and interviews. The survey instrument was applied to freshmen students to capture their perspectives, while in-depth interviews were conducted with key institutional stakeholders, including the Vice-Principal, the English Coordinator, and the instructor responsible for freshmen students at María Angélica Idrobo High School. This multifaceted approach ensured a comprehensive gathering of qualitative and quantitative data pertinent to the research objectives.

2.3.1. Survey

This instrument was used to collect quantitative data relevant to the aims of the study. A survey is a data collection tool that allows obtaining specific information from a group of people through structured questions. Its main objective is to find out the opinions, behaviors, characteristics or perceptions of respondents on a given topic. Based on Ponto (2025), Surveys can be implemented through quantitative methods, such as questionnaires featuring numerically scaled items, or through qualitative approaches. For this study, a carefully designed structured questionnaire containing nine multiple-choice items was applied to freshmen students at María Angélica Idrobo High School. It is relevant to note that the survey was discussed in natural language. The questionnaire included specific questions about writing skills and the activities that the teacher uses to encourage writing in class. The information obtained was essential to perform the numerical analysis on the impact of the proposed proposal.

2.3.2. Interview

This study employed interviews to gain deeper insights into the challenges that teachers encounter when instructing writing skills within the classroom setting. According to Knott (2022), "In-depth interviews are a qualitative research method that follows a deceptively familiar logic of human interaction: they are conversations where people talk with each other, interact and pose and answer questions".

In this study, open-ended interviews were carried out with the Vice-Principal, English Coordinator, and the English teacher in charge of freshmen at María Angélica Idrobo High School.

2.4. Study site

For this investigation María Angélica Idrobo High School, was selected. In Ecuador, this institution is identified with the code AMIE: 10H00081. It is located on Cristóbal Colón 1-48 and Juan Montalvo streets in the Canton Ibarra, province of Imbabura, in an urban area. The school is public, and it offers from Basic to High school classes in attendance during the weekdays.

2.5. Population

The population for this study consisted of freshmen students enrolled at María Angélica Idrobo High School, distributed across four groups: "A," "B," "C," and "Bachillerato Técnico". The total number of participants amounted to 81 students. Additionally, key educational staff members—including the vice-principal, English Coordinator, and the teacher responsible for freshmen—were involved in the research.

Table 2

"María Angélica Idrobo" Sample group

Educational Institution	Course "A", "B", "C" and "Bachillerato Técnico"	Vice-Principal of the institution	English Coordinator	English Teacher	Total
María Angélica Idrobo	81	1	1	1	84

Author's Elaboration

2.6. Procedure

To carry out this on employing storytelling to foster creative writing among freshmen at María Angélica Idrobo High School, a comprehensive theoretical framework was established to underpin the essential components of the research. Initially, data collection instruments were designed, comprising surveys distributed to students and interviews carried out with the vice-Principal, English Coordinator, and English teacher. The questions were meticulously formulated to align with the study's objectives, ensuring that the information obtained would robustly contribute to the development of the project's final proposal.

The research instruments included questions focused on the application of storytelling as a strategy to improve creative writing skills in English as a foreign language. To ensure their validity, these instruments were reviewed and approved by an expert English teacher (Annex1) to ensure their effectiveness. In turn, a letter of authorization was obtained from the Universidad Técnica del Norte to contact the principal of the High School (Annex 2) and coordinate the process of applying the instruments in the establishment, obtaining the director's acceptance to apply the interviews and surveys (Annex 3).

The researcher personally applied the instruments at María Angélica Idrobo High School. Before starting, a letter of consent was provided explaining the purpose of the research. The interviews were conducted first with the vice-Principal, lasting 10 minutes; then with the English Coordinator, for 10 minutes and finally with English teacher, also for 20 minutes

(Annex 4). Subsequently, A guided survey was distributed to students to ensure that it was answered honestly. (Annex 5)

Moreover, both qualitative and quantitative methods were employed to analyze the collected data, which served as the foundation for developing an innovative proposal for the project. Finally, the gathered data and their analysis are presented in the next section.

CHAPTER III: DATA ANALYSIS AND DISCUSSION

This chapter shows the findings derived from the instruments administered to the selected population. Data collection was conducted using two primary tools: initially, an interview with the vice-principal, which explored key elements of the Ecuadorian curriculum. Subsequently, an interview was held with the English language coordinator to gather insights on teaching methodologies and activities implemented by educators. Finally, the freshmen English teacher was interviewed, focusing on the strategies and activities employed to enhance writing skills in English as a foreign language. Additionally, a questionnaire was distributed among students, containing items related to classroom activities and the use of storytelling to promote creative writing.

3.1. Interpretation of Interviews

3.1.1. Vice- principal

Question 1. Do you consider English as a foreign language is important for the academic future of the students at this institution? Why?

Yes, because English as a second language should be a priority in our country, since many of the products we purchase include user manuals in this language. Having a solid foundation in English would not only make these instructions easier to understand but would also allow us to make more informed purchasing decisions. Therefore, learning English, at least at a basic level, is key to better functioning in an increasingly globalized world.

Question 2. The national curriculum established by the Ministry of Education sets the goal of first-year high school students achieving an A2.2 level in English. In your opinion, what are the main challenges students face in achieving this level?

The main obstacle to achieving a good level of English is a lack of practice. Furthermore, the lack of adequate spaces, such as a language lab, limits students' opportunities to learn and become more familiar with the language.

Question 3. Do you think this school has sufficient materials and resources to help improve students' English proficiency?

No, we do not have enough resources and materials. Therefore, without tools like a language lab or other spaces, students have fewer opportunities to effectively practice and improve their skills.

Question 4. Do you think it is appropriate for English teachers at this school to include storytelling-based strategies in their lesson plans to improve students' English writing skills? Why?

Yes, because from my point of view, the inclusion of dynamic and entertaining strategies in English teaching fosters greater student understanding and motivation. From a pedagogical

perspective, these methods promote more meaningful and engaged learning. Therefore, their integration into teaching planning is essential.

3.1.2. Vice-principal Interview Interpretation and Analysis

According to MSc. Bolivar Cevallos, vice-Principal at "María Angélica Idrobo" High School, English as a second language plays a crucial role in today's world, especially since many products come with user manuals in English. Besides, a strong foundation in the language not only makes it easier to understand these materials but also enables individuals to make more informed purchasing decisions, an essential skill in a globalized society. However, students face significant challenges in reaching proficiency, primarily due to limited practice opportunities and the lack of dedicated learning spaces, such as language laboratories. Additionally, insufficient resources and materials further restrict their ability to develop their English skills effectively. Despite these obstacles, incorporating storytelling-based strategies into lesson plans could make the learning process more dynamic and engaging. This approach would not only enhance students' writing skills but also improve their comprehension and motivation, ultimately fostering more effective language acquisition. Fiya & Anisah (2024) mentioned that "Storytelling, a technique deeply rooted in human culture, has the unique ability to captivate the imagination and foster emotional connections. By presenting lessons in a narrative format, storytelling can make abstract concepts more tangible, relatable, and memorable for young learners"

3.2. English Coordinator Interview

Question 1. Do you think that the students of this institution possess the necessary skills to achieve the A2.2 level established by the Ministry of Education of Ecuador? Why or why not?

I believe that not all students achieve the level established by the Ministry of Education, and this is largely due to a lack of commitment from both students and their families. I believe that around 70% of students show little interest in learning the language, which significantly affects their progress and performance in learning English.

Question 2. From your perspective, do you consider writing to be one of the most challenging language skills to develop in the classroom? Why?

I believe writing is one of the most difficult skills for students to develop, primarily due to a lack of vocabulary and grammar knowledge. Without a foundation in these areas, expressing ideas clearly and coherently in English becomes a challenge.

Question 3. Based on your experience, which strategies do you find more effective for teachers to foster creative writing among students?

The strategies I use to improve creative writing include group work, brainstorming, and dialogues created by the students themselves. This allows students to actively participate in

class, allowing them to learn from their own mistakes and the ideas of their classmates, fostering more dynamic and collaborative learning**.**

Question 4. In your opinion, can storytelling be an effective classroom strategy to enhance student learning? Please explain your answer.

I think this strategy would be very effective in the classroom, as it would allow students to express their ideas in different ways. Furthermore, they learn aspects of the language in a natural and fun way, without feeling like they're receiving a traditional lesson, which makes the process much more engaging and effective.

Question 5. Do you think it would be beneficial for English teachers to use a guide based on storytelling strategies to strengthen students' writing skills? Why or why not?

Yes, I believe it's essential for teachers to have a teaching guide during their classes, as it guides the teaching process, facilitates the organization of content, and ensures greater pedagogical coherence in the development of activities.

3.2.1. English Coordinator Interview Interpretation and Analysis

According to MSc. Amparito Muñoz, Coordinator of the English Department at María Angélica Idrobo High School, not all students reach the A2.2 proficiency level mandated by the Ministry of Education, primarily due to a lack of commitment from both students and their families. Approximately 70% of students demonstrate limited interest in learning English. Furthermore, she highlights that writing remains one of the most difficult skills for students to develop, mainly because of insufficient vocabulary and grammar knowledge. To improve creative writing, she uses strategies such as group work, brainstorming, and student-created dialogues, which encourage active participation and collaborative learning. She also believes storytelling is an effective method for childhood and teenagers, as it helps students express their ideas naturally while enhancing their language skills. Storytelling activities can help teenagers improve both their language abilities and their confidence in sharing stories. The guidance and encouragement from parents and teachers are essential, as they help teens explore and develop their storytelling skills (Rafiola & Sari, 2022). Finally, she thinks it is necessary to use a teaching guide based on storytelling to strengthen creative writing in freshmen students.

3.3. English Teacher Interview

Question 1. Based on your professional experience, do you consider writing to be one of the most challenging language skills for freshmen students to develop? Why or why not?

Yes, because, first and foremost, students need to master grammar to be able to write correctly. Furthermore, they must have a good vocabulary to be able to clearly express the

purpose of their writing. Therefore, I consider writing to be one of the most difficult skills to develop in first-year high school students.

Question 2. In your opinion, does the freshmen students' writing performance meet the corresponding level according to the Common European Framework of Reference for Languages (CEFR) required by the Ecuadorian Ministry of Education? Please explain your answer.

No, because the reality of classrooms makes it difficult for students to reach the required level. Not all of them show interest in learning English, which means that most fail to develop the skills necessary to reach the established level.

Question 3. What are the most common writing difficulties you have observed among freshmen students?

First, many students lack sufficient vocabulary to fully develop their ideas. Furthermore, their lack of grammatical knowledge limits their ability to write correctly, as they often encounter problems with grammatical errors in their texts.

Question 4. Among the strategies you have implemented to improve students' writing skills, which ones have proven most effective?

One of the strategies I have found most effective is having students use vocabulary they already know. This allows them to feel more confident when starting out, as they can work with words and expressions, they are already familiar with. Afterwards, we review grammar together to correct mistakes and improve their sentence structure. This approach helps them understand the importance of grammar in writing without feeling overwhelmed. Finally, I ask them to write a text that reflects their reality and experiences, which engages them more in the process and allows them to express themselves in a more authentic and meaningful way.

Question 5. Which creative writing activities that you use in class yield the best results? Could you provide specific examples?

The creative writing activities that have been most successful in class are those that encourage active participation and collaboration. One effective example is group storytelling, where students create a story together, applying vocabulary and grammatical structures in a fun way. I also use creative writing prompts, such as writing prompts, which encourage students to think imaginatively while practicing the language. These activities have not only improved their writing skills but also promote teamwork, speaking confidence, and fluency in the language.

Question 6. Do you believe that storytelling, as a classroom strategy, can effectively support the development of students' creative writing skills? If so, how?

Yes, it is an excellent strategy because everyone loves storytelling these days, especially young people. Stories allow them to express themselves in a creative and fun way, which

makes learning more engaging. Additionally, when working with teenagers, it's crucial to design activities that align with their interests and developmental stages. By incorporating storytelling activities, you can capture their attention and motivate them to actively participate in class. This not only makes them more engaged in the learning process but also helps them develop communication and expression skills in a context that they find relevant and entertaining.

Question 7. Would you consider a pedagogical guide with storytelling activities beneficial for the teaching-learning process? Why or why not?

Yes, it would be essential to use a teaching guide that includes current topics. In this sense, storytelling is an excellent strategy that can be seamlessly integrated into classroom activities. By incorporating stories and narratives, you not only maintain students' interest but also allow them to connect learning to situations and topics relevant to them, facilitating their understanding and participation.

