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"Linguistic intelligence short stories for the development of writing skill"

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Yo, Nelis Edid García Alcívar, con cédula de identidad N° 1306630920, soy responsable de las ideas, resultados y lineamientos alternativos realizados en la presente investigación y el patrimonio intelectual del trabajo investigativo pertenece a la Universidad Nacional de Chimborazo.

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Certify this investigation work in honor of truth.

Riobamba, Jun, 07th 2024

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El Tutor del presente trabajo de investigación previo a la obtención del título de Magister En Enseñanza del Idioma Inglés como Lengua Extranjera, con el tema: **"Linguistic intelligence short stories for the development of writing skill"** ha sido desarrollado por **Nelis Edid García Alcívar,** con el asesoramiento permanente del compareciente en calidad de Tutor, por lo que emite dictamen favorable indicando que el mismo se encuentra apto para su presentación y defensa respectiva. Es todo cuanto puedo informar en honor a la verdad.

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Adj.-

- Resultado del análisis de similitud

DEDICATION

Dedicated to my good angel: Rosa Alcívar, my inspiring muse and shaper of the human being I have become. To my loved ones who went ahead of me on the journey of no return: daddy Pablo and Cruz Antonio. To my dear siblings: Asu, Mary, Ritita, and Jacinto, the distance is great but love is even greater. To my family: my children, Javi, Carol, Sophya and Mia and to the true friends that life and circumstances have allowed me to have. To my dear and unforgettable students that I have been able to form throughout my teaching career, they are the fundamental reason to improve professionally every day for the benefit of an education for life.

Nelis García

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Nelis García

GENERAL INDEX

ABSTRACT

The main objective of this research study was to focus on linguistic intelligence, based on short stories to develop better writing skills and the education and motivation of students. This study was an action research as two groups were chosen randomly at Unidad Educativa Riobamba, with a population sample of 60 students. In this framework, there are students with different motivations, interests, abilities, rhythms and learning styles in the learning of the English language, the main skill was to develop writing skills. The most complex for learning English, since the construction of sentences depends on it, the grammatical structure. The study focused on short stories and contribution to the development of writing skills for English development on the EFL context. The work is inserted in the cognitive paradigm. It is a descriptive research that used the inductive, deductive and observation methods. The techniques used were observation and testing. Concluding that short stories contribute to the development of English writing skills. Showing and impact on the students' development after the implementation of the study.

Keywords: <linguistic Intelligence> <Short Stories> <Writing Development> <EFL> <Students Development>

Chapter I.

1.1. Introduction

The Ecuadorian government acknowledged that English is crucial for a nation's progress, particularly when it comes to the growth of its human resources. Thus, Education is an organized and systematized process that is aimed at teaching and learning, a process for transmitting knowledge and culture. It allows the individual to share knowledge and relate to others skills in the EFL context. In this sense, teaching a language is a complex process where the teacher must not only think about the contents, but also deal with the form or the strategies to achieve an adequate level of learning. This fact does not happen in the classrooms in our environment.

The problem arise in the classroom in the teaching-learning process, where factual facts are found that determine the little or no use of short stories despite their great contribution to the development of linguistic intelligence and writing skills in English. In this regard, according to the English Proficiency Index, which studied the level of English in 80 countries in the world, it reveals that Ecuador has a low level of English, ranking 55th. Many students graduate from schools with a low level of this language. Some factors are affecting the development of productive skills like speaking or writing.

The Ecuadorian educational system pretends to teach English in theory. But, the truth is different inside the classroom, the some problems are visualized from the researchers' perspective, which contemplates some causes that give rise to the low level on the production of writing skills. However, the teaching practices in the Baccalaureate are traditional, the same ones that are centered on the teacher, where students sit passively for two periods, one

of forty-five and the other of 90 minutes to listen to him. In this sense, the students do not have time to develop their creativity or even have the chance to practice.

On the other hand, learning to master writing skills imply many different factors that should be taken into account for the research study. Teaching another language requires a teacher who is reflective about his or her own practice and a student committed to his or her learning. This is where the theory of multiple intelligences, specifically linguistics, is inserted. The creation and application of short stories to develop the creativity of the students will be study as the independent variable.

1.2.   Problem Statement

The background focuses on the following aspects: Linguistic intelligence, writing and the application of short stories. The foundation for message transmission in the communicative process, language is composed of a system of signs and symbols. Linguistic intelligence refers to the ability or capacity of pupils to present difficulties in this area of comprehensive development (García & Macías, 2022). On the other side, Carvajal (2017) stated that the development of linguistic intelligence is a resource that facilitates, allows and ensures a better learning process, strengthening development and expression in students.

Multiple intelligences and learning English language in a university, Lavado et al., (2020) affirmed that multiple intelligences and the learning of the English language are directly related with a moderate positive correlation. Acquiring a language is acquiring a skill like surfing or driving a car. Therefore, the student cannot learn simply learn by observing or listening to the teacher, it is necessary to use permanent practice of active learning techniques and strategies that allow students to improve their academic learning.

, The main goal of Linguistic intelligences is that students will be be able to talk or write about everyday topics or interest; express opinions, experiences and events with due substantiation; deal with situations that arise when the learner travels to places where the English language is spoken; read texts and write about everyday situations and events (Ministry of Education, 2022).

The problem that was evidence at the Unidad Educativa Riobamba is that even when students have some vocabulary and some grammar structures, they cannot deliver or create a good writing. Teaching of English as a foreign language has its mechanism within the teaching-learning process. However, traditional teaching maintains that only one skill or even only grammar structures or vocabulary is developed without considering that in reality the four skills are important for students of EFL.

