

Developing the EFL Advanced Learners' Narrative Writing Skills through a Unit Plan Strategy

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Abstract:

The purpose of this research is to develop the narrative writing skills of the EFL advanced learners through a unit plan strategy. Participants of the study included 30 students who were randomly chosen and divided into two groups: treatment (N=15) and non-treatment (N=15). The treatment group received instruction using the unit plan strategy with its four stages: identifying the story elements, writing quick drafts, writing long drafts, and final copies. These four stages of the strategy included ten steps. On the other hand, non-treatment group received their regular instruction. The instruments of the study were; an achievement narrative writing test and a scoring writing rubric modified by the researcher to assess the language learners' narrative writing skills. Data were collected and t-test was used for the statistical analysis. Results indicated that there was a statistically significant difference between the mean scores of the treatment and non-treatment groups in the achievement narrative writing post-test favoring the treatment group. It was concluded that the present research provided evidence for the effect of the unit plan strategy on developing the EFL advanced learners' narrative writing skills.

Key Words: Unit plan strategy, narrative writing skills, scoring writing rubric.

تنمية مهارات الكتابة الروائية لدى متعلمي اللغة الإنجليزية متقدمي المستوى من خلال
استراتيجية تخطيط الوحدة

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المخلص:

الغرض من هذا البحث هو تنمية مهارات الكتابة الروائية لدى متعلمي اللغة الإنجليزية ذوي المستوى المتقدم من خلال استراتيجية تخطيط الوحدة. ولقد تضمنت عينة البحث ٣٠ طالبا تم اختيارهم بطريقة عشوائية وتقسيمهم الى مجموعتين: مجموعة تجريبية (ن=١٥) وأخرى ضابطه (ن=١٥). ولقد تلقت المجموعة التجريبية التدريس بواسطة استراتيجية تخطيط الوحدة بمراحلها الأربع: تحديد عناصر القصة، كتابة مسودات سريعة، كتابة مسودات طويلة، و إصدار النسخ النهائية. تضمنت هذه الأربع مراحل عشر خطوات إجرائية. اما المجموعة الضابطة فلقد تلقت تدريسها بواسطة الطريقة التقليدية. وكانت أدوات الدراسة كالتالي؛ اختبار تحصيلي للكتابة الروائية، ومقياس تصحيح للكتابة تم اعداده من قبل الباحثة لتقييم مهارات الكتابة الروائية لمتعلمي اللغة. تم جمع البيانات واستخدام اختبارات لعمل التحليل الاحصائي. ولقد أشارت النتائج أن هناك فرقا ذو دلالة إحصائية بين متوسطي درجات المجموعة التجريبية والضابطة في نتائج الاختبار التحصيلي البعدي للكتابة الروائية لصالح المجموعة التجريبية. وتم استنتاج ان هذا البحث يؤكد مدى أثر استراتيجية تخطيط الوحدة على تنمية مهارات الكتابة الروائية لمتعلمي اللغة الإنجليزية ذوي المستوى المتقدم.

Introduction:

When compared with other fundamental skills as listening, speaking and reading , writing is considered the most difficult one for the second language learners. Writing as a set of visible or tactile signs used to represent unit of language in a systematic way, with the purpose of recording messages that can be retrieved by everyone. Nunan (1989) has pointed out that writing is an extremely complex, cognitive skill for everyone because in this activity the writer has to show control of some variables simultaneously. Accordingly, Widdowson (2001) while defining writing, also has supported that writing is the use of the visual medium to show the graphological and grammatical system of the language; which means that writing is the production of sentences as examples of usages. Thus, in order to compose correctly, it is essential that the students overcome the complexity by learning the graphic system of language, its grammatical structures and vocabulary related to the topic under-writing. Another definition of writing is put forth by Crystal (1999) who has argued that writing is neither a mechanical task, nor a simple matter of jotting a speech down on a piece of paper.

Anwar et al. (2016) conducted a study that has explored the obstacles and challenges faced by second language learners. The researchers have revealed that writing is a reflective activity that requires thinking, ideas, relevant knowledge and vocabulary. The literature of the study has shown that teachers use several approaches to teach writing skills to their students; where the students totally depend on the approaches to learn and practice the writing skills. According to the researchers, the approaches used to teach writing skills involve; the product, process, eclectic and genre approaches.

