



Actividades de narración creativa para fortalecer habilidades de escritura en inglés en estudiantes de secundaria en una institución educativa pública

Creative storytelling activities to strengthen English writing skills in high school students at a public educational institution

Atividades criativas de contação de histórias para fortalecer as habilidades de escrita em inglês em estudantes do ensino médio de uma instituição pública de ensino

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Resumen

Las actividades de narración creativa influyen positivamente en las habilidades de escritura en inglés, revelando su impacto en el aprendizaje del inglés como lengua extranjera. Esta investigación analiza la influencia de las actividades de narración creativa en la mejora de las habilidades de escritura en inglés entre estudiantes de educación secundaria superior en Ecuador. El estudio tuvo como objetivo determinar si la narración podía mejorar las habilidades de escritura en inglés que los estudiantes ya poseen. Se implementó un enfoque cuantitativo mediante evaluaciones de pretest y postest. Los hallazgos indican mejoras significativas en las habilidades de escritura de los estudiantes, incluyendo la generación de contenido, la organización y el uso del lenguaje. Esto sugiere que la narración creativa mejora considerablemente las habilidades técnicas de escritura en el proceso de redacción. Estos resultados destacan el potencial de la narración como una herramienta eficaz para la enseñanza del inglés como lengua extranjera (EFL).

Palabras clave: creatividad; escritura; narración; habilidades.

Abstract

Creative storytelling activities positively influence English writing skills, revealing their impact on learning English as a foreign language. This research analyzes the influence of creative storytelling activities on improving English writing skills among upper secondary education students in Ecuador. The study aimed to determine whether storytelling could improve the English writing skills that students already possess. A quantitative approach was implemented through pretest and posttest evaluations. Findings indicate significant improvements in students' writing skills, including content generation, organization, and language use. This suggests that creative storytelling significantly improves technical writing skills in the writing process. These results highlight the potential of storytelling as an effective tool for teaching English as a foreign language (EFL).

Keywords: creativity; writing; narration; skills.

Resumo

As atividades criativas de contar histórias influenciam positivamente as habilidades de escrita em inglês, revelando seu impacto na aprendizagem do inglês como língua estrangeira. Esta pesquisa

analisa a influência das atividades criativas de contar histórias na melhoria das habilidades de escrita em inglês entre estudantes do ensino secundário no Equador. O estudo teve como objetivo determinar se contar histórias poderia melhorar as habilidades de escrita em inglês que os alunos já possuem. Uma abordagem quantitativa foi implementada por meio de avaliações pré-teste e pós-teste. As descobertas indicam melhorias significativas nas habilidades de escrita dos alunos, incluindo geração de conteúdo, organização e uso da linguagem. Isso sugere que a narrativa criativa melhora significativamente as habilidades técnicas de redação no processo de escrita. Estes resultados destacam o potencial da contação de histórias como uma ferramenta eficaz para o ensino de Inglês como Língua Estrangeira (EFL).

Palavras-chave: criatividade; escrita; narração; habilidades.

Introduction

Writing is an important skill in the English language learning process, demanding both motivation and training to cultivate effectively. As Sumarsih and Sanjaya (2013) point out, “writing is a very essential capability for being mastered by students; writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others” (p. 106). For students in secondary education, mastering writing is not only important for fulfilling curriculum requirements but also for communicating effectively in real-world contexts. Ideally, students would be equipped with the motivation and skills to express themselves clearly and creatively through writing, enriching their educational journey and their engagement with the language.

However, despite the recognized importance of writing in English language learning, there are significant challenges to developing this skill effectively. One of the key issues is student motivation. Regarding this, Tamayo and Cajas (2020) emphasize the need to identify mechanisms that foster different motivational writing experiences. Moreover, Pihuave and Ramírez (2021) highlight that without encouragement, students are less likely to engage in writing tasks, which can lead to struggles with this skill in classrooms. In Ecuador, the Ministry of Education requires students to achieve a B1 level in English proficiency, this includes producing coherent written texts CEFR, (2020). Despite this, most of the students fail in reaching this standard. This way, the gap between the expected writing skills and the real students’ levels of proficiency makes notorious the necessity of implementing innovative strategies to raise writing motivation and abilities.