3.3.1. English Teacher Interpretation and Analysis

According to MSc. Katerine Carabalí, writing is one of the most challenging skills for first-semester students to develop. This difficulty is primarily due to the need to have a solid foundation in grammar and adequate vocabulary that allows them to express their ideas clearly and coherently. According to Rossiter (2021), "Going beyond the needs of a young child, communication, specially written communication, soon requires at least some understanding of the essential principles of grammar or syntax". Many students struggle to reach the required level, primarily due to a lack of interest in learning English, which leads to difficulties with both grammar and vocabulary. To improve their writing, the teacher encourages students to use familiar vocabulary, reviews grammar together, and has them write about their own experiences. Creative activities like group storytelling and writing prompts have been especially effective in improving writing skills, promoting teamwork, and building confidence. Storytelling engages students by tapping into their interests and helps them develop their creative writing abilities. A pedagogical guide with storytelling activities is seen as beneficial, as it keeps students engaged and actively involved in the learning process.

3.4. Interpretation of survey from students

3.4.1. Result of Students´ Surveys

Questionnaire

Question 1. Do you enjoy writing in English?

Figure 3
Enjoy writing in English

Do you enjoy writing in English?

46%   54%

■ Yes ■ No
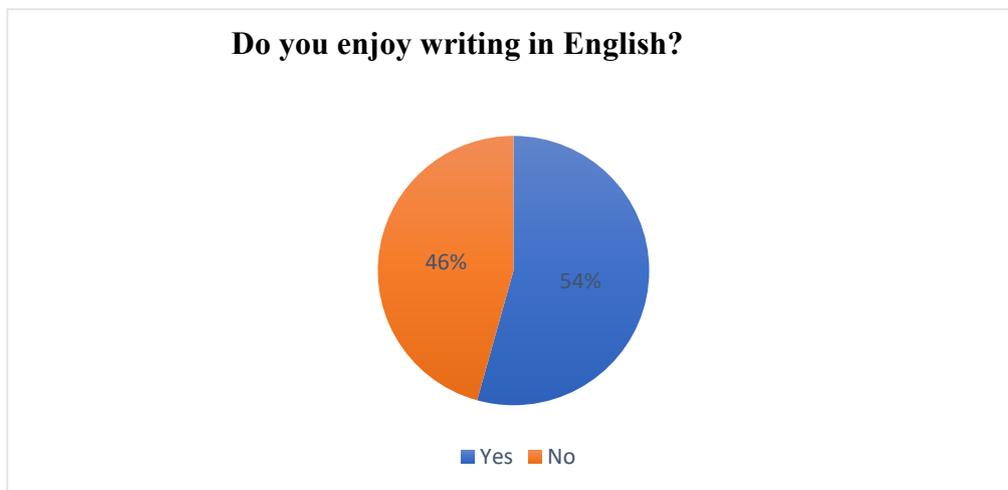
Author's elaboration. Data obtained from the 2025 student survey.

This figure presents the percentage of students who enjoy writing in English. According to the data, 54% of them have a positive attitude toward this skill, which suggests that more than half feel motivated or comfortable expressing themselves in a second language. However, the remaining 46% do not find writing enjoyable, indicating a lack of interest or possible difficulties with the process. This balance highlights the need to address the gap in motivation. These findings are especially relevant to reinforce the importance of incorporating engaging and creative strategies to foster a more positive and enjoyable writing experience for all students.

Question 2. How would you rate your own writing performance in English?

Figure 4

Rate of writing performance
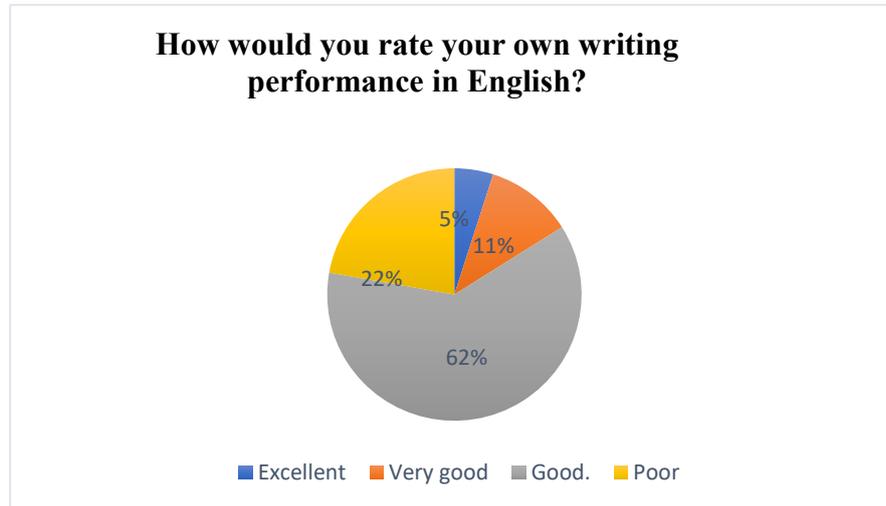
Author's elaboration. Data obtained from the 2025 student survey.

The graph illustrates how students evaluate their own writing performance in English. Most students (62%) rated their writing as "good," and 11% of them considered it "very good," while only 5% described it as "excellent." This suggests a generally positive perception of their writing skills. However, 22% rated their performance as "poor," which indicates that a significant number still struggle with writing. Although the overall outlook is encouraging, these results highlight the need to support those who feel less confident. Helping these students could improve their performance and boost their motivation.

Question 3. Before writing a text in English, do you usually plan your ideas?

Figure 5

Before writing in English students plan their ideas

Before writing a text in English, do you usually plan your ideas?

- Always 26%
- Sometimes 36%
- Rarely 33%
- Never 5%
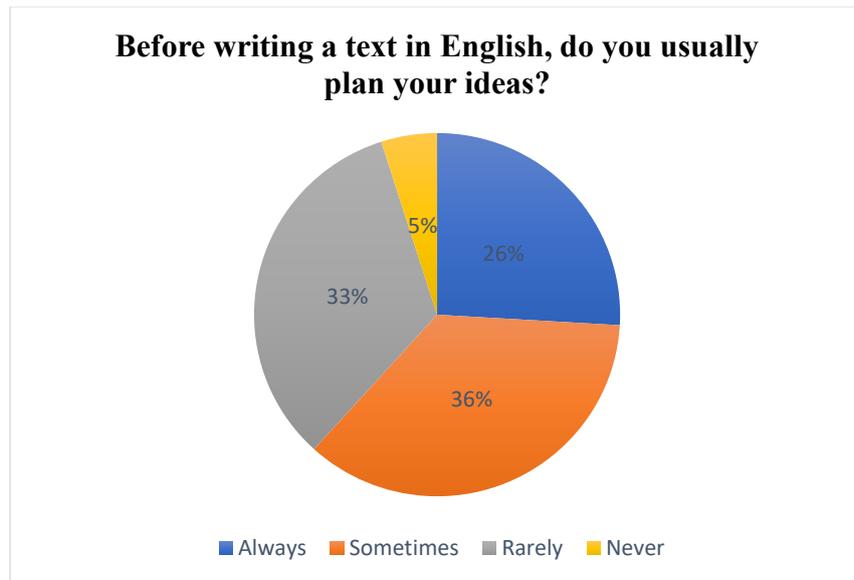
Author's elaboration. Data obtained from the 2025 student survey.

This chart illustrates whether students plan their ideas before writing in English. Only 27% reported that they always organize their thoughts in advance, showing that a relatively small group follows this essential step regularly. A larger portion, 37%, said they plan sometimes, while 34% admitted they rarely do, and 2% never plan at all. These figures reveal that a significant number of students are not consistently applying planning strategies. This inconsistency may negatively impact the structure, coherence, and clarity of their writing. Promoting planning as a routine part of the writing process could lead to stronger and more organized texts.

Question 4. Do you think it is necessary to implement new strategies in class to improve your creative writing?

Figure 6

Strategies to improve creative writing
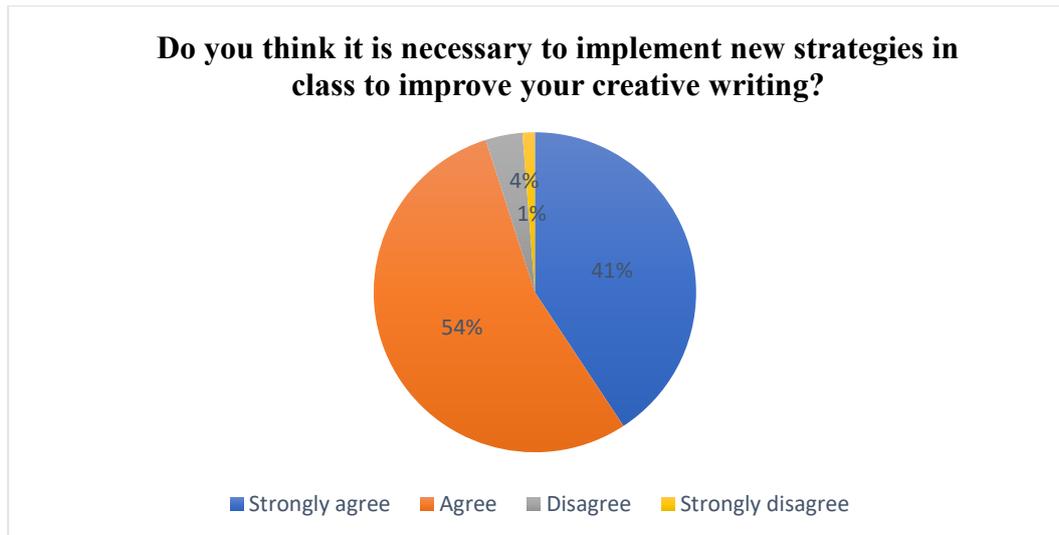
Do you think it is necessary to implement new strategies in class to improve your creative writing?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

41%

54%

4%

1%

Author's elaboration. Data obtained from the 2025 student survey.

This figure presents student opinions regarding the need for innovative approaches to improve creative writing skills. A strong majority supports the idea, with 54% agreeing and an even more enthusiastic 41% strongly agreeing. In contrast, only a small group—4%—disagrees, and just 1% is completely opposed. These results clearly reflect a widespread interest in adopting fresh, more dynamic approaches to writing. Most students seem open to change and recognize the potential of new strategies to make writing more engaging and creatively stimulating. This insight is key for shaping more effective and motivating classroom practices.

Question 5. Have you ever practiced storytelling activities in your English classes?

Figure 7
Storytelling activities
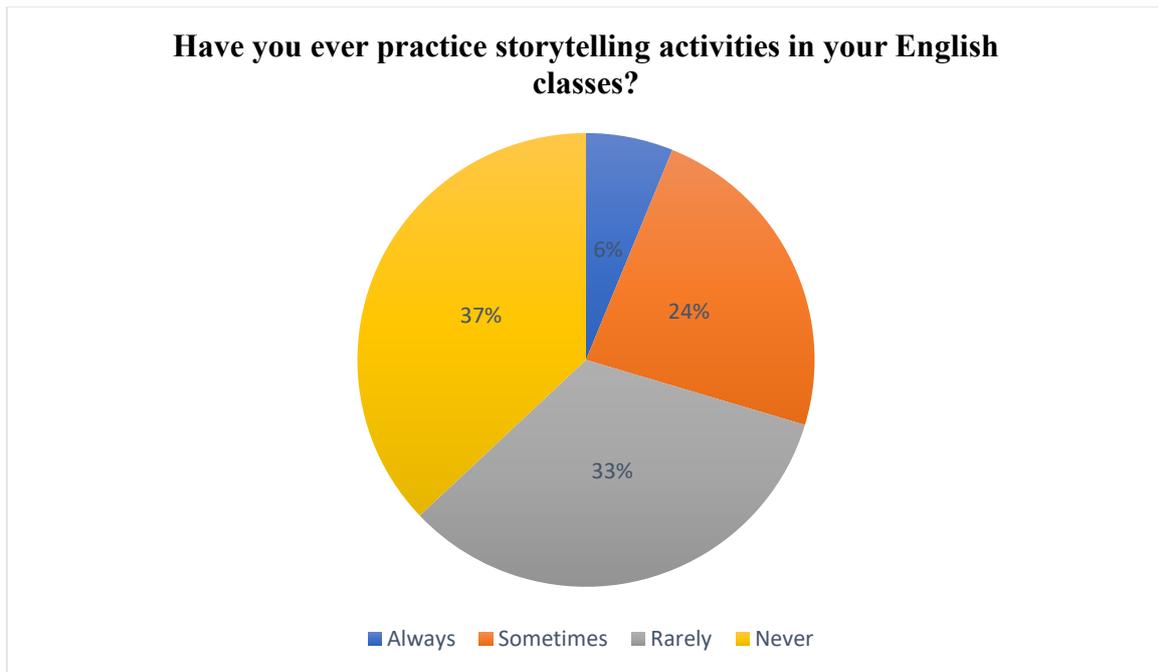
Author's elaboration. Data obtained from the 2025 student survey.