Meer (2016) has mentioned four types and categories of writing: expository, descriptive, persuasive and narrative writing. Expository writing's main purpose is to explain; where it is a subject-oriented writing style; in which authors focus on a given topic or subject without voicing their personal opinions. The main goal of the descriptive writing is to describe. It is a style of writing, that can be poetic and it usually focuses on describing a character, an event, or a place in minute details. Persuasive writing is that type of writing that captures the readers to the writer's perspective; as its main purpose is to convince. It always includes the opinions and biases of the writer. Narrative writing tells a story; as there are characters, situations like actions, motivational events, and disputes or conflicts with their eventual solutions. Boucher (2011) has stated that narrative writing serves as informing function, reporting events that happened or telling stories. Placement of events in appropriate sequence and the selection of details are the two skills involved in this

kind of communication. A narrative is a time ordered text used to narrate events, create, entertain, and emotionally move an audience. The main structural components of narrative writing are the orientation, the complication and the resolution.

Bence (2017) in his study has focused on the use of narratives as a teaching method in the young learners' EFL classrooms. The study has investigated the ways in which narratives can be incorporated into the lesson plans, the range of criteria for their appropriate selection and the positive effects they have on the individual learners and the classroom community. The study has offered a theoretical overview of teaching narratives in the first part, while in the second part the additive effect of its application has been tested in a young learners' classroom. Additionally, an interview with the EFL elementary teachers about their experiences and preferences with narratives has also been presented, and the two example narrative-based lesson plans have been created. Detailed guidelines have been offered, as a result, to the EFL teachers who want to incorporate narratives as a teaching method into their young learners' classrooms. Martin (2010) has focused in his study on personal narrative writing instruction in the elementary grades. The purpose of the study was to determine the skills that the students acquire during personal narrative writing instruction. The study was conducted in a rural fifth grade classroom and included six students of different ability levels as well as the classroom teacher samples. Data were collected through classroom observation, interviews, and student work. The results of the study have declared that personal narrative writing instruction teaches the students how to organize effectively a writing piece, include proper mechanics, vary word choice, and how to edit and revise.

Researchers who advocate the use of short stories to teach ESL/EFL list several benefits of short stories. These include motivational, literary, cultural and higher-order thinking benefits. As for motivating students which is the first benefit; short stories usually have a beginning, middle and an end , and they encourage students at all levels of language proficiency to continue reading them until the end to find out how the conflict is resolved. Instructors also can introduce literary elements with short stories; as they can teach both simple and complex elements, such as character, setting, and plot, or conflict, climax and resolution that can be introduced in the advanced levels. Short stories are also effective when teaching culture to EFL students; as they can transmit the culture of the people about whom the stories were written. By learning about the culture, students learn about the past and present, and about people's customs and traditions. As a result, students learn to respect the differences between people and their cultures because they start

comparing their culture to the others determining the similarities and differences among them. Of all the benefits of short stories, higher-order thinking skills are the most exciting ones, as they enable the students to think critically and analyze what they read (Young, 1996; Gajdusek, 1988; Vandrick, 1997).

Context of the problem:

The instructor has been working as an English language teacher since 2000 and a lecturer since 2012; as a result she has noticed that the language learners take the English language as an academic subject rather than a language. They are only concerned with passing the exam for getting a high score. Among the different language skills, the students feel writing skill difficult and the narrative writing skills to be the most complex ones in real practice and in the examinations as well. Generally speaking, writing is mostly assigned as homework in teaching learning activities; more specifically, narrative writings' exercises are assigned as extra reinforcement ones for excellent talented learners only, and answers' are supposed to be final and correct. The learners depend only on the teacher's notes; guess papers, general books where very few consult the reference resources.

The researcher conducted a pilot study among 30 language learners, who were getting prepared to the admission tests in both MIU and BUE universities. The language learners were asked to write a narrative essay about just one of three given topics in ninety minutes. The results revealed that the students' writings had a lot of drawbacks; there were many grammatical and punctuation mistakes; their openings tried to explain the impact of event but it lacked suspense; language was vague and finally, details were insufficient that did not add suspense or convey emotion

The aim of this research was to examine if the unit plan strategy with its four stages that include ten steps would develop the language learners' narrative writing skills.