In the same way, some studies have shown that English language learning (ELL) in Latin America, including Ecuador, do not reach the desired proficiency levels, particularly in writing. For instance, Fiszbein and Cronquist (2017) describe a general deficiency in English language proficiency in Latin America. In the same way, Widosari et al., (2017) indicate that writing skills are usually the greatest challenge. So, delving on how to fill this gap such as creative storytelling to help students see value in engagement and writing development could be a great focus. Lastly, according to Fitria (2024), creative writing is one of the very significant aspects of teaching language, as facilitates the students to practice the target language in a meaningful and expressive ways.

Although existing research on writing skills in ELL contexts is extensive, there is a notable lack of focus on creative storytelling as a specific strategy for secondary students in Ecuador. Current studies do not focus on the challenges and benefits of applying creative storytelling in this environment, nor do they investigate its impact on motivating students to overcome writing issues. This gap highlights the need for further exploration into innovative approaches centered in students writing skills development and directed to be used in educational settings such as public high schools in Ecuador.

Furthermore, this study is relevant in the Ecuadorian education system, where English proficiency remains an important goal. Creative storytelling activities provide an alternative to traditional methods, due to it offers students an engaging and effective way to develop their writing skills. In the same line, this approach benefits educators, curriculum developers, and policymakers by presenting a new approach that goes beyond the traditional methods to develop writing skills. Moreover, the study is aligned with broader educational goals such as the Ecuadorian national objective of promoting innovative and quality education (Secretaria Nacional de Planificación, 2021), and the United Nations Sustainable Development Goal 4, which emphasizes inclusive, quality education (United Nations, 2018).

This study is relevant to educators, policymakers, and curriculum developers, particularly within Ecuador's educational system. By exploring creative storytelling activities, the study proposes an innovative approach to replace traditional methods of teaching writing with more engaging techniques. This approach has the potential to transform students' experiences, fostering motivation and encouraging a positive attitude toward writing.

Finally, this study seeks to investigate how creative storytelling can improve English writing skills among upper secondary students in a public high school setting. This research is addressed to

overcome the challenges of motivation and proficiency in writing by proposing creative storytelling activities as a strategy to encourage students' engagement and proficiency in English writing. Key research questions include: How can creative storytelling activities improve English writing skills among upper secondary education students during the 2024-2025 academic school year? Additionally, this study will explore a sub-question: What improvement in English writing skills can be observed through creative storytelling activities?

Literature Review

This literature review delves into the role of creative storytelling activities on improving English writing skills. By reviewing recent studies, this review focuses on the application of creative storytelling in classroom settings, its benefits for writing development, and the challenges that teachers face during the implementation of this method. Certainly, understanding the effectiveness of storytelling in teaching writing is relevant, as it not only addresses language proficiency but also supports students' overall cognitive and the emotional area. This review aims to support the groundwork for further investigation into how storytelling can be an innovative approach to improving writing skills among EFL learners.

Creative Storytelling Activities

Storytelling has been involved in education since ancient times. For English language teaching, it has had an important role in skills development. According to the National Storytelling Network (2017), storytelling is the vivid description of experiences and concepts, often shared to evoke emotions and insights. Serrat (2017) highlights that storytelling involves narrating personal experiences to express ideas. This narrative approach has found success in EFL classrooms by enhancing students' language skills, creativity, and engagement (Yáñez & Suárez, 2019).