On the other hand, it is essential to enhance students' learning of English in real contexts so that their educational experience is meaningful, and it is essential that they be actively involved in their learning. The student learns best when he is the one who discovers the meaning and application of knowledge in his life (Ministry of Education, 2022).

1.3. Problem Formulation

In the classroom where the teaching-learning process occurs, is where some problems were evidence at the moment to develop writing skills. Therefore, the students have a good amount of vocabulary acquire and some grammar rules like present simple, present continuous, past simple and past perfect. Here where the scarce use of short stories for the development of writing skills was observed, This is why, the development of English writing

has a low proficiency while the development of such a skill in high school students, which leads to the low level on the production of writing.

English classes require theory and practice inside and outside the classroom. This practice demands teachers and students involved in the teaching-learning process; of the use of active strategies that promote the learning of English language skills. Thus, the main purpose is to focus on the development of writing. Teaching Learning skills for EFL requires a teacher who is reflective about his or her own practice and a student committed to his or her learning. The reflective teacher questions his practice carried out in the process and looks for mechanisms to improve his professional practice, which will be reflected in the learning of the students in his charge.

The research problem is: determine what is the impact of short stories on the development of writing skills in English in first-year high school students? In other words, it is necessary to know the effect of short stories on the development of writing skills.

1.4. Justification

As it was previously mentioned the lack of many factors contributes to the low level on the production of writing and speaking. Thus, Linguistic Intelligence: Short stories will be apply in order to improve English writing skills in high school students at Unidad Educativa Riobamba, since the absence of methodologies to improve writing are scarce and directly affects the teaching-learning process of English.

The importance of the work lies in knowing the contribution of Short Stories in the development of writing skills in English for first-year high school students. The importance of this methodology is to make students' aware of the benefits of English learning in real

contexts so that their experience becomes meaningful, since it is a priority for the student to be actively involved in the learning process. The student learns in a better way when he/she is the one who discovers, constructs and applies knowledge in his life. It must be consider that the students are the ones who select and relate the information provided with their prior knowledge and the teacher is the one who provides the spaces for the learning to be meaningful.

In this way, the purpose of this research is to develop a teaching and a learning lesson plan that will allow the use of short stories to develop writing skills. This research is a new way to develop writing skills. Since no studies were found in the Ecuadorian context, especially in the high lands region of Ecuador. Due to, most of the previous studies are focus on other types of students' development. The teaching and learning of writing skills are found immersed in the other skills that will have to be mastered by the students.

The main objective of this research is to analyze and apply short stories strategies to improve the development of writing skills at Unidad Educativa Riobamba in order to have or not an improvement by the use of this new strategy.

1.5.   Objectives

Objectives are specific, measurable, achievable, relevant, and time-bound goals that an individual or organization aims to accomplish within a set period. They serve as benchmarks for assessing progress and guiding actions towards a desired outcome (Robbins et al., 2012).

1.5.1. *General objective*

To observe the influence of Short Stories for the development of writing skills in first-year high school students.

1.5.2. *Specifics objectives*

➢ To identify the level of the impact of linguistic intelligence for writing skills in first-year Baccalaureate students.

➢ To identify the fears on writing skills production in first-year Baccalaureate students.

➢ To focus on the perspectives of students of this strategy to develop writing.

1.6. Hypothesis

The lack of the methods or strategies to develop writing affected the school performance of the students of first-year Baccalaureate at the Unidad Educativa Riobamba in the city of Riobamba, Chimborazo province.

Independent Variable- Short Stories

The variable that the experimenter modifies or manipulates is known and is thought to have a direct impact on the dependent variable. It alludes to the method of short stories utilizing didactic resources for a student's efficient learning.

Dependent Variable- Writing Performance

The dependent variable "depends" on the independent variable in order to get an outcome. In order to achieve the research outcome the independent variable (Short Stories) would have an impact on the dependent variable (student performance on writing).

Chapter II.

2. Referential / Theoretical Framework

This section describes the essential concepts surrounding the benefits of linguistic intelligences (short stories), which serves as the main component of the research, as well as the elements that structure the design of the research with the help of authors' and their findings' for supporting evidence.

2.1. Foreign language acquisition

English is still the preferred language for the adoption of new words in many areas of daily life, and it is increasingly considered essential for communication with the outside world (Zuparova et al., 2020; Muliyah et al., 2020). There is still no complete, widely accepted model of foreign language acquisition because of the complexity of the process and the contested status of the learner's native tongue. Error is an essential part of every step in the evolutionary process of learning a second or foreign language, which includes both conscious and unconscious learning.

The Ecuadorian government realized that the development of a country's human resources, in particular, depends on the ability to speak and understand English. For this reason, it is a part of the majority of global educational systems. Since language facilitates better communication in a variety of contexts, including daily encounters, commercial dealings, and—above all—knowledge sharing, it is an indispensable instrument in human life. In many different fields and spheres of life, English has emerged as the most popular language (Richards, 2022).

English has therefore been included in almost every nation's educational system. But it's crucial to remember that language is a two-way street, therefore mastering these four abilities is essential to having fruitful and significant conversations (Lestari & Wahyudin,

2020; Richards, 2022). Effective English instruction has made use of a wide range of techniques, approaches, and tools, but it is important to keep in mind that communication in the language necessitates both production and comprehension skills (Hussein et al., 2021).