Based on the above fore mentioned discussion, the following research main and sub questions were proposed:

How could the EFL advanced learners' writing skills be developed through a unit plan strategy?

- 1) What are the narrative writing skills required to be enhanced by adult language learners?
- 2) What are the main stages and procedural steps of the unit plan strategy for developing the language learners' narrative writing skills?
- 3) To what extent will the unit plan strategy improve the language learners' narrative writing skills?

Review of literature:

Writing requires language learners to have a great deal of lexical and syntactic knowledge as well as the principles of organization in the second language to produce a good writing. Harmer (2007a) defined writing as a process with stages that the writer undergoes to write something in its final form. According to his words; this process has four main elements which are planning, drafting, editing and final draft. According to Zakime (2018) the writing process is an approach to teaching writing; that allows the teacher and the students to go through the process of producing a text together. In the process of writing, students have the chance to think about what they are going to write, produce drafts, revise, edit, and give and receive feedback on their work before coming up with the final version of the text. Writing requires thinking and cognitive processes to be produced. It can be regarded as the most complex skill because it undergoes three different stages which are pre-writing, writing and editing to reach its final product. It is an individual process which requires thinking strategies that allows the language learners to express themselves competently in the other language. As a complex activity, it requires a certain level of linguistic knowledge, writing conventions, vocabulary and grammar. It is a continuous process of thinking and organizing, rethinking and reorganizing (AL-Hattab, 2006; Franc, 2008 ; Harmer,2004 ; Pope,2002 ; Raimes,2002).

Duerman (2015) in his study has aimed at examining relevant factors that instigate Thai EFL learners to write English in their home country where it is commonly used in both media and daily communication. The data have been collected from seven English majors and two writing teachers from two leading universities in Thailand through an open-ended questionnaire and interviewed and relevant documents. The data have been analyzed qualitatively and the results have showed that only students who have chosen to major in English at universities in Thailand have been given opportunities to experience writing skills. Na Phuket and Bidin (2016) in their study have investigated how the native language interference occur in the writing process. Their qualitative study has explored the reasons and the process of native language interference in writing performances of EFL learners. The data have been collected from Thai undergraduate students through semi-structured interviews. Results obtained from the analysis of this study have suggested that the reasons of native language interference in EFL writing have been found in three main themes: learning strategies of language learners, inadequate knowledge of the target language, and attitude towards English. Furthermore, the interference of the native language has appeared in the

initial stage and repeatedly occurred throughout the entire writing process.

Concerning the four types and categories of writing; Sosnowski (2017) has mentioned that the narrative essay reports events or tells a story using elements of fiction. Plot, characters and details are included in a narrative essay; where they are written in chronological order. She has also maintained that the narrative essay's purpose is to share a personal experience that the reader can identify with or learn from. The characteristics of a narrative essay include the use of characters and setting, literary techniques, chronology and a moral to the story. Carry et.al(1999) have defined a narrative or story as an account of a series of related events, experiences, whether true (episode, vignette, travelogue, memoir, autobiography, biography) or fictitious (fairy tale, fable, story, epic, legend, novel).

Along with exposition, argumentation and description, narration is broadly defined as one of four rhetorical modes of discourse. More narrowly defined, it is the fiction-writing mode in which the narrator communicates directly to the reader. Harmon (2012) has mentioned that narrative writing is a type of writing that tells a story. In narrative writing, a writer narrates a story or shares an experience with others. It can be categorized into two different forms, one is fiction and another is nonfiction. A fiction narrative writing refers to imaginative stories and events that are not real, whereas a nonfiction one is based on real stories and facts. For instance, reports, newspapers, biographies and autobiographies are nonfiction narrative writing as these are based on real events and facts. According to his words, narrative writing is presented in a sequential manner in order to stimulate the interest of readers. Novel, short stories, dramas, folk tales and poetry come under narrative writing. The purpose of narrative writing is to involve the readers in the story and allow them to imagine or visualize the situation. In the narrative writing the story is presented with sensory details and gives vivid descriptions as well, so as to capture the attention of the reader.