This diagram reflects students' experiences with storytelling activities in their English classes. Only 6% reported that they always engage in storytelling, and 24% said they do it occasionally. In contrast, a significant 33% stated they rarely use this technique, while 37% admitted they have never practiced it at all. These numbers show that storytelling is not used in the classroom. Given its potential to foster imagination and improve writing skills, the limited use of storytelling suggests a missed opportunity. Incorporating it more regularly could enhance students' creativity and make writing tasks more meaningful and enjoyable.

Question 6. Do you believe storytelling can help you improve your creativity?

Figure 8

Use of storytelling activities
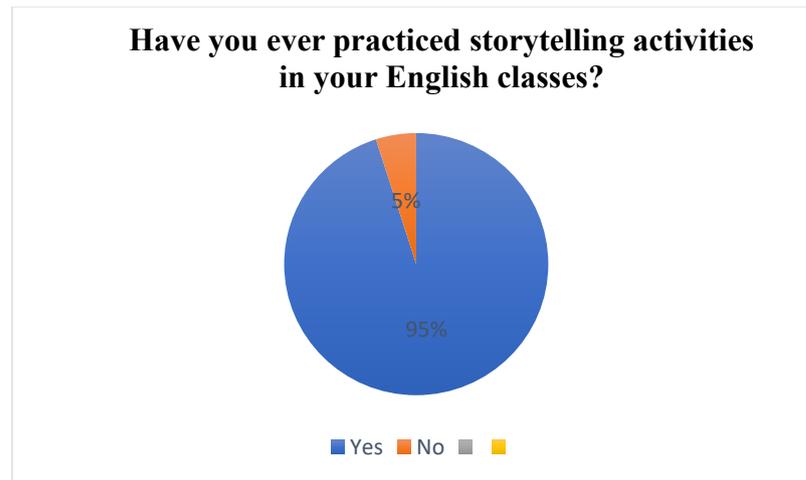
Have you ever practiced storytelling activities in your English classes?

5%

95%

■ Yes ■ No ■ ■

Author's elaboration. Data obtained from the 2025 student survey.

This figure presents students' opinions on how storytelling influences their creativity. An overwhelming 95% believe that storytelling can help them become more creative, while only 5% disagree with this idea. These results clearly reflect a strong belief in the positive impact of storytelling on creative development. Such a high level of agreement highlights students' openness to more dynamic and imaginative learning experiences. It also reinforces the value of incorporating storytelling as a strategy in Englis classes.

Question 7. Would you like to engage in storytelling-based activities to enhance your creative writing skills?

Figure 9

Storytelling base-activities to enhance creative writing
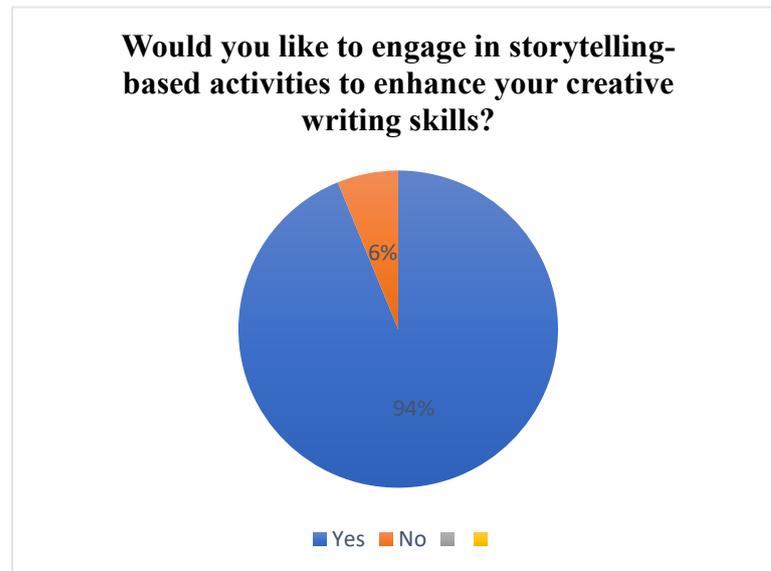
Author's elaboration. Data obtained from the 2025 student survey.

The graph illustrates learners' interest in taking part in storytelling exercises to develop their creative writing abilities. A striking 94% of students expressed enthusiasm for these activities, indicating a strong willingness to engage in more creative and dynamic methods of learning. Only 6% of students were not interested, which suggests that the vast majority are open to exploring storytelling as a tool to improve their writing. This widespread interest underscores the potential of storytelling to foster creativity and make writing more engaging. It also points to the need for educators to incorporate such methods into their teaching practices to better connect with students and support their creative development.

Question 8. Choose the activities you would most like to do to improve your creative writing.

Figure 10

Activities to improve creative writing
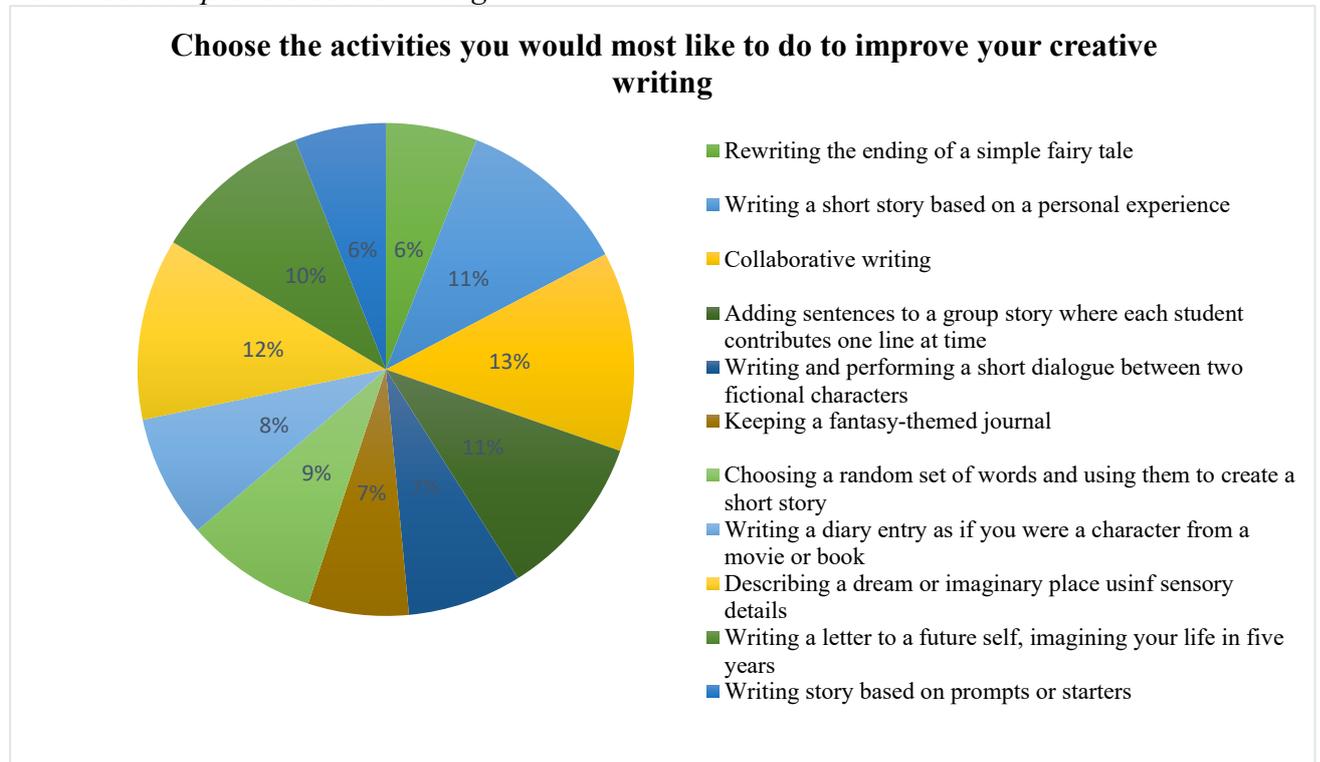
Author's elaboration. Data obtained from the 2025 student survey.

This graph clearly illustrates which activities are most favored by students to enhance their creative writing. The top choice was collaborative writing, selected by 13% of students, followed closely by adding sentences to a group story with 12%, and describing a dream or imaginary place at 11%. These results show that students are drawn to interactive and imaginative tasks that let them be creative with others. In contrast, more traditional options like rewriting a fairy tale or writing from prompts were less popular, each with only 6%. The findings suggest that students learn most effectively through engagement, imaginative exercises, and teamwork.

3.4.2. Overview of student survey results

The results obtained from the freshmen students of the María Angélica Idrobo High Schools have been highly significant for this study. In the first question, 54% said they enjoy it, while 46% do not, which shows a divided perception. This highlights the need to apply more engaging strategies to help increase motivation among those who struggle.

When asked to evaluate their writing skills, most students (62%) rated themselves as "good," and only 22% saw their performance as "poor." This suggests a generally positive self-image, though some still need support to feel more confident.

In terms of planning before writing, only 27% said they always organize their ideas. The rest plan sometimes or rarely, which may affect the quality of their writing. Teaching students to plan more consistently could improve their text structure and clarity.

Students showed strong support for creative writing, with 95% agreeing that it's beneficial and 94% expressing interest in using storytelling to improve. However, many said they rarely or never do storytelling activities in class, suggesting it's a missed opportunity that should be explored more.

Finally, students prefer creative and collaborative tasks. Activities like group writing or describing dreams were more popular than traditional ones. This confirms that students feel more engaged when tasks involve imagination, interaction, and teamwork. Adapting classroom practices to match these preferences can make writing more meaningful and enjoyable for them.

3.5. Discussion

Data collected through the survey conducted with freshmen students at María Angélica High School, combined with feedback from educators, provides essential backing for this study. The findings reveal a shared perception among participants regarding the importance of learning English. Additionally, there is a consensus that developing creative writing skills presents a significant challenge for students. Creative writing requires dedication and concentration from the writer, which raises questions about the skills that must be developed to successfully master the practice. (Jansen & Ngema, 2024). That is why teachers should look for strategies such as storytelling to enhance engagement and writing proficiency in the EFL classroom.

Furthermore, the information collected from the vice-principal, area coordinator, and English teacher reveals that freshmen face significant challenges in developing their productive skills, particularly creative writing. This difficulty appears to be due to a lack of adequate resources and motivated activities in the classroom.

Insufficient classroom resources may lead to considerable stress among students and educators. Not only are the students and teachers in distress, but they are unable to learn to their fullest potential because they are not being given the proper resources (Maffea, 2020).

Moreover, the approaches suggested by the respondents contribute to the enhancement of students' creative abilities and writing skills in EFL contexts. Strategies such as collaborative writing, adding sentences to a group story, describing a dream and writing a story based on a personal experience which offer accessible and dynamic ways to support the writing process. These instructional approaches are instrumental in fostering a more engaging and supportive learning environment, which in turn promotes the development of creative writing skills among freshmen students with greater confidence and improved effectiveness.

Consequently, it is important to point out that the discussion focuses on the need to strengthen creative writing through storytelling. The analysis of survey and interview findings reveals an evident need for more interactive approaches to assist students in articulating their thoughts through written expression. For this reason, creating a didactic guide that uses storytelling as the main strategy can be a meaningful way to support and improve the creative writing process, making it more enjoyable and effective for students.

CHAPTER IV: ACADEMIC PROPOSAL

This part of this research project introduces a proposal focused on helping freshmen students at María Angélica Idrobo High School improve their creative writing through storytelling in English classes. The idea for this proposal comes from what both teachers and students shared during interviews and surveys, along with the support of educational theories that highlight storytelling as a powerful strategy to strengthen creative writing skills in a foreign language.

4.1. Topic of the proposal

ENHANCING OUR CREATIVE WRITING THROUGH STORYTELLING

DIDACTIC GUIDE

4.2. Introduction

The aim of this proposal is to enhance the creative writing skills of freshmen students at María Angélica Idrobo High School, using storytelling as the primary tool. The central objective is to spark imagination and improve written expression in English through motivating activities. For this, various storytelling-based strategies have been compiled that teachers can apply in their classrooms, creating a dynamic and meaningful learning environment. The guide's included exercises and activities were determined by considering students' preferences and interests, as well as evidence collected during the research's data gathering phase.

4.3. Presentation of the guide

This guide centers on storytelling-based activities specifically aimed at enhancing the creative writing skills of freshmen students at María Angélica Idrobo High School. By employing narrative techniques, the objective is to foster students' capacity to imagine, organize ideas coherently, and express themselves more clearly in English, all within a motivating and participatory learning environment.

Objectives

General

- Enhance students' creative writing skills using structured storytelling activities that promote imagination, coherence, and expression in English.

Specific

- Create storytelling-based activities that foster the development of creative writing skills among freshmen students at María Angélica Idrobo High School.
- Design a didactic guide grounded in storytelling strategies aimed at developing creative writing skills in freshmen students at María Angélica Idrobo High School.