2.2. Conceptualization of Intelligence.

There are so many conceptualizations of intelligence, it is worth assuming one of them, the Piagetian one, proposed by Jean Piaget, a theory that addresses the elementary forms of thought. In other words. , the origin, development, until reaching higher levels of elaboration, identified with scientific thinking. (Raynaudoa & Peralta, 2017).

Piagetian theory of intelligence is based on biological models with a philosophical, epistemological, logical and mathematical component. Saldarriaga and others, who cite Piaget, affirm that intellectual development "is a process of restructuring knowledge, which begins with an external change, creating a conflict or imbalance in the person, which modifies the existing structure, developing new ideas or schemes. , as the human being develops" (Saldarriaga et al., 2016, page 4).

According to the research carried out on intelligence, it can be grouped into two main approaches: Psychometric or differential theory and Cognitive theory:

➢ The first, also known as static intelligence, whose objective is the study of individual differences through static structural elements.

➢ The second, whose objective is to identify the cognitive processes that intervene in the performance of cognitive tasks or the different levels of information processing. There is a growing observation of metacognition,

knowledge and control of the subject's cognition. It is the knowledge of one's own thought processes that favors self-regulation of learning and behavior.

Gardner (1995) defined intelligence as the mental ability to solve problems and/or produce products that are valuable in one or more cultures and proposes his theory of multiple intelligences, which states that there is not a single mental ability, but that there are various mental abilities.

2.3. Linguistic intelligence

This intelligence develops from the first years of life, from when children begin to discover and play with the meaning of words, to express feelings, to make descriptions. It is the capacity that allows the use of the phonetics of a language as a symbolic and expression system. This intelligence is used in reading books, writing texts, understanding words and using language. People with high linguistic intelligence are found in professionals such as writers, linguists, speakers or broadcasters.

For Gardner (1995) stated that linguistic intelligence is a form of human intelligence linked to verbal language and the capabilities of linguistic expression, intelligence that encompasses the use of languages, writing, oral expression and poetry.

People in whom this intelligence predominates have an ease in learning languages, the use of words and the organization of language, which is found in writers, translators or lawyers. Armstrong (2009) included that thorough descriptions of how linguistic intelligence can be developed and evaluated in children, as well as useful applications of Gardner's theory in educational contexts.

The use of linguistic intelligence will be focus on the improvement of writing. Therefore, the application or creation of short stories to develop this skill along with the use of a checklist for the students to have a guide during the writing processes.

2.4. Development of linguistic intelligence for writing

Some activities to develop linguistic intelligence are: Learning new languages, or improving understanding of your own. Adopt the habit of reading, genres such as poetry. Participate in reading workshops, literary expression courses. Practice word games, translation exercises, crossword puzzles and games that enhance linguistic thinking.

On the other hand, it includes a variety of abilities that allow people to effectively express concepts, craft captivating stories, and persuade others. These skills are necessary for professional communication as well as academic and creative writing. Smith (2002) emphasized the function of linguistic intelligence in language-related tasks like writing. In this sence the application of different linguistic intelligence is of a great stand for the acquisition of EFL, especially for beginners.

In the same way, Armstrong (2009) mentioned the multiple benefits of Gardner's theory which is focus on instructions, on how to identify and foster pupils' linguistic intelligence, especially through writing projects and activities. There are many different activities to be carried out along the learning process to benefit the students' development in writing or any other skills for a foreign or a second language.

2.5. Short story

Short stories are short narratives that can be tales, fables, myths or legends. Some are written and others are oral. The function is to entertain and teach values   or beliefs. Short stories have the following structure:

➢ Introduction, where the characters, place and context are presented.

➢ Beginning of the story, it presents the problem or an event that changes normality and mentions important facts.

➢ The outcome, solves the problem, this part appears the effect of the story.

The application of short stories are a useful tool for teaching English as a foreign language (EFL). Due to, most of them have an interesting subject matter, reasonable length, and extensive linguistic exposure, Short stories are an important technique in language acquisition since they can improve vocabulary, comprehension, and cultural awareness.

Short stories are typically engaging and can capture the interest of learners, making the learning process enjoyable. Lazar (1993) agreed on how stories can improve various language skills, including reading, writing, speaking, and listening. Pardede (2011) stated that short stories have students write summaries, character analyses, or alternate endings to practice writing skills.

Even though there are many different ways to apply short stories for the improvement of linguistic skills. The students will be ask to created their own short stories in writing with the help of a checklist in order to see if they are missing something during the process, this will help as an individual assessment to revise the correct steps in order to achieve the goal.

2.6. Writing

In learning English language you have to develop four different skills like listening, speaking, writing, and reading. Productive and receptive skills, in this way productive are the most difficult ones to master. Writing is one of the most complex skills to learn in the English language, since it carries out vocabulary, grammar and context in order to make sense, while developing sentences, and paragraphs. Grammatical structures are required that the student cannot easily master. Now one of the causes would be due to the traditional methodology that teachers still use in the classes, causing the student to become disinterested and passive when acquiring new knowledge (Izurieta, 2015).

Writing is a way for students to practice their language skills since when writing the student is forced to notice grammar, vocabulary, and language structures (Izurieta, 2015). Writing skills enable students to express their ideas and feelings on paper, arrange their information, ideas, and beliefs into compelling arguments, and convey meaning through a well-written text. As a result, beginning writers begin to improve and gain new talents as they grow older by refining intricate sentences, paragraphs, letters, stories, and essays. In the meantime, students write more and get more experience as well as advanced writing abilities, sophisticated grammar, and vocabulary (Mukundan & Nimehchisalem, 2003).