Piquemal (2003) has mentioned that a narrative is telling of some true or fictitious event or connected sequence of events, recounted by a narrator to a narratee, although there may be more than one of each. Narratives are to be distinguished from descriptions of qualities, states, or situations, and also from dramatic enactments of events. A narrative consists of a set of events; that is the story recounted in a process of narration or discourse in which the events are selected and arranged in a particular order; which is known as the plot. The category of narratives includes both the shortest accounts of events and the longest historical or biographical works, diaries, travelogues, and so forth, as well as novels,

ballads, epics, short stories, and other fictional forms. In the study of fiction, it is usual to divide novels and shorter stories into first-person narratives and third-person narratives.

Elements of narrative writing:

Nordquist (2019) has defined *narrative as* a piece of writing that tells a story, and as one of four classical rhetorical modes or ways that writers use to present information. He also has gone farther to classify the elements of narrative writing into five elements: plot, setting, character, conflict, and theme. He has mentioned that these elements are rarely stated in a story where they are revealed as either in subtle or not-so-subtle ways. According to his words: the plot is the thread of events that occur in the story ; the setting is the location of the events in time and place ; the characters are the people in the story who drive the plot, impacted by the plot, or be bystanders to the plot ; the conflict is the problem that is being resolved , where plots need a moment of tension that involves some difficulty and requires resolution; and the theme which is the most important and the least explicit as it reveals the moral of the story and what the writer intends the reader to understand.

Similarly, Roe (2016) has stated that all good stories have six common elements that the writers should bear in mind while developing a narrative work. These six elements are:

- 1. Setting:** The setting is the time and location in which the story takes place, which can either be very specific, or more broad and descriptive. A good, well-established setting creates an intended mood and provides the backdrop and environment for the story.
- 2. Characters:** A story usually includes a number of characters, each with a different role or purpose. Regardless of how many characters a story has, however, there is almost always a protagonist and antagonist.
A) Central Characters: these characters are vital to the development of the story where the plot revolves around the; *b) Protagonist:* the protagonist is the main character of a story. He or she has a clear goal to accomplish or a conflict to overcome. Although protagonists don't always need to be admirable, they must command an emotional involvement from the audience; and *c) Antagonist:* antagonists oppose protagonists, standing between them and their ultimate goals. The antagonist can be presented in the form of any person, place, thing, or situation that represents a tremendous obstacle to the protagonist.
- 3. Plot:** The plot is the sequence of events that connect the audience to the protagonist and their ultimate goal.
- 4. Conflict:** The conflict is what drives the story. It's what creates tension and builds suspense, which are the elements that make a story interesting.

If there's no conflict, not only will the audience not care, but there also won't be any compelling story to tell.

5. Theme: The theme is what the story is really about. It's the main idea or underlying meaning. Often, it's the storyteller's personal opinion on the subject matter. A story may have both a major theme and minor themes. There are two main types of themes: a) major theme which is an idea that is intertwined and repeated throughout the whole narrative and b) minor theme, an idea that appears more subtly, and doesn't necessarily repeat.

6. Narrative arc: A strong story plot has a narrative arc that has four required elements of its own. **A) Setup:** The world in which the protagonist exists prior to the journey. The setup usually ends with the conflict being revealed; **b) rising tension:** the series of obstacles the protagonist must overcome. Each obstacle is usually more difficult and with higher stakes than the previous one; **c) climax:** The point of highest tension, and the major decisive turning point for the protagonist; and **d) resolution:** The conflict's conclusion. This is where the protagonist finally overcomes the conflict, learns to accept it, or is ultimately defeated by it. Regardless, this is where the journey ends.