- Create storytelling activities that respond to students' interests, in order to enhance the creative writing skills of freshmen students at the María Angélica Idrobo High School

4.4. Contribution

This proposal seeks to enhance the pedagogical process by integrating storytelling activities specifically aimed at reinforcing the creative writing abilities of freshmen students at María Angélica Idrobo High School. By adopting this innovative and interactive approach, the initiative intends to foster greater engagement and facilitate the development of students' expressive competencies in written English.

DIDACTIC GUIDE

ENHANCING OUR CREATIVE WRITING THROUGH STORYTELLING

AUTHOR

Cristina Pusdá

INTRODUCTION

This didactic guide aims to strengthen the creative writing skills of freshmen students at María Angélica Idrobo High School, through the use of storytelling as the main strategy. The approach is based on dynamic and meaningful activities that stimulate imagination, encourage personal expression, and promote the development of the English language in real and motivating contexts.

The proposed activities have been designed considering the interests of the students and the results obtained in the data collection phase. Thus, the aim is to create an inclusive and participatory learning environment where students feel inspired to share experiences, emotions, and perspectives through writing.

CONTRIBUTION

This proposal supports the teaching and learning process by using storytelling activities to strengthen the creative writing skills of freshmen students at María Angélica Idrobo High School, offering a creative and engaging way to improve their writing.

OBJECTIVES

General Objective

- Enhance students' creative writing skills using structured storytelling activities that promote imagination, coherence, and expression in English.

Specific Objectives

- Create storytelling-based activities to support the development of creative writing skills among freshmen at María Angélica Idrobo High School.
- Design a didactic guide based on storytelling strategies to develop creative writing in freshmen students at "María Angélica Idrobo" High School.
- Create engaging storytelling activities tailored to students' interests to enhance the creative writing skills of freshmen at María Angélica Idrobo High School.

CONTENTS
LEVEL: A2.2

UNIT 1: CULTURAL CELEBRATIONS

1. Traditional food and drinks
2. National vs Local festivals
3. Music and dance

UNIT 2: All about movies

1. Movies genres
2. Talking about favorite movies
3. Movie review

UNIT 3: Social Media

1. Social media and mental health
2. Online vs real-life communication
3. Positive uses of social media

Unit 1

CELEBRATIONS

Objective:
Students will be able to identify and describe various celebrations and traditions, demonstrating an increased understanding and appreciation for the customs, beliefs, and cultural diversity of different communities worldwide.

Resources:
- Board
- Worksheets
- Flash cards

A2.2 Descriptor:
Understand and reflect on the differences that exist both within and between countries, appreciating the importance of values, rights, and responsibilities, and always showing tolerance and respect toward others

LESSON A

Time: 45 minutes

Teacher's role

The teacher acts as a facilitator and guide, presenting visual and cultural content that activates students' prior knowledge. He or she also acts as a language instructor, clearly explaining the use of the simple past tense in real-life contexts related to traditional food.
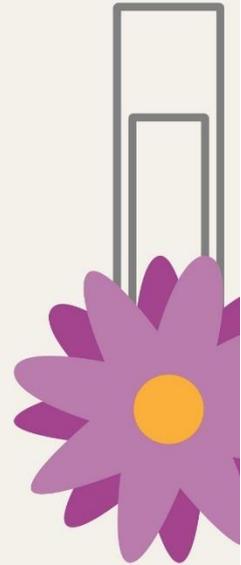
Students' role

The student actively participates from the beginning of the class, sharing ideas, relating foods to cultures and expanding their vocabulary in collaboration with their classmates.

LESSON A

Traditional Food and Drinks

Objective: By the end of the lesson, students will be able to:

- Identify traditional foods and drinks from different countries.
- Use the past simple to describe personal experiences with food.
- Write and share a short story about a food-related memory.

Activity 1: Match the dishes with the country they come from.

1. Pizza
2. Ceviche
3. Tacos
4. Encebollado
5. Sushi

a.- Japan
b.- Ecuador
c.- Italy
d.- Peru
e.- Mexico

Activity 2: Which traditional food would you like to try? Why?

Activity 3: Complete the table with traditional foods and drinks from three countries of your choice.

Country	Traditional Dish	Drinks
Ex: Colombia	**Sancocho**	**Coffee**

Activity 4: Grammar Focus
Review the Past Simple Tense of the following verbs

Infinitive form	Past form
Eat	Ate
Try	Tried
Cook	Cooked
Like	Liked
Drink	Drank

Activity 5: Complete the text with the Past Simple Tense of each verb in parentheses, then compare your answers in class

Last weekend, my family and I went to my grandma's house. She always makes tasty food. This time, she _ _ _ _ _ _ _ _ _ _ (cook) something different — a traditional soup from the mountains. It smelled really good! I _ _ _ _ _ _ _ _ _ _ (try) the soup and it was delicious! It had potatoes, corn, and cheese. I really _ _ _ _ _ _ _ _ _ _ (like) it. My brother usually doesn't _ _ _ _ _ _ _ _ _ _ (like) soup, but he _ _ _ _ _ _ _ _ _ _ (like) this one a lot. After that, we ate sweet bread with hot chocolate. It was a great meal!

Activity 6: From the following text, underline the verbs in past simple and food vocabulary

Last year, I visited Mexico with my family. One night, we found a small restaurant in the town and decided to have dinner there. The chef made tacos al pastor, and I tried them for the first time. They were a bit spicy, but really tasty! The meat was full of flavor, and the pineapple made them sweet and different. It was a special moment for me because I had never eaten anything like that before. While I was eating, I felt very happy and excited. I would definitely eat them again because I loved the taste and it was a great experience with my family.

Activity 7: Write a short story about your food memory, answering the following questions

- What was the food?
- Who prepared it?
- Where and when did you eat it?
- Why was it special for you?
- How did you feel when you ate it?
- Would you like to eat it again? Why or why not?

LESSON B

Teachers' role

Throughout the class, the teacher acts as a cultural and linguistic mediator, guiding students in exploring national and local festivals through visual, collaborative, and communicative activities.

Students' role

The student actively participates from the beginning, contributing ideas about local and national festivals and classifying them according to their scope. As the lesson progresses, he or she analyzes key vocabulary, applies comparative structures, and collaborates with a partner to write a coherent text comparing two festivals. During writing, he or she makes shared decisions, checks grammar, and selects appropriate vocabulary.

LESSON B

Time: 45 minutes

International vs. Local Festivals

Objective:
By the end of the lesson, students will be able to:
- Distinguish between national and local festivals.
- Use comparatives and superlatives to compare them.
- Co-write a short description comparing two festivals.
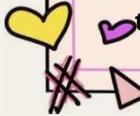
Activity 1: Complete the mind map with national and local festivals

International and local festivals

Activity 2: Classify the following festivities

INTERNATIONAL FESTIVALS	LOCAL FESTIVALS

Activity 3: Match the following words with their definition

1. Parade
2. Traditional food
3. Fireworks
4. Customs

a.- special dishes prepared during festivals

b.- special clothes worn for festivals

c.- a public celebration with music and dancing in the streets

d.- explosions of light in the sky

Activity 4: Grammar Focus

COMPARATIVES	SUPERLATIVES
Comparison between two things	Comparison between three or more things
Formed by adding "er", "ier" (If the adjective has one or two syllables) "more" (If the adjective has more than three syllables) In both cases it is necessary to add the word than	Formed by adding "est", "iest" (If the adjective has one or two syllables) "most" (If the adjective has more than three syllables) Before the adjective is necessary to add the article "the"
Examples: Funnier than Shorter than More expensive than	Examples: The funniest The shortest The most expensive

Activity 5: Read the two festival texts and answer the questions

Carnival in Ecuador is celebrated in February, just before Lent. It's a joyful celebration with music, parades, and lots of water. People play games by throwing foam, balloons, and paint at each other. In cities like Guaranda and Ambato, Carnival features dances, colorful costumes, and indigenous traditions blended with mestizo culture. Adapted from: Latin trails (2022). Carnaval en Ecuador – ¿En qué se diferencia de Brasil y otros?

Inti Raymi is a traditional Andean festival celebrated in June to honor the sun god. It originated in the Inca culture and is still celebrated in indigenous communities in Ecuador. The festival features dances, music, parades, and traditional clothing. People thank the sun for the harvests and pray for prosperity for the new agricultural cycle. Adapted from: Ecuador travel (2023). INTI RAYMI: La Fiesta del Sol y las Cosechas en Ingapirca

Questions
- Which one is bigger?
- Which one is older?
- Which one do you think is more interesting?

Activity 6 : Circle the comparatives and superlative forms in the following text

Christmas is the most exciting time of the year in my town. The streets are brighter than usual, and the houses look more colorful with lights and decorations. The central park has the largest Christmas tree in the city. This year, the celebration was better than last year because more families joined in. My grandmother prepared a delicious dinner of turkey and rice. For me, Christmas is happier than any other holiday because I spend it with my whole family.

Activity 7: Students in groups will write a short paragraph comparing one international or local festival using comparatives and superlatives

www.sitioincreible.com

LESSON C

Teacher's role

During this class, the teacher acts as a facilitator of sensory and cultural learning. In addition, he or she monitors collaborative work, provides timely feedback, and creates an environment where students feel safe describing and sharing what they perceive and feel through art.

Students' role

The student takes on an active role as observer and communicator. In the writing phase, he or she collaborates with a partner to write a description that reflects both the cultural and emotional aspects of the music or dance observed, developing communication, creative, and cooperative skills.

LESSON C

Time: 45 minutes

Music and Dance

Objectives:

By the end of the class, students will be able to:

Identify different musical genres and dance styles from diverse cultures.

Use sensory adjectives (e.g., soft, loud, colorful, smooth) to describe music and dance.

Write a brief description using simple present tense and comparative structures.

Activity 1: Match each type of music with the corresponding image.

1

2

3

Links:

a.- https://www.youtube.com/watch?
v=RUV55lGPGaY&list=RDRUV55lGPGaY&start_radio=1
b.- https://www.youtube.com/watch?
v=Poyq6Fsra_A&list=RDPoyq6Fsra_A&start_radio=1
c.- https://www.youtube.com/watch?
v=txGObix4GTk&list=RDtxGObix4GTk&start_radio=1
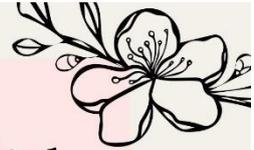
Activity 2: Mention what music or dance represents your city or community and why. Write the ideas on the board.
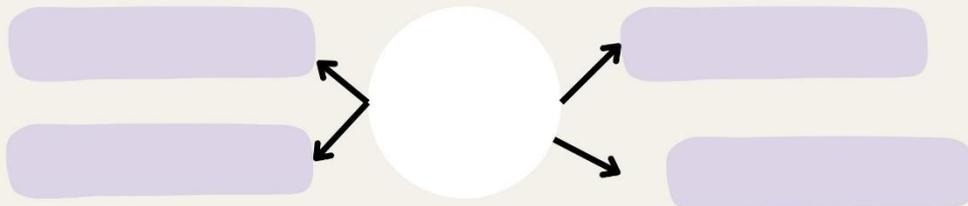
Activity 3: Find the following vocabulary in the following word search

soft, loud, fast, slow, colorful, rhythmic, energetic, smooth, traditional

T	S	R	D	P	E	V	O	J	F	Z
R	N	S	C	W	N	L	O	U	D	S
A	X	L	O	N	E	W	P	S	G	Q
D	V	O	L	B	R	H	R	M	Q	A
I	S	W	O	R	G	V	H	O	F	S
T	X	Z	R	H	E	U	Y	O	T	O
I	N	D	F	Y	T	S	T	T	Q	F
O	N	P	U	T	I	S	H	H	C	T
N	J	M	L	H	C	X	M	D	O	D
A	E	X	T	M	V	I	I	O	K	G
L	W	F	A	S	T	O	C	I	F	X

Activity 4: Match the definition with the corresponding sensory adjective

1.- Makes a strong sound ( )

2.- Has a clear beat or pattern ( )

3.- Has many bright colors ( )

4.- Feels or moves gently ( )

a) Loud   b) Smooth   c) Colorful   d) Rhythmic

Activity 5: According to the videos, complete the following table

What do you see?	
What do you hear?	
What does it make you feel?	

Link of the videos:

- https://www.youtube.com/watch?v=IqaYgMFWHTM&list=RDIqaYgMFWHTM&start_radio=1
- https://www.youtube.com/watch?v=jN4Qw2nAL9Y

Activity 6: Choose a dance or music piece you have seen in class and write a short paragraph giving information about it. Use sensory details. Sample prompt:

"The music sounds ___. The rhythm is ___. The dancers wear ___. It makes me feel ___, etc.