When it comes to improve their writing abilities, students of (EFL) exhibit positive attitudes, perspectives, interaction, and engagement (Aydin, 2014). It is essential to instill in pupils the knowledge that all skills require a process that involves conception, formulation, and articulation in order to produce a meaningful result. On the other hand, written productive activities are the production of texts intended for one or more readers. Among them are letters, files and forms, notes, minutes, reports and creative texts to be edited.

Writing is carried out by learning to write words, phrases, paragraphs, allowing communication on any topic. It is one of the skills that students must develop in the EFL or L2, it is a process to expand their knowledge, and apply it in each essay (Cassany, 1999). Therefore, writing productive activities for a linguistic practice in order to increase communication, for which there must be a correct grammatical structure (Abbott, 1989).

For EFL learners, writing is a versatile skill that has a lot of advantages. It promotes creativity, critical thinking, language retention, and cross-cultural understanding. By incorporating diverse writing exercises into the curriculum, teachers can improve students' fluency and self-assurance in the English language. Hyland (2003) stated that creative writing tasks, like poetry, narrative, and dialogue writing, can add fun to the learning process and help students develop a stronger bond with the language.

To conclude, Teachers can provide helpful criticism through writing, which is essential for students to recognize their strengths and shortcomings and make the required corrections (Harmer, 2004). The numerous benefits of implementing writing skills inside and outside the classroom might benefit the students' development even though when students learn how to carry out the use of a checklist as a guide.

2.7. Writing Process

The writing process are essential for English as a Foreign Language (EFL) learners as it helps them develop language skills methodically and effectively. The writing process typically involves several stages: pre-writing, drafting, revising, editing, and publishing or sharing the final product. Each stage offers unique benefits for language acquisition and proficiency. Here are some of the definitions for these different processes:

Prewriting: It is carried out to achieve the following actions: choosing a topic, thinking in public, brainstorming on a topic, to rescue ideas on a particular topic. At this stage you write paragraphs that may have errors, you examine whether the content is what you want to express. It Helps learners focus on the task, organize their thoughts, and gather necessary vocabulary and expressions.

Drafting: Translating ideas into sentences and paragraphs without worrying about perfection. Expanding on ideas and ensuring the content is relevant to the topic. It encourages learners to express their ideas freely and focus on the flow of their writing.

Review: It is necessary to read and reread, analyze and reflect on the changes, remove or add phrases, words and statements, replace unclear ideas, read orally. Correction, you must consider the new content, spelling, capitalization and punctuation, change the sentences for correct use. Enhances critical thinking and collaboration, allowing learners to refine their ideas and arguments.

Editing: Correcting grammar, punctuation, spelling, and vocabulary. In this part the student needs to make sure the text adheres to academic or stylistic conventions. It improves language accuracy and attention to detail, reinforcing correct language use.

Publishing: Producing a polished, final version of the text. Presenting the work to an audience, such as classmates or teachers. Here you must read the final work to share it (Vélez, 2018). It provides a sense of achievement and motivates learners by showcasing their work.

In this sense, the implementation of this process can help the students' performance to develop a better quality of writing task. It reduces anxiety and boosts confidence in learners by offering a clear framework that leads them through challenging tasks. Helps students feel less nervous and more confident by providing a clear framework that guides them through

difficult assignments. It stimulates higher-order thinking abilities by encouraging the synthesis, analysis, and evaluation of ideas (Brown, 2001).

2.8. Writing Limitations

Thus, English writing has a limitation in the production of texts, paragraphs or even sentences due to the lack of practice or no motivation due to the lack of training on new and innovative techniques that encourage the development of creativity and language flow. Restrictions that may present difficulties for teachers and students. Recognizing these constraints can aid in the development of instructional methodologies and support systems that are more successful to improve this skill.

Because of their restricted vocabulary, EFL students may find it difficult to communicate concepts clearly and properly. Additionally, the grammatical intricacies and discrepancies between their mother tongue and English might cause frequent mistakes and misunderstanding (Ferris & Hedgcock, 2005). Causing the students to get frustrated by a simple task and creating the perception that students are not good in the target language, this has been normally seen in the educational context of Latin American countries.

Learners may become overwhelmed when writing in a second language since it requires simultaneous focus on vocabulary, structure, topic, and grammar. Because they have to think about language norms and translate ideas from their original language, EFL learners usually write in English more slowly. In the same way, Brown (2001) stated that Learners' willingness to write and experiment with language can be hampered by their fear of making mistakes.

Therefore, language learners writing in a foreign language has emerged as the most difficult language ability to improve in academic settings (Godwin & Jones, 2018). Writing is more difficult than other language skills. Widosari et al., (2017) conducted at Thaksin University with 28 third-year English minor students revealed that students struggled with writing, which had an impact on the caliber of their written work.

Acknowledging and resolving these constraints with focused tactics can improve the efficacy of writing education and support students in acquiring more robust writing abilities. A good teaching technique can help the students to foster the target goal.

2.9. Checklist for Assessment

With so many advantages for teachers and students, checklists are an important tool for writing evaluation. Checklists improve teaching and learning in numerous important ways by laying out objectives and criteria in unambiguous terms. The use of checklists, students can easily and succinctly obtain a list of requirements for their work. This openness lessens misunderstanding and anxiety among students by making expectations clear to them. Students can concentrate their efforts more successfully when they are aware of the precise components that they must include in their writing (Andrade, 2000).