Types of Narrative Writing :

Anderson(2007) has declared that the generic structure of the narrative text usually begins with orientation stages(can be a paragraph), where the writers introduce the characters of the story , the time and the place where the story happened. The second stage is complication, where the conflicts arise and the main character attempts to solve the problem. The next stage is resolution, where the complication of the story is sorted out or the problem is solved. The last stage is coda, where the writer found a moral or message to be learned from the story. The English literature, narrative writing has various forms that are: **1) Folktale:** A folk tale is a story that is orally narrated to others. It reveals certain truth about life or something that happens in nature; **2) Epic:** Epic is a long poem that describes the heroic acts of hero or heroines; **3) Fable:** Fable is a story, which gives a lesson with the help of animal characters that act like people; **4) Captivity Narrative:** Captivity narrative is kind of story about the people and their suffering, capture, escape and rescue. It explains human emotions; **5) Fantasy:** It is a story about imaginary characters and imaginative event; **6) Short Story:** This type of story primarily pays attention on one character and one event; **7) Play:** A play is generally performed on stage where the characters communicate through dialogue; **8) News:** News is based on current events that are presented to an audience through print, internet or broadcast on TV or radio; **9) Realistic Fiction:** This type of story contains characters and settings that are based

on a real life event or incident; **10) Historical Fiction:** This type of story describes the historical events that have happened in the past; **11) Biography:** A biography is interesting and fascinating stories of famous people; **12) Autobiography:** A detailed description of a writer's own life; **13) Novel:** A novel explains fictional events and characters in a sequential manner; **14) Myth:** This type of story explains the wonders of nature and the mysteries of life; and **15) Tall Tale:** This type of story is quite amusing and describes impossible happenings. It also explains the accomplishment of the hero. (https://english.endurite.com/english.writing/narrative_writing.html).(2019)

Narrative writing skills:

Narrative writing relies on personal experiences and is often in the form of a story. Sagita(2009) clarified criteria for assessing writing task such as ; **audience:** the writer's capacity to orient , engage and influence the reader. **Text structure:** the organization of narrative features including orientation and resolution into an appropriate and effective text structure. **Ideas:** the creation and selection of ideas for a narrative character and setting. **Character:** the portrayal and development of character. **Setting:** the development of a sense of place, time and atmosphere. **Vocabulary:** the precision of language choices. **Cohesion:** the control of multiple relationships over the whole text, achieved through the use of words, substitutions, word associations and text connectives. **Paragraphing:** segmenting of text into paragraphs that assists the reader to negotiate the narrative. **Sentence structure:** the production of grammatically correct and meaningful sentences. **Punctuation:** the use of correct punctuation to aid reading the text. **Spelling:** accuracy of spelling and the words used.

It was also mentioned that authors of successful narratives are well-versed in the following skills:

- **Organization :** they understand the shape that a narrative story takes as well as the salient characteristics of this kind of writing
- **Crafting entertaining beginnings:** authors must understand the function of a story beginning – to grab the reader's attention and introduce the reader to the story world. They also need to recognize the specific strategies and techniques authors use to accomplish this.
- **Elaborative detail** – involves so much more than assigning adjectives to nouns! – the author needs to know why to elaborate (to allow the reader to experience story critical characters, settings, and objects through the five senses of the main character.), where elaboration is appropriate, and how to create it.

- **Suspense:** story tension is what keeps the reader reading.
- **Fully elaborated main events:** every short story has a single significant main event – what the story is really all about. This main event needs to be told through a mix of action, description, dialogue, thoughts and feelings. It needs to be stretched out to reflect its relative importance to the story.
- **Satisfying extended story endings:** after the main event concludes the author needs to allow the main character to reflect on memories, feelings, hopes, wishes, and decisions brought about by the main event.

Several studies were conducted with various participants to enhance the EFL narrative writings and essays as well. Abd El-Hack and Hasnaa Helwa(2014) have investigated the effectiveness of using digital storytelling and Weblogs instruction in enhancing EFL narrative writing and critical thinking skills of EFL majors at faculty of education. The design of the research is one group pre-posttest. The research sample have been engaged in certain activities such as storytelling, journal writing, personal diaries and reflection Weblogs. The instruments of the research included an EFL narrative writing questionnaire; an EFL narrative writing test; an EFL critical thinking questionnaire; an EFL critical thinking scale and interview prepared by the researcher. Results of the research have revealed and confirmed that using digital storytelling and Weblogs instruction is effective in enhancing the EFL narrative writing and critical thinking skills of EFL majors at faculty of education.