ANSWER KEY LESSON A

Activity 1

Pizza - Italy
Ceviche - Peru
Tacos - Mexico
Encebollado - Ecuador
Sushi - Japan

Activity 2 and 3

Answers may vary

Activity 5

- cooked
- tried
- liked (x3)

Activity 6

Last year, I **visited** Mexico with my family. One night, we found a small restaurant in the town and **decided** to have dinner there. The chef **made tacos al pastor**, and I **tried** them for the first time. They **were** a bit **spicy**, but really **tasty**! The meat **was** full of flavor, and the pineapple made them sweet and different. It was a special moment for me because I had never eaten anything like that before. While I was eating, I **felt** very happy and excited. I would definitely eat them again because I **loved** the taste and it was a great experience with my family.

CHECKLIST LESSON A

Evaluation criteria	Yes	No
Used vocabulary related to traditional food and drinks.		
Wrote a personal story connected to a food memory		
Correctly used the simple past tense to narrate the experience.		
Participate activily in class		

ANSWER KEY LESSON B

Activity 1:

Answers may vary

Activity 3

1-c

2-a

3- d

4-b

Activity 2

National festivals: Carnival and Christmas

Local festivals: Inty Raymi and San Juanes

Activity 5

Q1.- Carnival is bigger than Inty Raymi celebrations.

Q2.- Inty Raymi celebration is older than Carnival

Q3.- Answer may vary

Activity 6

- The most exciting
- brighter
- The largest
- better
- happier

CHECKLIST LESSON B

Criterion	Yes	No
Compared an international and a local festival.		
Used vocabulary related to celebrations.		
Participated in group writing with classmates.		
Clearly expressed similarities and differences		

ANSWER KEY LESSON C

Activity 1

- 1-a
- 2-b
- 3-c

Activity 2

Answers may vary

Activity 3

Activity 4

1- a

2- d

3- c

4-- b

Activity 5

Answers may vary

CHECKLIST LESSON C

Criterion	Yes	No
Described a dance or music style using sensory details.		
Used adjectives related to sound, movement, or emotion.		
Used the present simple to talk about habits or preferences.		
Identified the cultural meaning of the music or dance.		
Wrote a short description of a dance		

RUBRIC

Criteria	Excellent (3–2.5 pts)	Satisfactory (2–1.5 pts)	Needs Improvement (1–0 pts)
Cultural Understanding	Shows a clear and meaningful understanding of the cultural topic (food, music, festivals). Includes specific and relevant details.	Understands the main idea but lacks depth or specific cultural examples.	Limited or unclear understanding of the cultural topic.
Vocabulary Use	Uses appropriate and varied vocabulary related to the topic. Uses descriptive words and expressions confidently.	Uses basic vocabulary with some mistakes. Occasionally uses off-topic or repeated words.	Struggles to use relevant vocabulary. Many errors or very limited word choice.
Grammar Accuracy	Uses correct sentence structures and tenses (present simple, past, connectors). Few to no grammar mistakes.	Some grammar mistakes, but the message is understandable.	Frequent grammar errors that interfere with understanding.
Writing or Speaking Task	Creates a coherent and creative response (story, description, or group writing). The message is clear and complete.	Message is mostly clear but may lack creativity or structure.	The task is unclear, unfinished, or lacks connection to the topic.
Participation	Participates actively and respectfully. Works well in a team or shares ideas in individual tasks.	Participates with some effort, but not consistently. Needs encouragement.	Rarely participates or depends entirely on others.

Unit 2
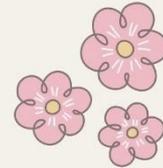
ALL ABOUT MOVIES

Objective: Learn about different film genres, themes, and characters, demonstrating a greater understanding and appreciation of how films reflect emotions, values, and cultural perspectives from around the world.

A2.2 Descriptor: Learn to understand spoken language in different situations and practice how to communicate your message clearly, while staying flexible and confident when facing language difficulties.

Resources:

- Board
- Flashcards
- Worksheets

LESSON A

Time: 40 minutes

Teacher's role

The teacher acts as a **facilitator** for the acquisition of vocabulary related to film genres and the correct use of the simple present and opinion adjectives.

Student's role

The student **actively** participates as a communicator and narrator, expressing his or her preferences regarding film genres through the use of the simple present tense and appropriate vocabulary.

LESSON A

Movies Genres
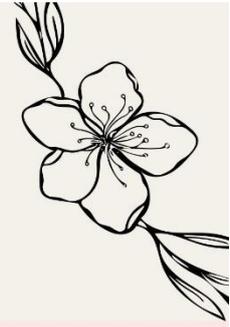
Objectives:

By the end of the class, students will be able to:

- Identify and describe film genres using specific vocabulary.
- Express likes and opinions about films using the simple present tense and adjectives.
- Write a short story about a personal film-related experience.
- Participate in short conversations, sharing preferences and reactions.

Activity 1: Match genres to definitions

Comedy	About love stories
Horror	Scary and full of suspense
Action	Fast and exciting
Romance	Adventuress
Adventure	Funny and makes people laugh

Activity 2: Guess the genre of the movies shown in the images
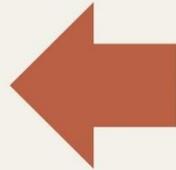
Activity 3: In pairs, answer the following question: What is your favorite movie genre and why?

Ex: I like comedy because it's funny...

GRAMMAR FOCUS
PRESENT SIMPLE + OPINION ADJECTIVES

Examples:
I love adventure movies because they are exciting.
Romantic films are boring for me.

Activity 4: Complete the sentences

I like watching action movies because.....................
Horror movies are...
Carlos loves drama movies because......................
My friends think that comedy movies are...............

Activity 5: Underline the adjectives in these three paragraphs.

Sofia really likes horror films because she finds them scary but fun to watch. Most weekends, she watches them with her older brother. However, she isn't a fan of romantic movies — she thinks they're not very interesting.

Mateo enjoys watching comedies. He says they're funny and help him feel better after a long day at school. His favorite actor appears in a lot of these movies. He doesn't like action films because they're too noisy for him.

Valeria is into science fiction movies. She enjoys stories about space and the future, especially because they are full of imagination and surprises. On the other hand, she avoids horror films since they make her feel uneasy.

Activity 5: According to the reading, answer comprehension questions.

- Why does Sofía like horror movies?
- Who does Sofía usually watch movies with?
- What kind of movies does Sofía dislike, and why?
- What type of movies does Mateo enjoy?
- How do comedies make Mateo feel after school?
- Why doesn't Mateo enjoy action movies?
- What does Valeria like about science fiction movies?
- How do horror movies make Valeria feel?
- Which character likes movies about the future?
- Which two characters do not like horror movies?

Activity 6: Write a short personal story about the type of movies you like using the simple present tense and what you previously learned.

LESSON B
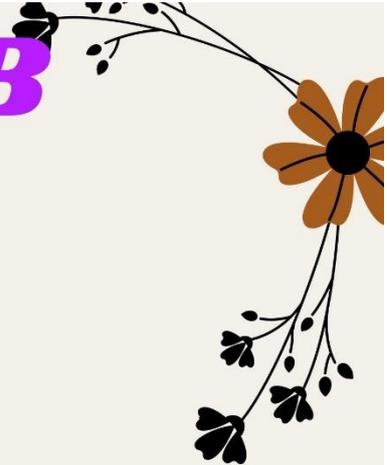
Teacher's role

The teacher guides each stage by facilitating interaction, monitoring grammar usage, supporting vocabulary needs, and encouraging teamwork.

Students'role

Students participate actively in discussions, apply grammar in context, collaborate in writing, and reflect on others' work. They are encouraged to share ideas, negotiate meaning, and express personal opinions about movies.

LESSON B

Time: 40 minutes

Talking About Favorite Movies

Objectives:

- By the end of the lesson students will be able to: Describe their favorite movies using appropriate vocabulary and descriptive adjectives.
- Express preferences using correct grammar.
- Collaboratively write a short dialogue.

Activity 1: In pairs, answer the following question. What's your favorite movie and why?

Activity 2: Complete the following crossword puzzle
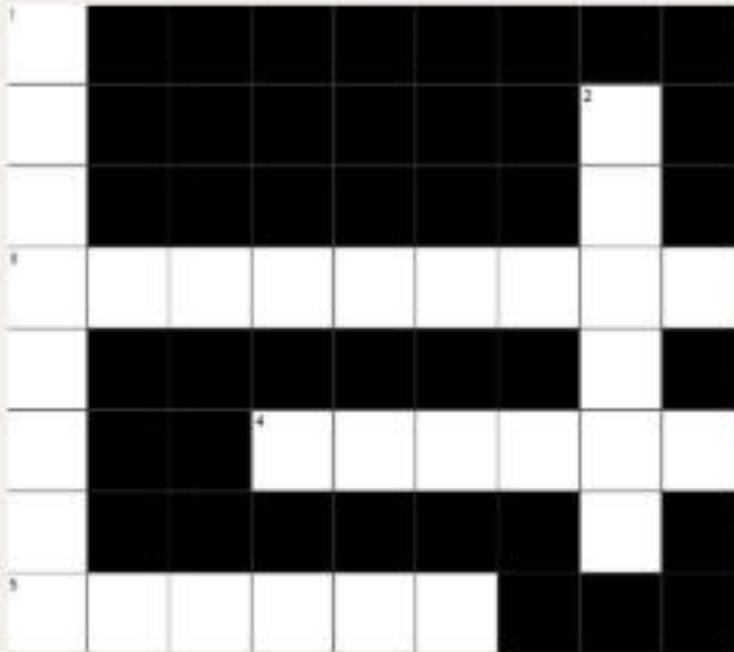
Across

3: Adventure

4: Fast and exciting

5: Funny and makes people laugh

Down

1: About love stories

2: Scary and full of suspense

Activity 3: Posters around the room show different movie scenes. Students walk and stick a post-it note with an adjective (e.g., "exciting", "sad").

Expressing preferences		
Noun	+ verb +ING	Complement
I, you, we, she, it, we, you, are, (Students, dogs, parents)	Like Love ──→ Verb + ing Enjoy Hate	Romantic movies Soccer

Activity 4: List adjectives to describe movies (funny, boring, scary, etc.) and categorize them by opinion or genre.

Opinion	Genre-related
funny	scary (horror)

Activity 5: Complete short sentences with blanks using like/love/enjoy/hate + -ing and relevant movie genres.

- I _____ _____ horror movies at night.
- My sister _____ _____ romantic comedies with her frien
- We _____ _____ science fiction movies because they are exciting.
- He _____ _____ action films — they are too noisy for him
- They _____ _____ animated movies on weekends.

Activity 6: In groups of three or four, students will write a short dialogue about their favorite movie . They should include:

- The movie title
- Genre
- A brief summary
- Likes/dislikes using the target grammar
- At least 3 descriptive adjectives

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LESSON C

Time: 45 minutes

Movie Review

Objectives:

By the end of the lesson, students will be able to:

- Identify sensory adjectives in a movie review.
- Describe a movie using sight, sound, and emotion.
- Write a short review using past tense and sensory vocabulary.

Teacher's role

The teacher acts as a facilitator and guide of learning.

Students' role

The student is an active and creative participant who builds learning through observation, analysis of models and written production.

Activity 1: Answer the following question: When you want to watch a movie, how do you know it's going to be interesting?

Ex:I know that the movie I am going to see is interesting because I have seen short reviews of it.

Activity 2: On the board, students help to classify the adjectives related to the five senses:

Loud, sweet, fresh, soft, quiet, sharp, salty, stinky, rough, smooth, sticky, smoky, bitter, spicy, echoing, clear, sour, fragant, musty, warm

Sense	Adjectives
Sight	Ex: Colorful, bright, dark, shiny, etc
Hearing	
Taste	
Smell	
Touch	

Activity 3: Describe the following poster using the previous adjectives

What is a review for?

A movie review is meant to help the reader understand what a film is about by sharing a personal and reflective opinion. It usually talks about the story, the characters, the genre, and other key aspects, so people can decide if the movie is something they'd enjoy watching or not.
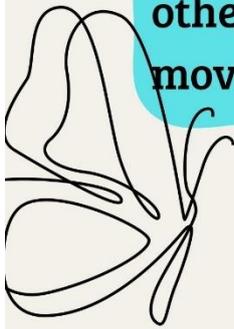
Activity 4: Identify the structure of a review

The Notebook is a romantic comedy film.

The plot revolves around a young couple, Noah and Allie, who fall in love during a warm, sunny summer. Although their families don't support their relationship, they continue to love each other for years. It's a touching and emotional story with vivid scenes that bring their love to life.

The characters are authentic and relatable. Noah is sweet and never gives up on Allie. Allie is strong, independent, and full of life.

The music is soft and melancholic, contributing to the sweet and nostalgic atmosphere of many scenes. Their love is deep, powerful, and sincere, like something you can almost feel and hear in the silence of their gaze..

Activity 5: Write the sensory adjectives that appear in the previous text.

Activity 6: In groups of three, students write a short review of a movie that everyone knows.