Therefore, Giving feedback can be done in an organized manner with the use of checklists, which guarantees that the input is consistent, objective, and detailed. In order to promote student learning and progress, formative assessment must include effective feedback (Brookhart, 2017). Because of this flexibility, teachers are able to provide each student personalized attention and scaffold lessons so that all students can complete writing assignments (Tomlinson, 2017).

In the same way. Through reflective practice, students can better understand their areas of strength and growth mentality. Effective writing techniques and general academic success depend heavily on reflection (Boud, Keogh, & Walker, 1985). This is the main reason why the students needed checklist in order to improve their writing task. The format of the checklist was structure in way that it was hard for students to miss something during the writing task.

2.10. Backward Design

A method of educational planning known as "backward design" concentrates on creating curriculum and instruction by starting with the end results in mind. According to Reynolds and Kearns (2017) stated that backward design is a useful technique for developing in-class learning activities and instructional materials that raise student performances through a desired process and accomplish the teaching objectives.

A number of benefits above conventional curriculum planning techniques. Teachers can design more focused and coherent instruction that is in line with the intended learning outcomes by keeping an end goal in mind. Additionally, this method promotes the use of genuine, relevant assessments that paint a clear image of students' learning (Wiggins & McTighe, 2005; Tomlinson & McTighe, 2006). The application of this design was necessary for the outcomes previously set by the researcher in order to meet the objective of this research study. A lesson plan was develop for 6 different implementation including the pre and posttest.

Chapter III.

3. Methodological Framework

3.1. Research Approach

The research methods for this study are presented in this section along with details about the participant profiles. In addition, it explains the methodology for the, validity, and reliability of the instruments. The ethical guidelines taken into consideration for this study's research are mentioned in section.

Thus, understanding how students and teachers truly behave and live in relation to the study's purpose is the aim of this investigation. The people's relationships were centered upon these shapes (Guba & Lincoln, 1994). The students of the first year of unified general high school. In this sense, the application of linguistic intelligence (short stories) would hopefully improve the development of writing skills on students of the Unidad Educativa Riobamba.

In order to provide students with a better learning experience, the intervention concentrated on how students perceived this new methodology in order to improve their learning. However, the approach proposed by the researcher was to implement novel strategies that will have an effect on their students learning processes.

3.2. Research Modality

Exploratory research: Descriptive research was used in this study to examine and clarify the behaviors or circumstances that exist today. Qualitative research is used to understand and make sense of the subject being studied. According to Bryman (2012)

mentioned that qualitative research typically focuses on word-related analytical fields. In the same way, the inductive-deductive method recognizes induction as a form of reasoning through which we move from knowledge of particular cases to more general knowledge, which reflects what is common in individual phenomena. It is based on assertions and generalizations from which particular or deductive demonstrations or inferences are made that constitute a chain of statements, each of which is a premise or conclusion that follows directly according to the laws of logic

The collection of data will be carried out through the use of the tools previously validated by other researchers. The use of an interview and a pre and posttest to gather all the information that is going to be presented along the study research. This study's primary goal was to determine if this approach will help primary school students to enhance their learning capacities at Unidad Educativa Riobamba.

3.3. Level or type of Research

Bibliographic research: These materials served as the basis for the information since it was collected from a range of sources, including texts, magazines, reports, monographs, and the Internet the foundation of this literature review was stated by other authors that carried out similar studies but not, the same.

Field research: In order to determine how, the researcher visited the same information source, such as the "Unidad Educativa Riobamba" in the city of Riobamba, where the interviews were conducted to the population previously studied.

Empirical methods: Were used to discover and accumulate a set of facts and data as a basis for diagnosing the state of the problem to be investigated and/or the verification or

validation of the proposal to be offered in the investigation, but which are not sufficient to delve into the essential relationships and therefore require the use in conjunction with theoretical methods.

3.4. Instruments

In order to conduct this action research, both quantitative and qualitative data had to be analyzed. Pre- and posttests, checklists, surveys, and interviews were among the tools used.

Pretest and posttest: The Test that will be applied during the intervention process, at the beginning it will be apply to both groups. In the other hand, the Posttest will allow us to verify the level of improvement on the study phenomenon. It allows us to measure or evaluate an initial and the final state in the research process to determine the impact of short stories on the development of English writing skills of high school students, school year 2023-2024.

Checklist: Examining the phases of the academic writing process through peer essays by students aided the researcher. Using a checklist, the researcher saw that students followed the many writing stages correctly to enhance their writing abilities, punctuation, grammar, spelling, coherence, cohesion, unity, and vocabulary. Additionally, in order to improve the essay's progress, students adhered to a rubric.

Survey: A Survey was completed by participants both before and after the invention, which aided the research by revealing the opinions of the students on it (Haris et al., 2017).

Interview: In research and education, interviews are a popular technique that are especially useful for studying English as a foreign language (EFL). There are a number of benefits associated with conducting interviews that can greatly improve the educational

experience for both teachers and students. For pupils to acquire transferable language abilities outside of the classroom, authentic interactions are essential (Richards, 2006).

3.5. Study population sample

The researcher will use 60 pupils from a public high school form the "Unidad Educativa Riobamba" in the city of Riobamba, Ecuador school year 2023-2024. In the research study, the target population had an equal number of males and females. 30 students for the parallel "A" experimental group, and 30 students for the control group for the parallel "B". The children ranged in age from 12 to 14 years of age. Even though students would not recognized, their families are in a low socioeconomically class, and all of them speak Spanish as their first language.