Elements of Storytelling

The structural components of storytelling, as outlined by The British Broadcasting Corporation (BBC) Young Writers' Award Resources (2024), form the foundation for creating narratives. Some of the essential elements include: Openings and Endings, beginning a story with an engaging opening and ending with a closure that resonates with readers will catch the reader's attention and keep them interested in the narration. Then, the point of view and narrative voice is helpful at the moment of establishing the narrator's perspective helps students develop a consistent narrative style. Finally, the imagery and dialogue, by including these elements students are going to express emotions and illustrate actions vividly.

Storytelling Genres and Structures

According to Routman (2005), storytelling encompasses various genres, each with subcategories such as traditional literature, personal narratives, and fiction. Moreover, the British Broadcasting Corporation (BBC) Young Writers' Award Resources (2024) states how relevant are the openings and endings, characters, and dialogue as components for effective storytelling. These elements, along with a well-structured narrative (exposition, climax, and resolution), contribute to a richer storytelling experience that fosters both language and creative skills (BBC Young Writers' Award Resources, 2024).

Benefits of Storytelling in EFL

Storytelling offers numerous benefits in EFL classrooms, enhancing not only writing skills but also vocabulary, grammar, reading, and listening. As noted by Ginting et al. (2023), storytelling fosters engagement, enabling students to practice language skills in a supportive and interactive environment. Finally, the use of storytelling to enhance language acquisition has been emphasized by Khodabandeh (2018), who noted its impact on improving vocabulary, grammar, and writing skills.

English Writing Skills

Writing is a productive language skill, involving the connected production of ideas to communicate effectively (Byrne, 1979). Furthermore, Zakhareuski (2012) suggests that motivation plays a significant role in successful writing development. Besides that, Brown (2007) identifies several micro-skills necessary for effective writing, such as correct grammar usage, spelling, sentence construction, and cohesion. Mastery of these micro-skills is essential for students to produce quality written work, especially in academic contexts.

Process of Writing

In the same way, Faraj (2015) suggests a structured approach, including prewriting, drafting, revising, and editing, to enhance student outcomes. These stages ensure the logical flow and accuracy of students' written work.

Evaluating Writing Skills in the Context of Creative Storytelling

Evaluating writing skills, especially when integrated with creative storytelling, involves establishing criteria that consider both language accuracy and creative expression. Brown (2007) provides a framework for assessing writing that emphasizes four main categories: content, organization, communicative achievement, and language mechanics.

Content

Effective evaluation begins by assessing the relevance and development of ideas. Criteria here include. This way the elements are the Thesis and Central Ideas which refers to the clarity and focus of the main idea or thesis, especially in narrative or argumentative writing. Moreover, the supporting details which are related to the development of ideas through examples, descriptions, or illustrations. For creative storytelling, the inclusion of sensory details, character depth, and plot progression is essential. Finally, the consistency and focus, which is about the focus of stories, a clear theme or message that resonates with readers.

Organization

Structure plays a critical role in narrative coherence and flow. Key aspects include the Introduction and Conclusion which is related to the strong opening and a satisfying closure, as outlined in storytelling guides, provide cohesion and a sense of completeness. Additionally, the logical sequence and transitions that involve the smooth transitions and logically organized events enhance readability. Then, the length and detail appropriateness which refers to the concise content that should be sufficiently detailed to engage readers.

Communicative Achievement

The Storytelling's effectiveness lies in its ability to communicate emotions, themes, and perspectives. In this case, some categories are included, for instance, the narrative voice and tone which helps in expressing emotions and viewpoints. Then the engagement with the audience that effectively draws the reader into the story and sustains interest throughout. And the cohesion and unity which ensures that the story's elements (dialogue, plot, characters) work together to convey a clear message or theme.

Language Mechanics

Language use in storytelling is important, especially for EFL students who are still mastering grammatical rules. In this category are included: the Grammar and Syntax which is related to the correct use of tense, sentence structure, and syntax to ensure clarity. Also, the spelling and punctuation and the variety and vocabulary assessing the range of vocabulary and expressions, especially in creative contexts where rich vocabulary can enhance storytelling.