Include:

- Movie title and genre
- Plot, characters and soundtrack
- At least 3 sensory or emotional adjectives
- Personal opinion/ recommendation

ANSWER KEY LESSON A

Activity 1

- Adventure
- Comedy
- Horror
- Drama

Activity 2

Comedy → Funny and makes people laugh
Horror → Scary and full of suspense
Action → Fast and exciting
Romance → About love stories
Adventure → Adventuress

Activity 3

Answers may vary

Activity 4

Answers may vary

Activity 5

Scary
Fun
Older
Romantic
Interesting
Funny
Better
Favorite
Action
Noisy
Unesay

CHECKLIST LESSON A

Criterion	Yes	No
Correctly identified different movie genres.		
Wrote a personal experience related to a movie.		
Used opinion adjectives (funny, boring, scary…).		
Applied the present simple to express preferences.		

ANSWER KEY LESSON B

Activity 1

Answers may vary

Activity 2

¹R									
O							²H	
M							O	
³A	D	V	E	N	T	U	R	E
N							R	
T			⁴A	C	T	I	O	N
I							R	
⁵C	O	M	E	D	Y			

Activity 3

Exciting, sad, scary, adventuress, etc.

Activity 4

- I don't like watching horror movies at night.

- My sister loves watching romantic comedies with her friends.

- We enjoy watching science fiction movies because they're exciting.

- He hates watching action movies; they're too loud for him.

- They like watching animated movies on the weekends.

Activity 5

Opinion	Genre-related
funny	scary (horror)
boring	romantic (rom-com)
exciting	dramatic (drama)
interesting	futuristic (sci-fi)
confusing	animated (animation)

CHECKLIST LESSON B

Criterion	Yes	No
Expressed movie preferences using correct structures.		
Used descriptive adjectives for movies or characters.		
Actively participated in the collaborative writing task.		
Wrote an organized text including opinions and justifications.		

ANSWER KEY LESSON C

Activity 1:

Answers may vary

Activity 2

Sense	Adjectives
Sight	Ex: Colorful, bright, dark, shiny, etc
Hearing	loud, quiet, sharp, soft, echoing, clear
Taste	sweet, salty, bitter, spicy, sour
Smell	fresh, stinky, smoky, fragrant, musty
Touch	soft, rough, smooth, sticky, warm

Activity 3

Possible answers:

vibrant, colorful, glowing, spectacular, powerful, immersive, quiet, earthy, fresh, smoky, wild, soft (plants), rough (creatures), smooth (technology),

Activity 4:

The Notebook is a romantic comedy film. (TITTLE)

The plot revolves around a young couple, Noah and Allie, who fall in love during a warm, sunny summer. Although their families don't support their relationship, they continue to love each other for years. It's a touching and emotional story with vivid scenes that bring their love to life. (PLOT)

The characters are authentic and relatable. Noah is sweet and never gives up on Allie. Allie is strong, independent, and full of life. (CHARACTERS)

The music is soft and melancholic, contributing to the sweet and nostalgic atmosphere of many scenes. (SOUNDTRACK)

Their love is deep, powerful, and sincere, like something you can almost feel and hear in the silence of their gaze. (OPINION/RECOMMENDATION)

Activity 5

warm, sunny, vivid, soft, melancholic, silence, gentle, deep, touching, emotional, sweet, nostalgic, powerful, sincere, real, relatable, strong, independent, full of life
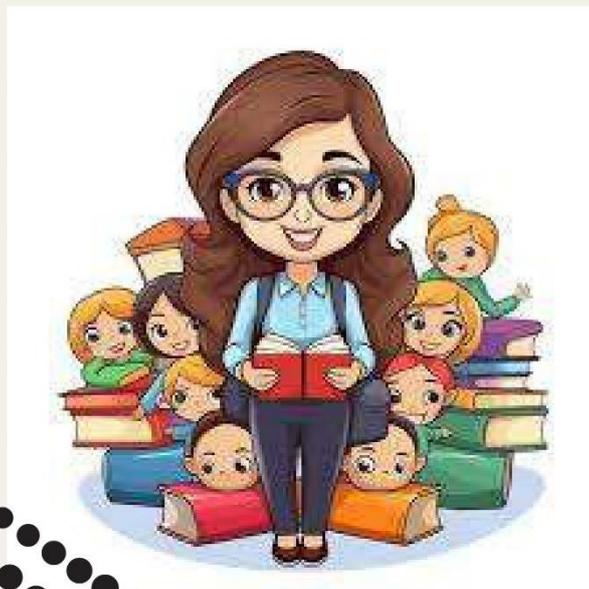
CHECKLIST LESSON C

Criterion	Yes	No
Wrote a brief movie review.		
Included at least 3 sensory or emotional adjectives.		
Described scenes using visual or sound-based language.		
The structure of the review was correctly differentiated		

RUBRIC

Criterion	Excellent (2 pts)	Good (1 pt)	Needs Improvement (0 pts)
1. Task Completion	Completes all tasks fully and appropriately.	Completes most tasks with minor errors or omissions.	Tasks are incomplete or unclear.
2. Vocabulary and Adjectives	Uses a wide variety of movie-related and sensory adjectives effectively.	Uses some relevant vocabulary and adjectives with minor mistakes.	Uses little or incorrect vocabulary; lacks descriptive language.
3. Grammar Accuracy	Uses correct grammar structures (A2 level), especially for expressing preferences.	Some grammatical errors, but meaning is mostly clear.	Frequent grammar issues that affect communication.
4. Descriptive or Creative Content	Demonstrates originality and includes vivid or emotional/sensory details.	Shows some creativity or description.	Lacks detail, creativity, or personal input.
5. Collaboration and Participation	Actively contributes, shares ideas, and supports peers.	Participates but with limited interaction.	Rarely contributes or interacts with others.

UNIT 3

SOCIAL MEDIA

Objective: Describe how social media is used around the world, demonstrating a greater understanding and appreciation for its influence on communication and social habits.

A2.2 Descriptor:

Learn to explore and reflect on the differences that exist in your country and around the world, recognizing shared values, rights, and responsibilities, and showing respect and tolerance toward everyone.

Resources

- Board
- Flashcards
- worksheets

LESSON A

Time: 45 minutes

Students' role
- Participate actively in discussions and writing.
- Reflect on personal experiences with honesty and creativity.
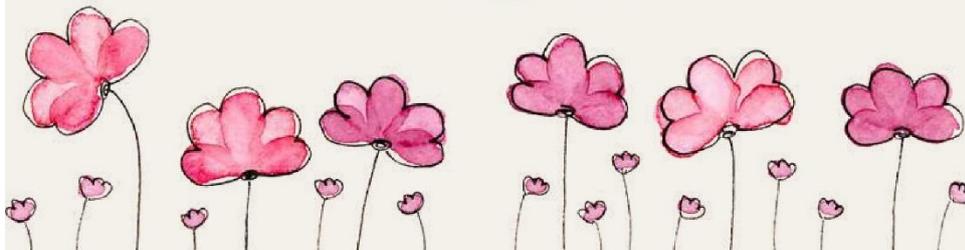
Teacher's role
- Guide vocabulary and grammar explanation.
- Monitor activities.
- Provide feedback on content and emotional expression.

Social Media and Mental Health

Objectives:

At the end of the lesson students will be able to:

- Identify how social media use affects emotional well-being.
- Practice expressing routines, emotions, and personal opinions.
- Write a short story based on personal experience using emotional vocabulary.

Activity 1: In pairs, discuss the following question.

How much time do you spend on social media daily?

Activity 2: Classify the following words into positive and negative

Words: stressed, happy, anxious, confident, lonely, connected.
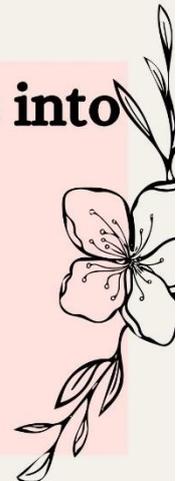
Activity 3: Fill in the blanks to complete the app name

W..a..s...a..p...
..a..e...o..k
..n....t...g....a...m
T...k....o....

ADEVERBS OF FRECUENCY	
Always Usually Often Sometimes Rarely Never	Indicate how often something happens Ex: I usually go to the cinema twice a month. She sometimes visits her mother.

Activity 4: read the sentence and answer the questions

Ana stopped using social media for a week and felt calmed.

Questions:

Why did Ana feel stressed?

What happened when she took a break?

Would you do the same?

Activity 5: Complete the sentences using the correct form of the verb in the simple present tense and an adverb of frequency.

1. I _ _ _ _ _ _ _ _ _ _ (feel) overwhelmed when I read too much news online.
2. He _ _ _ _ _ _ _ _ _ _ (spend) more than 3 hours on TikTok every day.
3. They _ _ _ _ _ _ _ _ _ _ (compare) themselves to others on social media.
4. My friends _ _ _ _ _ _ _ _ _ _ (share) positive messages on their stories.
5. We _ _ _ _ _ _ _ _ _ _ (take) breaks from screens to feel better.
6. She _ _ _ _ _ _ _ _ _ _ (post) selfies when she's feeling confident.
7. I _ _ _ _ _ _ _ _ _ _ (sleep) late because I scroll at night.
8. My classmates _ _ _ _ _ _ _ _ _ _ (talk) about trends they see online.
9. He _ _ _ _ _ _ _ _ _ _ (feel) better after taking a social media break.
10. We _ _ _ _ _ _ _ _ _ _ (discuss) our emotions in the school counselor's class.

Activity 6: Write a short story about a moment when social media affected how you felt (positively or negatively). Include your emotions and what you did

Focus: Structure (beginning-middle-end), emotional vocabulary, simple tenses.

Time: 45 minutes 🕐 **LESSON B**

Online vs. Real-life Communication

Objectives:

By the end of the lesson students will be able to:

- Students can compare online and real-life communication.
- Students can distinguish between habitual and current actions using present simple and present continuous.
- Students can collaborate to write a short paragraph about their communication habits.

Teacher's role:

Facilitator and language guide. Models grammar, organizes collaboration, gives feedback.

Students'role:

Active participant. Shares experiences, applies grammar, collaborates in writing.

Activity 1: Match the definitions with the correct word

1. Text
2. Emojis
3. Eye contact
4. Tone
5. Body language

a.- Pictures or symbols used in messages to show emotion.

b.- Looking directly into someone's eyes during conversation.

c.- Written messages sent by phone or online.

d.- Movements and posture that show how you feel.

e.- The way your voice sounds when you speak (e.g., happy, angry).
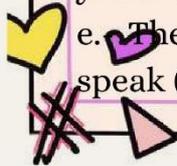
Activity 2: List ways people communicate online and in real life

Activity 3: In pair discuss the following question: How do you feel when talking to someone online vs in person?

Activity 4: Review the structure of the present continuous

PRESENT CONTINUOUS	
It is used to describe actions that are happening at the time of speaking or to refer to future plans already established.	S+ am/is/are+ (verb+ing) POSITIVE S+ am/is/are+ not + (verb+ing) NEGATIVE
Ex: I am working today. Marcela is not crying. They are dancing in the party.	

Activity 5: Complete the sentences with the simple present or present continuous

- She usually _ _ _ _ _ _ _ _ _ _ (call) her friends instead of texting.
- At the moment, I _ _ _ _ _ _ _ _ _ _ (write) a message to my cousin.
- We _ _ _ _ _ _ _ _ _ _ (use) Zoom for our group project this week.
- They _ _ _ _ _ _ _ _ _ _ (meet) face-to-face every Friday.
- He _ _ _ _ _ _ _ _ _ _ (not like) talking on the phone.
- Look! They _ _ _ _ _ _ _ _ _ _ (send) emojis in the group chat.
- My brother often _ _ _ _ _ _ _ _ _ _ (interrupt) me when I speak.
- Right now, we _ _ _ _ _ _ _ _ _ _ (discuss) communication styles in class.

Activity 6: In pairs, students write a short paragraph comparing online and real-life communication.

Describe how you and your friends communicate today and how your parents did years ago.
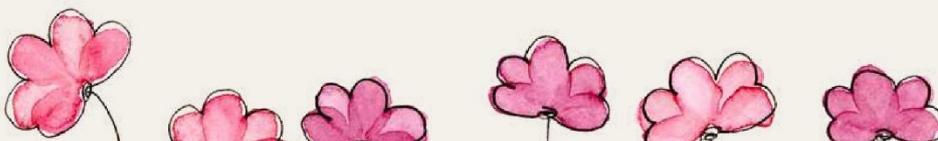
LESSON C

Time: 40 minutes

Positive Uses of Social Media for Well-being

Objectives:

By the end of the lesson students will be able to ;

- Identify positive ways social media contributes to well-being.
- Use can/can't to talk about what social media allows or doesn't allow you to do.
- Write a description with sensory details about a positive experience.

Teacher's role

Explains and models the use of can/can't, guides text analysis, and supports writing.