An experimental and control group were used for the purpose of this study research the students of the first year of the parallel unified general high school A and B, one of them will receive all the implementation to measure if the is a benefit or not. Thus, the parallel B will receive the same benefits after the implementation so all the students will acquire the same knowledge.

3.6. Sample size

Because the population shares characteristics with the second grade at the research site, the researcher employed the complete group for this fieldwork at "Unidad Educativa Riobamba" in the city of Riobamba, Ecuador school year 2023-2024.

Students parallel A	30	50%

Students parallel A	30	50%
Total	60	100%

Source: Unidad Educativa Riobamba (2024)

3.7. Ethical considerations

This study complies with the Belmont criteria in terms of the researcher's safeguarding of the primary characters. Every participant was invited to participate in the research. Since they are teens, permission was requested by sending a letter to their parents and the dean of the school detailing the objectives of the study (Appendix 1). Also, parents of the kids were informed via WhatsApp of the benefits of this intervention.

The students and parents were inform on how their names and confidential information will be keep under the research parameters in order to avoid any misunderstanding. In the same way it was informed on how the two different groups were having the same benefits of this study. The justice principle emphasizes that everyone has equal rights and outcomes (Belmont, 1979).

3.8. Analysis techniques and interpretation of information

For the purpose of producing descriptive statistics, quantitative data will be entered into an Excel spreadsheet. The results expressed in terms of tables and visuals, those will be shown. The responses of the participants to the research questions produced the qualitative data. Quotations will be used to show how the researcher interprets the data, especially on the interview section as this answers will be make and recorded in Spanish and later translated by the researcher.

Results can be separated into groups and subcategories using an analysis method known as aprioristic classification. This approach was used especially in the interview since it makes it possible to analyze the relationships between the data that was gathered, from the rest that can be tabulated into a spread sheet.

3.9. Triangulation

Triangulation is a research strategy that entails studying a single phenomenon utilizing a variety of techniques, ideas, data sources, or investigators. The objective of this technique is to improve the validity, depth, and credibility of research findings. Triangulation is a useful method in both qualitative and quantitative research since it provides a number of important advantages.

Results can be separated into groups and subcategories using an analysis method known as aprioristic classification. This approach was used especially in the interview since it makes it possible to analyze the relationships between the data that was gathered, from the rest that can be tabulated into a spread sheet.

Triangulation, which cross-verifies data using several sources or methods, aids in confirming the dependability and consistency of study findings. The validity and believability of the conclusions are enhanced when different methods provide comparable outcomes (Denzin, 1978). In the same way, Researchers can catch all facets and subtleties of the phenomenon they are studying thanks to this all-encompassing viewpoint, which produces deeper and more in-depth insights (Patton, 1999).

3.10. Criteria for the Lesson Proposal

A didactic guide with different lesson plans are suggested in order to utilize the the linguistic intelligence (short stories) approach to increase the level of the writing skills inside the learning process found in the target skill and fix the difficulties. Hopefully, the implementation of this research and the structure of the lesson plan that will be shown below will help students in a great stand.

For the purpose of implementing this research, the students will receive some training consisting of six separate synchronous sessions, the first one will be the pre, four different implementations using a checklist and a posttest to see if writing skills will be affected by the application of short stories.

LESSON PLAN #1

Name of the profesor Nelis Garcia	Name: short story The frog and the princess	Duration: 40 minutes
Area: EFL	Subject: English II	Number of Students: 30
Grouping: First grade of Bachillerato		
Topic: The frog and the princess		
Objectives: to develop better writing skills on the students through the use of short stories.		
Session development:		
WARM UP **(MOTIVATION)**	See the video about the frog and the princes	The teacher share a video on YouTube and ask a couple of questions if they understood the moral of the story. **5 minutes**
PRE-TEACHING	Ask questions about	The teacher will interact with the students in order to elicit an

(EXPERIENCE)	How many characters were in the story? Do the story contain a moral? Etc.	answer from the previous video like, what did you or did not you like about the story? **5 minutes**
DURING-TEACHING **(REFLECTION)**	Teacher shows the steps or structure for a good writing, focusing on short stories process. The teacher will introduce the checklist and show the students how to use the checklist for self assessment.	The teachers shows few images on power point to the students in order to make sure the students follow the checklist in the correct way. **10 minutes**
TEACHING **(CONCEPTUALIZATION)**	Teacher shows the story in a form of a text for the students see and check the difference while they star their writing activity. The text is about the story previously shown in the video. The teacher ask a couple of questions regarding to the text. The teacher need to ask if the students are following the checklist to avoid any important part of the writing assignment.	The teacher ones again shows the text of the short story on power point. The teachers ask the students to start the writing activity. **10 minutes**
POST – TEACHING **(APPLICATION)**	The teacher ask the students revise their writing using the checklist to see if they miss something during the development of the	The teacher monitor the students in order to make sure they are working with the task and following the steps for a good writing. The teacher would choose some

	task. Some of the writings will be share with the rest of the class and discuss a general feedback.	of the task and have a wrap up for any future mistakes on the writing process.

Techniques:

- Observation.
- Writing drills.
- The use of checklist

Resources needed:

- Pictures
- Computer
- YouTube Video
- Online resources
- Digital Worksheets

This lesson plan will take place since day 1 of the implementation. Some lectures or short stories will be shown before the implementation of the research study this implementation will be carried out in 6 different sessions with students of first of bachillerato at "Unidad Educativa Riobamba" in the city of Riobamba, Ecuador school year 2023-2024.