How to teach writing with creative storytelling

Regarding the teaching of writing by the use of creative storytelling, Fitria (2024) maintains that teaching writing combined with creative elements like imagery and dialogue, helps students to

develop their writing skills while feeling motivated during the process. Moreover, the approach has been shown to increase engagement, especially when students are encouraged to read and evaluate each other's work as Lutzker, (2015) points out. Such peer feedback fosters a collaborative and supportive learning environment.

In summary, creative storytelling offers a dynamic and engaging way to improve English writing skills in EFL classrooms. This way, involving narrative techniques with writing processes, students can develop their writing skills while fostering creativity and critical thinking.

Methodology

Research Setting

The research was carried out in a public secondary school during the 2024–2025 academic year, located in the urban area of Cuenca, Ecuador. This institution lacked access to technological resources such as projectors, internet connection, or individual computers for each participant. As a result, participants were required to use notebooks to complete the activities through handwritten responses.

Research Participants

The study targeted a group of secondary level students from a public high school in Cuenca, Ecuador. The entire population of the school consisted of ninety students; however, a convenience sample of thirty students was selected for the research. According to Creswell (2014), convenience sampling is a commonly used strategy in qualitative and quantitative research, when researchers need to gather data quickly and efficiently from accessible populations. This approach was chosen for the study because the researcher, who also serves as the class teacher, had regular and direct access to this group of students, allowing for more intensive monitoring and evaluation throughout the research process. Additionally, the selection of the sample ensured that all participants had similar levels of English proficiency, thus forming a homogeneous group that was well-suited for action research. Lastly, considering that participants were children, consent forms were signed by the students' legal guardians, ensuring ethical compliance with institutional and educational guidelines.

Research Approach and Design

This research employed a mixed-methods approach, as this integrated both quantitative and qualitative data to obtain a holistic understanding of the influence of creative storytelling on writing

skills. Quantitative data was essential to measure specific writing outcomes, while qualitative data enriched these findings with insights into students' subjective experiences and attitudes. Mixed methods, as defined by Johnson et al. (2007), provide the depth and corroboration necessary for a thorough investigation of the research questions.

The research design was action research, a methodology that Koshy (2010) defines as a reflective cycle of planning, action, and evaluation. This approach was essential to carry out an intervention plan which was aimed to impact the participants writing skills by implementing creative storytelling activities and later, explore their perceptions about the activities.

Data Collection Sources and Techniques

To a detailed assess of the impact of creative storytelling, data was gathered through pre and post tests, these were aligned with specific research objective:

Quantitative data was collected through an adapted test from the Cambridge tool *Write & Improve*. The test was structured around a single, open-ended question that required students to write a short story. Moreover, the chosen rubric to grade this test was the Cambridge B1 level, in which four aspects were evaluated, Content, Communicative achievement, Organization and Language (Cambridge English, 2024) This test was a writing assessment administered at the beginning and end of the intervention. This testing technique allowed for objective measurement of progress in writing skills regarding the storytelling activities.

Data Analysis

The data analysis process involved quantitative methods. Quantitative data from the pre-test and post-test were analyzed using descriptive statistics, as Creswell & Creswell, (2017) state, it included mean, median, and standard deviation, illustrated trends in writing scores and highlighted central tendency and variability within the dataset and inferential statistics served to compare pre and post-test scores, examining whether observed changes were statistically significant. (Cohen, 1988). Statistical analysis software Jamovi assisted in running a descriptive analysis and a Shapiro-Wilk test to determine the level of improvement of writing skills, lastly, t-tests were applied to determine the statistical significance of the observed changes. This approach allowed for robust, evidence-based conclusions about the quantitative impact of storytelling on writing skills.