Students' role

Actively participate in discussions, use target language, describe clearly, and collaborate in the writing process.

Activity 1:In pairs, answer the following question: What can social media help you do in a positive way?

Activity 2: Match the verbs with the corresponding benefits

Verb	Associated Benefit
Connect	You can share your feelings, art, ideas, or positive messages with others.
Relax	You can connect with friends or people who share your interests.
Learn	You can motivate yourself by reading inspiring quotes or success stories.
Share	You can connect with friends or people who share your interests.
Motivate	You can learn new skills, tips, or emotional strategies through educational content.

Activity 3: Observe, read and complete what people can do when they see the following posts

never stop
LEARNING
because Life
never stops
TEACHING

a)

Ex: You can feel inspired with this kind of post.

----

b)

MENTAL HEALTH

MENTAL HEALTH

YOU NEED HELP?

MENTAL HEALTH

c)

------------------   ------------------

d)

Books We Recommend
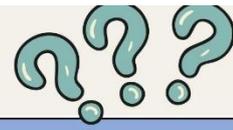
USE OF CAN AS ABILITY

We can say the things we can or cannot do.

Ex:

She can speak 2 languages.

They cannot play tennis.

Activity 4: Complete the sentences using can/can't

- Social media _____ help you express your feelings.
- You _____ find positive communities online.
- People _____ feel overwhelmed if they scroll too much.
- We _____ share helpful information with others.
- You _____ improve your mood by watching relaxing videos.
- They _____ always control what content appears on their feed.
- I _____ get motivated by inspirational stories.
- Some platforms _____ protect you from all negative comments.
- You _____ stay connected with friends who live far away.
- He _____ focus when he uses his phone during class.

Activity 5: Read the text and identify sensory adjectives and "can/can't" usage in a narrative.

Yesterday, I had a terrible day at school. I felt tired, stressed, and alone. When I got home, I opened Instagram and saw a short video from a page I follow. The music was soft and calming, and the colors were bright and warm. It was a video about breathing slowly and thinking positive thoughts.

Social media isn't always helpful, but sometimes it can really change your mood. That video reminded me that I'm not the only one who feels this way. I also read some comments where people said, "You can feel better tomorrow," or "You can take care of yourself." That made me smile. I think we can use social media in a way that makes us feel supported and understood.

Write a description, answering the following questions:

What kind of content helps you feel better?

What can it show, say, or sound like?

Students should use "can" at least three times and two sensory adjectives (e.g., soft, bright, relaxing, clear, joyful).

ANSWER KEY LESSON A

Activity 1

Answers may vary

Activity 2

- **Positive:** happy, confident, connected
- **Negative:** stressed, anxious, lonely

Activity 3

Whatsapp
Facebook
Instagram
Tik Tok

Activity 4

- Ana felt stressed because she was online all the time.
- She felt calmer and slept better when she stopped.
- Open-ended: personal opinion.

Activity 5

- I sometimes feel overwhelmed when I read too much news online.
- He usually spends more than 3 hours on TikTok every day.
- They often compare themselves to others on social media.
- My friends always share positive messages on their stories.
- We sometimes take breaks from screens to feel better.
- She usually posts selfies when she's feeling confident.
- I often sleep late because I scroll at night.
- My classmates frequently talk about trends they see online.
- He always feels better after taking a social media break.
- We occasionally discuss our emotions in the school counselor's class.

CHECKLIST LESSON A

Criterion	Yes	No
Wrote an experience about social media use.		
Described at least one emotion related to digital well-being.		
Used adverbs of frequency		
Organized the story with a beginning, middle, and end.		
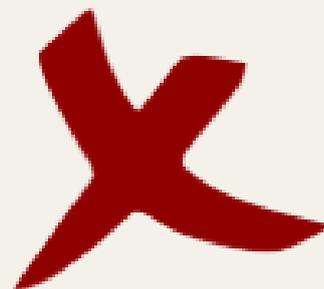
ANSWER KEY LESSON B

Activity 1

WhatsApp, face-to-face talk, video calls,

Activity 3

Answers may vary

Activity 2

- Text- The way your voice sounds when you speak (e.g., happy, angry).
- Emojis- Pictures or symbols used in messages to show emotion.
- Eye contact- Looking directly into someone's eyes during conversation.
- Tone- Written messages sent by phone or online
- Body language- Movements and posture that show how you feel.

Activity 5

- She usually calls her friends instead of texting.
- At the moment, I am writing a message to my cousin.
- We are using Zoom for our group project this week.
- They meet face-to-face every Friday.
- He does not like talking on the phone.
- Look! They are sending emojis in the group chat.
- My brother often interrupts me when I speak.
- Right now, we are discussing communication styles in class.
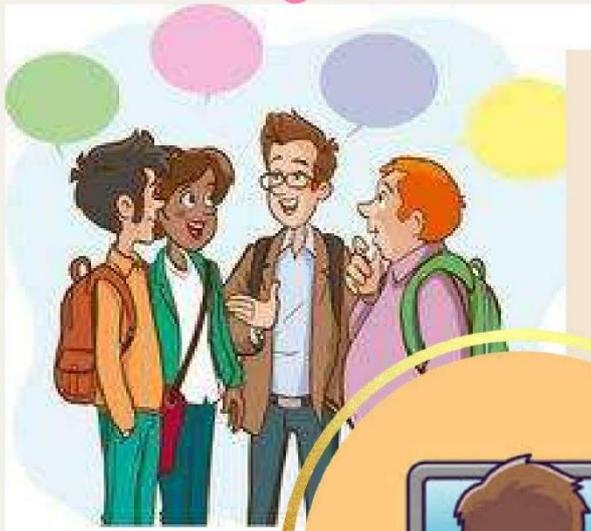
CHECKLIST LESSON B

Criterion	Yes	No
Compared online and face-to-face communication.		
Correctly used present simple and present continuous.		
Took part in the group writing task actively.		
Included clear examples and organized ideas logically.		

ANSWER KEY LESSON C

Activity 1

Answers may vary

Activity 2

Verb	Associated Benefit
Connect	You can connect with friends or people who share your interests.
Relax	You can relax by watching calming videos or listening to soft music.
Learn	You can learn new skills, tips, or emotional strategies through educational content.
Share	You can share your feelings, art, ideas, or positive messages with others.
Motivate	You can motivate yourself by reading inspiring quotes or success stories.

Activity 3

a): You can relax with this kind of post.

b): You can learn how to take care of yourself with this kind of post.

c): You can celebrate someone's success with this kind of post.

d): You can discover new ideas with this kind of post.

Activity 4

- Social media can help you express your feelings.
- You can find positive communities online.
- People can feel overwhelmed if they scroll too much.
- We can share helpful information with others.
- You can improve your mood by watching relaxing videos.
- They can't always control what content appears on their feed.
- I can get motivated by inspirational stories.
- Some platforms can't protect you from all negative comments.
- You can stay connected with friends who live far away.
- He can't focus when he uses his phone during class.

Activity 5

Soft and calming, bright and warm, can (4)

CHECKLIST LESSON C

Criterion	Yes	No
Used can/can't + base verb to express digital benefits.		
Described a post or experience using sensory details.		
Applied positive and emotional vocabulary (calming, inspiring…).		
Collaborated with a classmate to write a short paragraph.		

RUBRIC

Criterion	Excellent (2 pts)	Good (1 pt)	Needs Improvement (0 pts)
Language Use (Grammar & Structure)	Uses target grammar accurately (e.g., present simple, can/can't, connectors).	Minor grammar mistakes that don't affect meaning.	Frequent errors that affect clarity.
Topic Vocabulary	Uses a variety of topic-related and sensory words appropriately.	Uses some relevant words, with limited range.	Little or incorrect use of vocabulary.
Content & Relevance	Fully addresses the topic (mental health, communication, or well-being).	Partially covers the topic with basic information.	Content is off-topic or incomplete.
Organization & Coherence	Ideas are logically organized and easy to follow.	Some structures are present; ideas mostly make sense.	Ideas are disorganized or unclear.
Creativity & Collaboration	Shows originality and active group contribution (if applicable).	Limited creativity or uneven participation.	Lacks creativity or evidence of teamwork.

CONCLUSION

The teaching guide presented emphasizes the value of applying strategies that enhance creative writing in freshmen students at María Angélica Idrobo High School. By promoting the expression of thoughts, feelings, and personal experiences through writing, educators can create a more dynamic and imaginative classroom environment.

Consistent engagement in these activities allows students to improve their ability to structure ideas, broaden their vocabulary, and write with more assurance. The proposed tasks reveal that storytelling is versatile and can be linked to various themes while promoting student involvement through familiar situations and teamwork.

In conclusion, this guide aims to support teachers in motivating young learners to become effective communicators who also develop their creativity and critical thinking through storytelling.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions derived from the research, highlighting the alignment between the empirical findings and the objectives delineated in Chapter I. Furthermore, it offers informed recommendations to guide subsequent investigations in the field.

5.1. Conclusions

- Based on the information in Chapter I, the researcher realized that there are many teaching methods, and each uses different strategies that help students learn more meaningfully. Thanks to this variety, it is possible to better adapt to the ways and times in which each student learns, making the process more interesting and effective. In this way, students feel more motivated and can better understand the content, which contributes to their academic and personal growth.

- The findings derived from the survey conducted with freshmen students at María Angélica Idrobo High School revealed that productive skills—particularly writing— are among the most challenging to develop. For this reason, it is essential for teachers to implement engaging strategies such as storytelling to strengthen students' creative writing abilities. Storytelling activities allow students to explore language in meaningful contexts, encouraging them to express ideas, emotions, and personal experiences in written form.

- Based on the information in Chapter I, the researcher realized that there are many teaching methods, and each uses different strategies that help students learn more meaningfully. Thanks to this variety, it is possible to better adapt to the ways and times in which each student learns, making the process more interesting and effective. In this way, students feel more motivated and can better understand the content, which contributes to their academic and personal growth.

- In conclusion, regularly including narrative activities in writing classes is essential to fostering students' creativity and helping them organize clear and meaningful narratives. Moreover, the teacher's role as a facilitator, motivator, and provider of individualized feedback is essential for supporting each student's learning rhythm and for ensuring the effective development of their creative writing skills.

- Storytelling represents a powerful and effective pedagogical strategy for fostering the development of creative writing skills, as it stimulates the imagination and helps students organize their ideas coherently. Based on this, a teaching guide focused on storytelling activities was developed for freshmen students at María Angélica Idrobo High School. The guide, structured in sequences of Pre-During-After tasks, allows students to progressively foster their creativity, achieving more dynamic, meaningful, and motivating learning.

5.2. Recommendations

- Teachers should find meaningful ways to spark students' interest in learning a second language. This involves using engaging topics, real-life tasks, and interactive activities that connect with students' experiences. When students feel interested, they are more motivated and willing to participate. Therefore, teachers should select strategies that match their learners' preferences and backgrounds. Making learning enjoyable increases language acquisition success.

- It is recommended that English teachers incorporate storytelling activities as a regular practice in writing classes. This strategy not only stimulates students' creativity but also allows them to structure coherent and meaningful narratives, thus strengthening their writing skills. Furthermore, it is essential that teachers supervise, motivate, and provide timely feedback, recognizing that each student learns differently and at their own rate.

- Since teachers and authorities believe that storytelling can contribute to students' writing development, the teaching guide proposed in this research project is recommended. Educators have the flexibility to adapt the activities according to the specific interests and needs of the student group.

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ANNEXES

Annex 1. Validation of research tools

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 06 de Febrero de 2025
Magister
Fernando Narváez
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto "Storytelling to Develop Creative Writing in Freshmen Students at María Angélica Idrobo High School" Previo a la obtención del título de: Licenciatura de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto los Cuestionarios y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Cristina Pusdá
C.C.: 0401926175

INTERVIEW FOR VICE- PRINCIPAL

Title: Storytelling to Develop Creative Writing in Freshmen Students at María Angélica Idrobo High School

Objetivo: El propósito de esta entrevista es recopilar información sobre cómo se utiliza la narración de historias para desarrollar habilidades de escritura creativa en estudiantes de primer año de la Unidad Educativa María Angélica Idrobo.

1. ¿Considera que el inglés como lengua extranjera es importante para el futuro académico de los estudiantes de esta institución? ¿Por qué?
2. El currículo nacional establecido por el Ministerio de Educación plantea como meta que los estudiantes de primer año de bachillerato alcancen un nivel A2.2 en inglés. En su opinión, ¿cuáles son los principales retos que enfrentan los estudiantes para lograr este nivel?
3. ¿Cree usted que este establecimiento educativo cuenta con suficientes materiales y recursos para ayudar a mejorar el nivel de inglés de los estudiantes?
4. ¿Cree que es apropiado que los docentes de inglés de este colegio Idrobo incluyan estrategias basadas en storytelling en sus planes de clase para mejorar las habilidades de escritura en inglés de los estudiantes? ¿Por qué?