Therefore, some other lesson plans will be develop and apply during the intervention with similar characteristics to continue with the outcomes and objectives of the research study.

Chapter IV.

4. Results and Discussion

4.1. Results

Results in this section are a compilation of the findings. The arrangement of them is based on the research hypothesis of the investigation or the research questions propose. Results have a significance since it serves as the foundation for the research findings and offers the proof required to bolster the theories or address the research concerns. The information in this section describes how students at the (BGE) "Unidad Educativa Riobamba" in the city of Riobamba, are having issues with writing skill. The researcher identify a problem at the first level students of the Bachillerato. In this sense the theory was propose due to the fact that students were interested in the creation of short stories.

Thus, since it offers the information that forms the basis of the research's conclusions, it presents the research findings objectively and factually, without any interpretation (Creswell, 2014). The implementation showed some important aspects of all the issues that students and educators normally face during the teaching and learning processes. In this section the following tools will show the collected data that will describe the different process of the research work.

On the other hand, a validation of the research methodology that shows the selected techniques were successful or not in addressing the research questions (Yin, 2017). The following information was acquired from the survey, the pre and posttest and the interview

that was focus on the perspectives of the students. The first two will be shown in form of graphs and charts with an interpretation or explanation of them for a better understanding or to be use in further research. "Well-documented results provide a foundation for future research, highlighting new questions and potential areas for further study" (Marshall & Rossman, 2016).

Therefore, it was established that through the implementation the dependent variable writing performance, was impacted by the independent variable short stories. The students at "Unidad Educativa Riobamba" in the city of Riobamba, had a better performance in their involvement, and self-assurance rise as a result of the implementation of short stories during and after the research approach.

4.2. Pre and posttest Results

At first, a pretest was taken (Appendix 2) to both of the groups in order to see or measure if one of them had an advantage as a group the results are shown next. "The comparison of pre- and post-test results is a standard method for evaluating the effectiveness of an intervention or educational program" (Fraenkel et al., 2019). The posttest results are also shown to compare the data obtain. In this section the result of the pre and posttest of the Experimental group will be compared.

Table 1

Pre and posttest descriptive statistics of the experimental group

Pre and posttest descriptive statistics					
	N	Mean	Std. Deviation	Effect size	P-value
Pre-test	30	5.38	1.61	2.36	0.01

Post-test	30	8.24	0.87		

The pretest and posttest results are displayed in Table 1. The standard deviation, effect magnitude for the impact of writing skills. It is believed that the effect size value (d=2.36) is substantial. Pretest results show a mean of 5.38 (SD=1.61). In contrast, information gathered from the posttest shows a mean of 8.24 (SD=0.87). Because of the intervention and no other factors, the results are statistically significant and beneficial (p-value = 0.001).

On the other hand, the results of the control group are also shown in the graph below. The control group had a lower improvement on the writing development.

Table 2

Pre and posttest descriptive statistics of the control group

Pre and posttest descriptive statistics					
	N	Mean	Std. Deviation	Effect size	P-value
Pre-test	30	5.28	0.43	0.66	0.01
Post-test	30	5.74	0.60		

Pretest results show a mean of 5.28 (SD=0.43). In contrast, information gathered from the posttest shows a mean of 5.74 (SD=0.60). Because of the intervention and no other factors, the results are statistically significant and beneficial (p-value = 0.001). The students of the control group, only few had a little improvement on the test.

4.3. Survey Results

At first, a Likert survey was employed (Appendix 3). Surveys are an effective way to collect a lot of data quickly, which improves the results' generalizability (Fowler, 2014). In this section the perspectives and fears of the students were taking into account for the implementation of this research study. The options were divided into: *great extent* (5), *A lot* (4), *Some* (3), *A little bit* (2), and *None* (1).

Table 3

Likert survey the effect of short stories to improve writing performance.

Short stories to improve writing skills	Mean
I can create a title for a short story	4.67
I can create an opening paragraph	3.84
I know how to spell words in English	3.53
I can recognize and use punctuation marks	3.34
My paragraphs include a topic sentence	3.95
I can support the topic sentences with a sequence of ideas.	3.83
I place a protagonist on each paragraph	3.63
I can write a final or a conclusion for my story.	4.25
I can write 150 words or more for my story	3.15
I can use a checklist to improve my writing	3.83

Done: by the researcher

The mean indicates how many students have the same opinion regarding the implementation of short stories to improve writing. Most of the students feel comfortable at the moment of creating a title for the story (4.67), the second topic the students feel comfortable about writing the ending of a story with (4.25), the other topics are very similar in percentages according to the mean of the options chosen by the students. As seen in assertions 2, 3, and 5, students felt more capable of writing better texts at the conclusion of the intervention. In this sense Fink (2015) stated that a standardized survey questions improve the validity and dependability of the information gathered.

4.4. Interview Results

A key component of qualitative research are the interviews that offer a deep, comprehensive insight of participants' experiences, ideas, and emotions. "The flexibility of interviews allows researchers to probe deeper based on participants' responses, making it a versatile tool for exploring complex topics" (Rubin & Rubin, 2012). This is why an interview was also taken at the end of the implementation (Appendix 4).

The main objective of the interview was to focus on the perceptions of the students about the use of short stories and the improvement of writing skills, and if they believe their writing skills had improve after the implementation. Thus, Seidman (2013) mentioned that In order to accurately analyze data, interviews offer insights into the context of participants' experiences.