Procedure

The research process was organized into three stages, introduction, application and reflection, following a project-based model to evaluate the impact of creative storytelling activities on English

writing skills. Initially, the planning phase involved selecting a representative sample and designing storytelling activities tailored to the students' English proficiency level. Next, a baseline assessment of students' English writing skills was conducted through a pre-test. This pre-test measured students' initial proficiency levels in some areas. Following the assessment, the storytelling intervention was integrated into the students' regular language curriculum over a period of eight weeks, with each session involving guided practice and feedback.

Upon completion of the intervention, a post-test was administered to measure improvements in writing skills. Additionally, students completed a questionnaire to provide qualitative feedback on their experiences with the creative storytelling activities. This feedback offered insights into student engagement, perceived skill development, and enjoyment of the activities. Quantitative data from the pretest and post-tests were analyzed using descriptive statistics in Jamovi, including paired t-tests and effect size calculations to assess the significance and impact of the intervention. The action research approach allowed for iterative adjustments to the storytelling activities, ensuring they remained responsive to students' needs and maximizing the potential for writing improvement.

Results and discussion

In this section, findings from the intervention plan aimed to improve English writing skills through creative storytelling activities are presented. The results are analyzed in terms of pretest and posttest performance, statistical tests, and students' perceptions, providing a comprehensive understanding of the intervention's impact. Moreover, this section objective is to demonstrate how the specific objectives were achieved during the research process. Therefore, the results are presented in tables with their corresponding analysis and interpretation.

Pre-Test and Post test Results

Objective one:

To determine the level of improvement in English writing skills by using creative storytelling activities with upper secondary education students.

Pre-Test Results

*Table 1**Pre-test. Central measures of Writing skills*

	N	Mean	SD	Minimum	Maximum
Content (5 points)	30	1.00	0.466	1.00	2.00
Organization (5 points)	30	1.00	0.430	1.00	2.00
Communicative Achievement (5 points)	30	1.00	0.868	0.00	3.00
Language (5 points)	30	2.00	0.845	1	4
TOTAL (20 points)	30	5.00	1.609	3.00	9.50

The pre-test results reflect the baseline writing abilities of students prior to the implementation of creative storytelling activities. The scores reveal that students struggled across all writing components, with mean scores that suggest significant challenges.

For Content, the mean score was 1.00 (SD = 0.466), indicating that students were largely unable to generate meaningful or relevant ideas. The range of scores, from 1.00 to 2.00, suggests that none of the students achieved more than a basic level of proficiency in this area. Similarly, Organization also had a mean score of 1.00 (SD = 0.430), reflecting difficulty in structuring their writing logically. These results highlight a fundamental weakness in developing and organizing their thoughts into coherent narratives.

The Communicative Achievement component had a mean score of 1.00 (SD = 0.868). The range of scores, from 0.00 to 3.00, indicates variability, with a few students performing slightly better than the majority. However, the overall low average suggests that students struggled to effectively communicate their ideas, which is a critical aspect of writing. The Language component, which evaluates grammar and vocabulary, showed a slightly higher mean score of 2.00 (SD = 0.845), with scores ranging from 1.00 to 4.00. This suggests that while some students demonstrated a moderate command of language, most exhibited limited proficiency.

The Total Score for the pre-test was 5.00 out of 20 (SD = 1.609), with individual scores ranging between 3.00 and 9.50. This low overall performance reinforces the conclusion that students had significant difficulties in all areas of writing, with little variation across the group.

Post-Test Results

Table 2
Post-test. Central measures of Writing skills

	N	Mean	SD	Minimum	Maximum
Content (5 points)	30	5.00	0.681	3	5
Organization (5 points)	30	4.00	0.803	3	5
Communicative Achievement (5 points)	30	4.50	0.675	3	5
Language (5 points)	30	5.00	0.679	3	5
TOTAL (20 points)	30	18.00	1.499	14	20

The post-test results, as shown in Table 2, highlight the substantial progress made by students after the creative storytelling intervention. The mean scores for all writing components improved markedly, reflecting the effectiveness of the activities in addressing students' weaknesses.