Aziz and Fathiyyaturrizqi (2017) in their study have aimed to investigate how using movie could improve English narrative writing through the Classroom Action Research (CAR). The subjects were 44 of IX grade students at one of the Junior High School in Bandung. The data were collected through observation sheets, students' worksheet and students' journal sheets. The result of the research shows that using movie could improve students' narrative writing skills. Based on the students' journal, most of the students (90%) were more motivated and confident in learning writing through movie as it was more enjoyable than conventional writing instruction. Adam (2015) has intended to enhance Saudi university students to develop narrative essays and promote storytelling skills. The objective of his paper has related teaching short stories and its efficiency to improving EFL learners' narrative essay writing. Two selected short stories were used as a supporting material and 60 students have participated in the study. The

participants of the study have been divided into two groups; experimental and control groups each of 30 students. Test retest method has been adopted and the results have indicated that the students have developed their narrative writing techniques.

Writing problems facing the advanced EFL learners:

Student writers face various writing problems at different stages of their learning. These problems can be classified generally into; linguistic, psychological, cognitive and pedagogical categories (Haider,2012; Hyland, 2003). They struggle with the structural components of English as an inappropriate structure complicates the content and comprehension of the text. Similarly, an incoherent text fails to communicate ideas which causes lack of confidence in learners even if they have mastered syntactic, lexical and grammatical command over text composition (Rico, 2014). Most of the students find it challenging to obtain sufficient and relevant source information, paraphrase or summarize information, and use an appropriate writing style. It is argued that poor writing skills originate from two factors: the teacher and the learner. Teachers lack appropriate pedagogic approach to teaching writing, including providing prompt and effective feedback, and most crucially, teachers are unable to motivate students. On the other hand, learners face numerous challenges.

Writing and speaking are both productive skills, but unlike speaking, learners do not get an immediate reaction from their audience. Speaking practices are more often fluency practice emphasizing communication, while writing tasks are typically marked as accuracy practice, with little emphasis on communication. May Al-Gharabally (2015) has declared that writing tasks are often assigned as homework; where no class time is devoted to perform and practice the writing skills. According to her words, teachers prefer to focus on oral and aural work which cannot be easily practiced at home. Among the different language skills, students feel writing skill to be the most difficult in real practice and in the examination. If learners take the English language as an academic subject rather than a language, they will be concerned only with passing the exam for getting an academic degree. Sapkota (2012) stated that writing is mostly assigned as homework in teaching learning activities and the answer made by the teacher is supposed to be the final and correct.

Basics of writing and the role of the teacher:

Turbill and Bean (2006) have stated four basics of writing. Basic1, writing is a language act, demonstrates that effective

writers that like speaking, listening, and reading, writing is also a language act and therefore draws on similar semantic, syntactic, and graphophonic knowledge. This can be applied in the classrooms by providing the students time for talking and listening before, during, and after writing. They can also take every opportunity to make links between reading and writing, support a developing awareness of the writing social nature, enable the students to share their writing inspirational sources, and help the students develop content knowledge for their writing. Basic2, writing is worth learning, emphasizes that effective writers need to be confident and understand that life is empowering, so it is worthy of learning. Teachers here can ask the students to write daily in a supportive risk-free environment, value students' writing explicitly through sharing and meaningful feedback, provide scaffolds to ensure success and to boost students' confidence in themselves, and finally they can enable the students to reflect on their writing and share it with peers as well.

Basic3, writers need to understand the roles of audience and purpose, illustrates that effective writers need to understand the roles that audience and purpose play in shaping the different types or genres of writing. This means that teachers need to read aloud to students as often as possible, always help the students talk about the purpose and audience for their writing before commencing their writing tasks, and make appropriate models of various genres readily available in the classroom. Students, on the other hand, should be engaged in a range of writing tasks that demand a response (letter writing or via e-mail). Basic4, writers need to understand the writing process, identifies that effective writers need to have an understanding of the writing process, including comprehending why it is important to learn to spell, punctuate, and realize the appropriate use of grammatical features. Teachers, then, regularly model all aspects of the writing process in an explicit and systematic manner, explain and model spelling, editing and proofreading strategies. While on the other hand, students are regularly reminded of the writing process.