In order to obtain information, the interviewee will answer open-ended questions in their own words in a predetermined environment. In this case, the students were allowed to

answer the questions on their mother tongue which is Spanish, and them it was translated and interpreted by the researcher.

The students shared the following viewpoints: *"The use of short stories are a great benefit to learn English"* some other students mentioned *"I didn´t know that short stories were part of linguistic intelligences".* Most of the students agree on different factors or questions from the survey but in the same way some answers outperform the expectations of the researchers. One of the students mentioned *"Now I feel more comfortable to create writing assignments".* Another students stated *"Now I want to write in English more and more".* Most of the students agree on the great benefits of short stories and the use of a checklist to improve their writing. To conclude the majority of students also agree that *"It was easy to do the task with the use of a checklist".*

The use of all this tools were in a great benefit for the acquisition of an EFL language. Students felt more comfortable with the use of this tools during the implementation of the research project. The pre- and post-test findings provided insightful input for the project development, identifying both aspects of the program that are working well and those that need improvement (Patton, 2015). Giving validity and reliability to this research study.

Thus, In order to enhance English language learning methods, this approach was used to gather information about the thoughts, ideas, experiences, and feelings of the students regarding the methodology and the different tools apply during the implementation at the "Unidad Educativa Riobamba" in the city of Riobamba, with the first level students of the Bachillerato for the period 2023-2024.

Chapter V.

5. Conclusions and Recommendations

5.1. Conclusions

The research conducted on linguistic intelligence and the use of short stories as the main tool for enhancing writing skills has led to several significant conclusions. This innovation took six weeks of implementation and after that time this experiment demonstrated a noteworthy influence on students' writing abilities, including the ability to identify writing phases, generate and arrange ideas, and use good syntax, mechanics, and clear messaging during the development of short stories.

First, the use of short stories as a teaching tool has demonstrably improved students' writing skills. Students who engaged with short stories showed better organization, creativity, and clarity in their writing. They were able to understand and implement narrative techniques such as plot development, character creation, and descriptive language more effectively than the control group.

On the other hand, Short stories challenge students to think critically and interpret underlying messages and themes. This analytical approach not only enhances their

comprehension skills but also translates into more thoughtful and reflective writing. This was demonstrated on the development of linguistic skills during the focus of short stories.

In the same way, short stories are accessible for implementations inside and outside the classroom that can be easily integrated into various educational contexts. Their brevity allows for focused analysis and discussion, making them suitable for a wide range of learners and classroom settings.

Thus, the experimental group showed an improvement on writing skills over the control group during the intervention. This was evidence by the researcher and all the data gather as shown in the results section. On the other hand the same implementation was carried out with the control group, so the population of this group can have the same benefits as the experimental group without keeping a record of the post intervention.

5.2. Recommendations

This research study wanted to investigate the effectiveness of using short stories as a tool for improving writing skills. It focus on the experimental use of short stories that challenge conventional narrative forms. The techniques such as nonlinear storytelling, unreliable narrators, and fragmented narratives to engage readers in new ways. But, most likely to focus on the development of the writers perception as teens have a lot to say and want to express this emotions or even feelings in and safe or secure way.

This is the reason why, teachers and researches who would like to have an improvement on their students learning, should implement short stories to develop linguistic skills. On the other hand, this study want to explore innovative approaches for teaching writing skills using short stories as primary texts. The development of lesson plans, teaching

methodologies, and assessments designed to foster creativity, critical thinking, and communication skills in students. To improve not only writing, it could be implemented for the development of other skills such as listening, reading or even speaking.

To decide on the approach to take with the tasks meant to accomplish the goal, the instructor needs to micro-plan every day.

It is highly recommended to make lesson plans in order to engage students in the creation of short stories. Thus, further research is recommended to measure the impact of linguistic intelligence in the development of the EFL context. The implementation of short stories can be used with other linguistic skills for student improvement. This study was carried out in a public institution "Unidad Educativa Riobamba" in the city of Riobamba, with the first level students of the Bachillerato for the period 2023-2024.

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ANNEXES

Annex 1   Rubric for the pre and posttest.

Bands	Features	Excellent 10-9	Very good 8	Good (7)	Not so good (6-fewer)
Content	The candidate answered the task. They done what they were asked to do.				
Communicative Achievement	The writing is appropriate for the task. The candidate used a style which is appropriate for the specific communicative context.				
Organization	The writing is put together well. It is logical and ordered.				
Language	There is a good range of vocabulary and grammar. They are used accurately.				
Punctuation/ spelling	There is a good use of punctuation marks, and no spelling mistakes.				

Adapted from Cambridge (2020).

Annex 2

Pre and Posttest

Topic: Free Writing Short Story

Create a short story: start with an idea and make sure to include the following elements to complete the task. (150 words).

A. Write a title

B. Outline, Write the main idea and controlling sentence.

C. Write the prose and details.

D. Write a conclusion.

Short Story

Annex 3

Likert survey

Short Stories to improve Writing	5 TO A GREAT EXTENT	4 A LOT	3 SOME	2 A LITTLE BIT	1 NONE
I can create a title for a short story					
I can create an opening paragraph					
I know how to spell words in English					
I can recognize and use punctuation marks					
My paragraphs include a topic sentence					
I can support the topic sentences with a sequence of ideas.					
I place a protagonist on each paragraph					
I can write a final or a conclusion for my story.					
I can write 150 words or more for my story					
I can use a checklist to improve my writing					

Annex 3

Evidence