For content, the mean score rose to 5.00 (SD = 0.681), with all students achieving scores between 3.00 and 5.00. This indicates that students were able to generate clear, meaningful, and fully developed ideas by the end of the intervention. The improvement in this component suggests that the creative storytelling activities were particularly effective in helping students focus on the depth and relevance of their content.

Organization showed a significant increase, with a mean score of 4.00 (SD = 0.803). Students demonstrated a greater ability to logically structure their narratives, with scores ranging from 3.00 to 5.00. This improvement highlights the role of storytelling in teaching students how to arrange their ideas cohesively.

The communicative achievement component also showed substantial progress, with a mean score of 4.50 (SD = 0.675). Students were able to convey their ideas more effectively, achieving greater clarity and coherence in their writing. The narrow range of scores (3.00 to 5.00) suggests that the intervention helped standardize performance across the group.

Language achieved the highest mean score of 5.00 (SD = 0.679), with nearly all students scoring at the maximum level. This reflects mastery of grammar and vocabulary, emphasizing the intervention's impact on improving the technical aspects of writing.

The Total Score for the post-test increased to 18.00 out of 20 (SD = 1.499), with scores ranging from 14.00 to 20.00. The increase in the total score, combined with the low variability, underscores the consistent improvement across all students.

Statistical Comparisons of Pre-Test and Post-Test

Table 3

Normality test Shapiro Wilk of the pretest and posttest about Writing skills

	Shapiro-Wilk	
	W	p
Pretest	0.882	0.003
Posttest	0.935	0.066

The Shapiro-Wilk test results in Table 3 show that the pre-test data did not follow a normal distribution ($p=0.003$), indicating significant variability in students' baseline performance. In contrast, the post-test data followed a normal distribution ($p=0.066$), suggesting that the intervention helped standardize students' performance. This reduction in variability highlights the effectiveness of the activities in leveling the playing field and ensuring consistent outcomes.

A paired T-test was conducted to determine the significance of the observed improvements. The results, presented in Table 3, show a TTT-value of -27.7 and a p-value of <0.001 . These findings confirm that the improvement in writing skills from pretest to posttest was statistically significant. The large TTT-value further emphasizes the magnitude of the change, providing strong evidence that the intervention was effective.

Discussion

This research was directed to explore how creative storytelling activities could improve English writing skills among upper secondary education students in a public high school in Ecuador. The mixed-methods action research design focused on addressing the central question: How can creative storytelling activities improve English writing skills among upper secondary education students during the 2024-2025 academic school year? and a sub question was: What improvement in English writing skills can be observed through creative storytelling activities?

To answer this question, the study assessed 30 students' writing skills before and after an eight-week intervention, using pre and post-tests graded against Cambridge's B1 rubric. These quantitative results revealed statistically significant improvements in writing proficiency.

The study confirmed that creative storytelling activities significantly enhance writing skills by fostering creativity, improving structural coherence, and developing grammatical accuracy. These

findings align with prior studies emphasizing storytelling's impact on language acquisition and writing proficiency (Khodabandeh, 2018; Widosari et al., 2017). The notable improvement in students' ability to generate content (mean score increasing from 1.00 to 5.00) supports Serrat's (2017) affirmation that storytelling helps students to express ideas vividly and emotionally. Furthermore, the gains in organization (1.00 to 4.00) gives more support to Faraj's (2015) findings that structured approaches like storytelling enhance logical sequencing and flow in writing.

In the same line, quantitative results showed marked improvement in all four areas assessed: content, organization, communicative achievement, and language mechanics. The significant rise in post-test scores aligns with Ginting et al. 's (2023) findings, which highlighted storytelling's ability to create a supportive learning environment where students can practice language skills interactively.

Moreover, while the primary explanation for the observed improvements lies in the storytelling intervention, alternative factors may have contributed to the results. At first, as the researcher was also the students' regular teacher, this familiarity might have positively influenced their engagement and comfort during the intervention. Such a dynamic could have reduced anxiety and enhanced participation, amplifying the effectiveness of the storytelling activities.