Pratiwi (2015) has proposed several roles for the teacher to enhance the students' writing skills. The first role is teacher as controller, which means that he/she is in complete charge of class and should master the students' activities. Teacher as organizer comes in second, where he/she is totally responsible for arranging and organizing the activities in the teaching-learning process. Third, teacher as resource; as although the book is usually

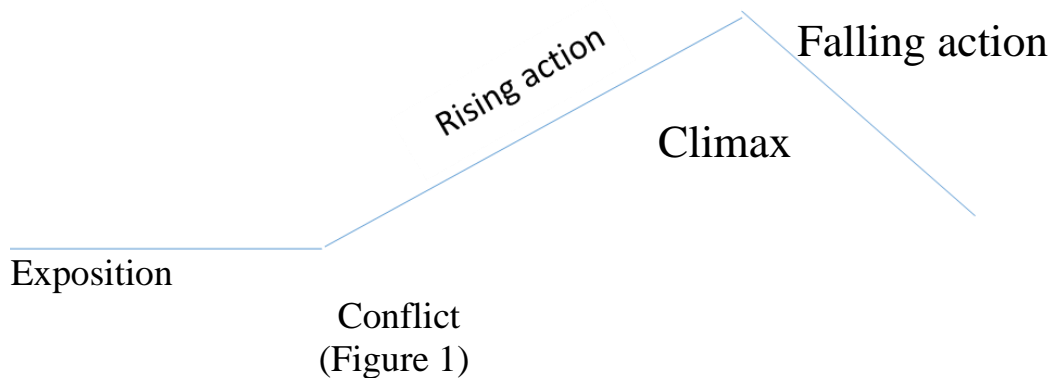
considered the main source of information, teachers should also play an important role in delivering new material. Teacher as a prompter is the fourth role, which indicates that the teacher is the motivator for the students; he/she has to keep them enthusiastic throughout the class. The fifth role is teacher as observer; where he/she has to watch and observe the students' individual tasks and their responses as well as the strategies or the techniques used in the teaching –learning process. Not only has Pratiwi (2015) mentioned the teachers' roles, but also he went farther to state the students' roles as well. Student as a planner; was the first role, where they can think creatively and plan their learning program. Students in group; as a second role clarified that the students can share and discuss their ideas with each other. Student as tutor, was the fourth role that illustrated that students can discuss the material with the teacher. Finally, student as monitor and evaluator; where they can estimate and evaluate their own learning program and their learning progress from the results of their tasks.

A Narrative Writing Unit Plan:

Jennifer Gonzalez (2018) proposed a step-by-step plan for teaching narrative writing, where she dubbed it *a narrative writing unit plan*. According to Gonzalez's proposal, the plan has eleven steps which are illustrated as follows:

Step 1: Show students that stories are everywhere; instructors can start off the unit by getting students to tell their own brief stories either in journal quick writes, think-pair-shares, or by playing games. They will elicit a list of topic ideas, and by listening to their classmates' stories they will add more onto that list and remember more of their own stories.

Step 2: Study the structure of a story; a diagram can be used to show students a typical story arc like where the instructor will fill it out with the story components.



Step 3: Introduce the assignment; students have actually been immersed in storytelling, so instructions for what they are going to do should be given. Instructors have to share their assignment rubrics to enable the students the chance understand the used criteria for evaluating them.

Step 4: Read models; students have to read at least one model story, a mentor text that exemplifies the qualities the instructor is looking for. This should be a story on a topic related to the students' experience; something they could see themselves writing.

Step 5: Story mapping; whatever the topic is, a skilled writer could create a great captivating story, if he/she is using the narrative writing skills. The students can complete a basic story arc for their chosen topic using the former diagram by labelling it with the, identifiable problem, sequence of events that build a climax, and some kind of resolution for the end.

Step 6: Quick drafts; students' writing would never be perfect at first, their writings would be like a summary. The instructor has to illustrate the starting point of the story, then something to build on the climax, and a solution for the end.

Step 7: Plan the pacing; where students here can begin to shape the story. Students here look at how writers expand some moments to create drama and shrink other moments so that the story does not drag.

Step 8: Long drafts; students can now slow down and write a proper draft, expanding the sections of their story and adding in more of the details that they skipped in the quick draft.

Step 9: Workshop; instructors here can start class with a short mini-lesson on some aspects of narrative writing craft, then enable the students to write, conference with the instructors, and finally collaborate with their peers.