GRACIAS POR SU COLABORACIÓN

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

PROYECTO: Storytelling to Develop Creative Writing in Freshmen Students at María Angélica Idrobo High School

Objetivo: Collect information about storytelling to develop creative writing in freshmen students at María Angélica Idrobo High School

Fecha de envío para la evaluación del experto:	06 de Febrero de 2025
Fecha de revisión del experto:	06 de Febrero de 2025

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		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

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 Item. De ser necesario realice la observación en el casillero correspondiente.

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

....

Firma del Evaluador

C.C.: 1001758026

Apellidos y nombres completos	Narváez Vega Franklin Fernando
Título académico	Magíster
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	@utn.edu.ec ffnarvaez@utn.edu.ec
Teléfono	0992530502

INTERVIEW FOR ENGLISH COORDINATOR

Title: Storytelling to Develop Creative Writing in Freshmen Students at María Angélica Idrobo High School

Objective: The purpose of this interview is to gather information on how storytelling strategies are used to develop creative writing skills. The data collected will be used exclusively for this research.

1. Do you think that the students of this institution possess the necessary skills to achieve the A2.2 level established by the Ministry of Education of Ecuador? Why or why not?
2. From your perspective, do you consider writing to be one of the most challenging language skills to develop in the classroom? Why?
3. Based on your experience, which strategies do you find most effective for teachers to foster creative writing among students?
4. In your opinion, can storytelling be an effective classroom strategy to enhance student learning? Please explain your answer.
5. Do you think it would be beneficial for English teachers to use a guide based on storytelling strategies to strengthen students' writing skills? Why or why not?

THANKS FOR YOUR COLLABORATION

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

PROYECTO: Storytelling to Develop Creative Writing in Freshmen Students at María Angélica Idrobo High School

Objetivo: Collect information about storytelling to develop creative writing in freshmen students at María Angélica Idrobo High School

Fecha de envío para la evaluación del experto:	06 de Febrero de 2025
Fecha de revisión del experto:	06 de Febrero del 2025

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		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

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 Item. 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				
10				

....

Firma del Evaluador

C.C.: 1001758026

Apellidos y nombres completos	Narváez Vega Franklin Fernando
Título académico	Magíster
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
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Teléfono	0992530502

INTERVIEW FOR ENGLISH TEACHER

Title: Storytelling to Develop Creative Writing in Freshmen Students at María Angélica Idrobo High School

Interview directed to the teachers who teach English at María Angélica Idrobo High School

Objective: To gather data on the methods and strategies used to develop creative writing skills in English classes.

Questions

1. Based on your professional experience, do you consider writing to be one of the most challenging language skills for freshmen students to develop? Why or why not?
2. In your opinion, does the freshmen students' writing performance meet the corresponding level according to the Common European Framework of Reference for Languages (CEFR) required by the Ecuadorian Ministry of Education? Please explain your answer.
3. What are the most common writing difficulties you have observed among freshmen students?
4. Among the strategies you have implemented to improve students' writing skills, which ones have proven most effective?
5. Which creative writing activities that you use in class yield the best results? Could you provide specific examples?
6. Do you believe that storytelling, as a classroom strategy, can effectively support the development of students' creative writing skills? If so, how?
7. Would you consider a pedagogical guide with storytelling activities beneficial for the teaching-learning process? Why or why not?

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

PROYECTO: Storytelling to Develop Creative Writing in Freshmen Students at María Angélica Idrobo High School

Objetivo: Collect information about storytelling to develop creative writing in freshmen students at María Angélica Idrobo High School

Fecha de envío para la evaluación del experto:	06 de Febrero de 2025
Fecha de revisión del experto:	06 de Febrero del 2025

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		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

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 Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO

Ítem	CRITERIOS DE EVALUACIÓN			OBSERVACIONES
	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5				
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10				

....

Firma del Evaluador

C.C.: 1001758026

Apellidos y nombres completos	Narváez Vega Franklin Fernando
Título académico	Magíster
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
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Teléfono	0992530502

SURVEY FOR STUDENTS

Title: Storytelling to Develop Creative Writing in Freshmen Students at María Angélica Idrobo High School

Survey directed to freshmen students of the María Angélica Idrobo High School.

Objective: This survey aims to collect data on freshmen students' perspectives regarding the use of storytelling to improve creative writing skills.

Instruction: Dear students, please read each question carefully and select the answer that best reflects your opinion.

1. Do you enjoy writing in English?
   a) Yes
   b) No
2. How would you rate your own writing performance in English?
   a) Excellent
   b) Very good
   c) Good
   d) Poor
3. Before writing a text in English, do you usually plan your ideas?
   a) Always
   b) Sometimes
   c) Rarely
   d) Never
4. Do you think it is necessary to implement new strategies in class to improve your creative writing?
   a) Strongly agree
   b) Agree
   c) Disagree
   d) Strongly disagree
5. Have you ever practiced storytelling activities in your English classes?
   a) Always
   b) Sometimes
   c) Rarely
   d) Never
6. Do you believe storytelling can help you improve your creativity?
   a) Yes
   b) No
7. Would you like to engage in storytelling-based activities to enhance your creative writing skills?
   a) Yes
   b) No

4

8. Choose the two activities you would most like to do to improve your creative writing skills in English.

a) Rewriting the ending of a simple fairy tale (e.g., Cinderella, Little Red Riding Hood) with a different outcome.	
b) Writing a short story based on a personal experience (e.g., your best day at school, a fun trip).	
c) Collaborative writing	
d) Adding sentences to a group story where each student contributes one line at a time.	
e) Writing and performing a short dialogue between two fictional characters.	
f) . Keeping a fantasy-themed journal	
g) Choosing a random set of words and using them to create a short story.	
h) Writing a diary entry as if you were a character from a movie or book.	
i) Describing a dream or imaginary place using sensory details (e.g., what you see, hear, and feel).	
j) Writing a letter to a future self, imagining your life in five years.	
k) Writing stories based on prompts or story starters.	

THANKS FOR YOUR COLLABORATION

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

PROYECTO: Storytelling to Develop Creative Writing in Freshmen Students at María Angélica Idrobo High School

Objetivo: Collect information about storytelling to develop creative writing in freshmen students at María Angélica Idrobo High School

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Fecha de revisión del experto:	06 de Febrero del 2025

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		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

CUESTIONA... .... FECYT

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 Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO

Ítem	Dejar	Modificar	Eliminar	OBSERVACIONES
	CRITERIOS DE EVALUACIÓN			
1	X			
2	X			
3	X			
4	X			
5	X			
6				
7				
8				
9				
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....
Firma del Evaluador
C.C.: 1001758026

Apellidos y nombres completos	Narváez Vega Franklin Fernando
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Annex 2. A formal request submitted to the principal requesting approval to apply research instruments

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio nro. UTN-FECYT-D-2025-0026-O

Ibarra, 19 de febrero de 2025

PARA: Dra. Elsa Tapia
RECTORA DE LA UNIDAD EDUCATIVA MARÍA ANGÉLICA IDROBO

ASUNTO: Trabajo de integración curricular Srta. PUSDÁ PORTILLA ANA CRISTINA

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle su autorización para que la Srta. PUSDÁ PORTILLA ANA CRISTINA, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, obtenga información y aplique los instrumentos de investigación (entrevistas y encuestas) que se requieren para el desarrollo del trabajo de integración curricular con el tema: "STORYTELLING TO DEVELOP CREATIVE WRITING IN FRESHMEN STUDENTS AT MARÍA ANGÉLICA IDROBO HIGH SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSÉ LUCIANO REVELO RUIZ

MSc. José Revelo Ruiz
DECANO

JRR/M. Báez.

Ciudadela Universitaria Barrio El Olivo
Av. 17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001
www.utn.edu.ec

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Annex 3. Approval Letter to Conduct Research at the Institution.

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio nro. UTN-FECYT-D-2025-0026-O

Ibarra, 19 de febrero de 2025

PARA: Dra. Elsa Tapia
RECTORA DE LA UNIDAD EDUCATIVA MARÍA ANGÉLICA IDROBO

ASUNTO: Trabajo de integración curricular Srta. PUSDÁ PORTILLA ANA CRISTINA

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle su autorización para que la Srta. PUSDÁ PORTILLA ANA CRISTINA, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, obtenga información y aplique los instrumentos de investigación (entrevistas y encuestas) que se requieren para el desarrollo del trabajo de integración curricular con el tema: "STORYTELLING TO DEVELOP CREATIVE WRITING IN FRESHMEN STUDENTS AT MARÍA ANGÉLICA IDROBO HIGH SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ
Firmado digitalmente por JOSE LUCIANO REVELO RUIZ
Fecha: 2025.02.19 14:23:15 -05'00'

MSc. José Revelo Ruiz
DECANO

JRR/M. Báez.

10/02/2024
Autorizado

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001
www.utn.edu.ec

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Annex 4. Letters with Consent of: Vice-Principal, English Coordinator and English Teacher

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigacion, conducida por PUSDA PORTILLA ANA CRISTINA estudiante de la carrera de Pedagogía De Los Idiomas Nacionales Y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es "Storytelling to Develop Creative Writing in Freshmen Students at María Angélica Idrobo High School"

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de : 10 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Bolivár A Cevallos Cevallos

Nombre del participante:

Cargo: Vicerrector

Firma del participante

Nombre del investigador : Pusdá Cristina

Firma del investigador

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigacion, conducida por PUSDA PORTILLA ANA CRISTINA estudiante de la carrera de Pedagogía De Los Idiomas Nacionales Y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es "Storytelling to Develop Creative Writing in Freshmen Students at María Angélica Idrobo High School"

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de : 10 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Amparito Muñoz
Nombre del participante:

Cargo: English Coordinator

Firma del participante

Nombre del investigador : Pusdá Cristina

Firma del investigador

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigacion, conducida por PUSDA PORTILLA ANA CRISTINA estudiante de la carrera de Pedagogía De Los Idiomas Nacionales Y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es "Storytelling to Develop Creative Writing in Freshmen Students at María Angélica Idrobo High School"

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de : 10 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del participante: Katerine Carabalí

Cargo: English Teacher
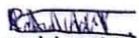
Firma del participante

Nombre del investigador : Pusdá Cristina

Firma del investigador

Annex 5. Survey Student

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigacion, conducida por PUSDA PORTILLA ANA CRISTINA estudiante de la carrera de Pedagogía De Los Idiomas Nacionales Y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es "Storytelling to Develop Creative Writing in Freshmen Students at María Angélica Idrobo High School"

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una encuesta, lo cual tomará aproximadamente de : 15 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entíendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del participante: Darnel Furinango

Cargo: Estudiante

Firma del participante

Nombre del investigador : Pusdá Cristina

Firma del investigador

Annex 8. Acceptance letter for 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-2025-0093-O
Ibarra, junio 02 de 2025

PARA: Dr. Oscar Muñoz
RECTOR DE LA UNIDAD EDUCATIVA MARÍA ANGÉLICA IDROBO

ASUNTO: Socialización Trabajo de integración curricular Srta. Pusdá Portilla Ana Cristina

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 Srta. Ana Cristina Pusdá Portilla, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros para que socialice la propuesta del trabajo de integración curricular con el tema: "STORYTELLING TO DEVELOP CREATIVE WRITING IN FRESHMEN STUDENTS AT MARÍA ANGÉLICA IDROBO HIGH SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ

Firmado digitalmente
por JOSE LUCIANO
REVELO RUIZ
Fecha: 2025.06.02
15:06:51 -05'00'

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

JLRR/M.Báez

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001
www.utn.edu.ec

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Annex 9. Evidence of socialization

Annex 10. Certificate of Proposal Socialization

UNIDAD EDUCATIVA "MARÍA ANGÉLICA IDROBO"

Sede 1: Rafael Troya 1-67 y Bolívar Teléf.: 062643345 AMEI:10H00081
Sede 2: Colon 1-48 entre Juan Montalvo y Padre Raimundo de la Santa Cruz Teléfono: 062953515

2024-2025

Ministerio de Educación

A petición verbal de la señorita: PUSDA PORTILLA ANA CRISTINA, portadora de la Cédula de Ciudadanía No. 0401926175, en uso de mis atribuciones legalmente;

CERTIFICO:

Que, la señorita PUSDA PORTILLA ANA CRISTINA, portadora de la Cédula de Ciudadanía No. 0401926175, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Técnica del Norte, realizó la Socialización de la propuesta del trabajo de Integración Curricular con el tema "STORYTELLING TO DEVELOP CREATIVE WRITING IN FRESHMEN STUDENTS AT MARIA ANGELICA IDROBO HIGH SCHOOL".

Es todo cuanto puedo informar en honor a la verdad, autorizando a la mencionada hacer uso del presente certificado en lo que a bien tuviere.

Ibarra, 04 de julio de 2025

DR. OSCAR E. MUÑOZ
RECTOR (E)