The collaborative nature of storytelling may have fostered peer-to-peer learning, where students learned from each other's narratives and feedback. This aligns with Satri Efendi, A., & Yakub, S. (2022) findings that peer interaction during storytelling boosts confidence and creativity. While not explicitly measured, this dynamic could have contributed to the significant improvements observed.

Unexpectedly, the improvement in language mechanics (mean score rising to 5.00) was more pronounced than anticipated. This might be explained by the repetitive nature of storytelling tasks, which allowed students to practice grammar and vocabulary in meaningful contexts repeatedly. As Brown (2007) noted, repeated exposure to language structures in creative contexts enhances retention and application.

The use of culturally resonant themes in storytelling activities may have heightened student engagement. As noted by Satri Efendi, A., & Yakub, S. (2022), incorporating culturally relevant narratives allows students to draw on personal experiences, making tasks more relatable and impactful. This factor could explain the strong improvement in content generation and creativity.

This study was descriptive and exploratory, aimed at evaluating the immediate effects of creative storytelling on writing skills. The quantitative method action research design was particularly suited to capturing quantitative improvements of the students. By focusing on a homogenous sample from a single public high school in Ecuador, the study offered insights into the specific challenges and opportunities of implementing storytelling in under-resourced EFL classrooms.

Several limitations must be acknowledged. First, the reliance on handwritten tasks due to limited access to technology constrained the activities' scope. While this limitation reflects real-world conditions in many public schools, integrating digital storytelling tools in future studies could enhance the intervention's applicability and scalability. Additionally, the time was another negative factor to develop this intervention that was conducted over eight weeks, in public institutions for the Baccalaureate level are only considered three hours a week for English instruction which also affected the expected timeline and deadlines for the presentation of activities by students.

Finally, as the researcher also served as the students' teacher, potential biases in assessment or student responses cannot be entirely ruled out. Although measures were taken to maintain objectivity, such as using standardized rubrics and anonymous questionnaires, future research could involve external evaluators for a more unbiased analysis.

Despite these limitations, the action research approach demonstrated several strengths. Its iterative nature allowed for adjustments during the intervention, ensuring responsiveness to students' needs. The use of both pre and posttests provided quantitative evidence of improvement, while the inclusion of qualitative feedback offered valuable context for interpreting these results. Finally, the integration of storytelling into a structured writing framework also aligns with best practices in EFL pedagogy, as outlined by Routman (2005).

To conclude, this discussion highlights the significant contributions of creative storytelling to improving writing skills while acknowledging alternative explanations and methodological limitations. By exploring both the successes and areas for growth, the study underscores storytelling's potential as a transformative tool in EFL instruction, paving the way for future research and practical applications.

Conclusions

The findings from this study demonstrate that creative storytelling is a powerful strategy to improve writing skills in EFL students. Storytelling activities helped students develop their ability to

generate ideas, organize their writing logically, and use grammar and vocabulary more accurately. By integrating storytelling into the writing process, students were able to express their thoughts in a structured and engaging way. This process encouraged them to create coherent written texts that were both imaginative and well-organized. This led to significant improvements in their writing skills. Moreover, storytelling allowed students to focus on important language mechanics such as grammar, syntax, and vocabulary.

Additionally, one of the key advantages of storytelling activities is the opportunity it provides for students to revise and improve their work, which is an essential step in the writing process. Then, the consistent process of storytelling planning, drafting, revising, and finalizing helped students reflect on their language use, allowing them to improve their creative writing abilities. This approach not only enhanced students' writing proficiency but also contributed to a more positive attitude toward writing.

The study concluded that storytelling plays an important role in improving many aspects of writing, including content generation, structure, and language use. Furthermore, the results demonstrate that storytelling enhances technical writing skills.

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