Step 10: Final revisions and edits; students in this step can alter the content of a piece toward editing, where they can make smaller changes to the mechanics of writing. Students here should be asked to read their stories out aloud which will help them find the missing words and unintentional repetitions from one side, and comment on each other writings from the other side.

Step 11: Final copies and publication; once revision and peer review are done, students will hand in their final copies, and they do not see their final grade until they have read the instructor's written feedback.

Research hypotheses:

Based on the survey of the fore mentioned literature the following research hypotheses should be formulated:

- 1) There would be a statistically significant difference between the mean scores of the treatment and non-treatment groups of the language learners in the narrative writing posttest in favor of the treatment group.
- 2) The unit plan strategy would be effective on developing the language learners' narrative writing skills.
- 3) There would be a statistically significant difference between the mean scores of the treatment and non-treatment groups of the language learners in the narrative writing rubric in favor of the treatment group.
- 4) The unit plan strategy would be effective through the administration of the narrative writing rubric on developing the narrative writing skills of the advanced language learners.

Method and Procedures:

Research Participants:

The research participants included thirty (30) language learners who were preparing themselves to be examined the writing English tests to join either BUE or MIU universities (British University in Egypt and Misr International University). Both universities assess and accept the students after being examined a comprehensive English test; evaluating both mastering the grammatical rules, and the four language skills (reading, writing, speaking and listening). Those thirty participants were divided into two groups; treatment and non-treatment ones. Each group involved fifteen (15) language learners, the participants in both groups were nearly at the same age (17 or 18 years); all of them were high school seniors and had a good command of English as they got their general secondary certificates from either the international or language experimental schools. The thirty participants, 16 females and 14 males, had been administered a writing pre-test by the researcher before joining the two groups for studying the writing preparation course. The purpose of that pre-writing test was to make sure that all of the language learners were nearly practicing the intermediate language level (I2) with the same proficiency; that had been recommended to join the course. The treatment group was taught to improve their narrative writing skills by applying a narrative writing unit plan; while the non-treatment group was taught by the regular method.

Instructor:

The researcher conducted the experiment herself; as she has been teaching general and conversational English courses for eighteen years

and instructing the IELTS and International TOEFL preparation courses for ten years. The instructor is also a PhD holder in TEFL and is working as a lecturer in Modern Academy for Engineering and Technology.

The writing course/ program:

The whole narrative writing unit plan strategy was taught and practiced in thirty hours which lasted for five weeks. Ten sessions were specified for applying the strategy; two sessions every week, each one of three hours. Every week a new story was discussed among the learners; the first session was conducted to explain the selected story, its narrative elements, components and skills as well, while in the second session the students were asked start their own writings in groups where the researcher was giving them instructions and supervising them. By the end of those thirty hours, the learners should respond and react fluently in the writing exam; bearing in mind being accurate in applying the narrative writing elements and skills. The actual conduction went through the following four stages:

The first stage: Identifying the story elements:

- 1) The instructor would ask all the language learners to pick one of the seven short stories presented in Lamb's Tales From Shakespeare; which are "The Tempest, A Midsummer Night's Dream, Much Ado About Nothing, As You Like It, The Merchant Of Venice, Macbeth, and Twelfth Night.
- 2) The language learners were expected not only to read, but also to summarize the chosen short story in their own words. These summaries were handed in, the next session, to the instructor; who in turn identified and shed light on the points of weaknesses in the students' narrative writing essays.
- 3) The instructor is supposed to read the selected short story with the language learners clarifying the structure, components and elements of the story; integrating it with emphasizing the elements of the narrative writing which are: setting, characters (central, antagonist or protagonist), plot, conflict, theme and narrative arc (set up, rising tension, climax and resolution).
- 4) The assignment rubric for evaluating the language learners should be introduced by the instructor, to enable the students comprehend the applied criteria for estimating them. The instructor here has to explain both the criteria for assessing narrative writing and its skills as well; which are audience, text structure, ideas, character, setting, vocabulary, cohesion, paragraphing, sentence structure, punctuation and spelling.

The second stage: Writing quick drafts:

- 5) The language learners divided into three groups, each of five students, were asked to sort the main and sub characters, distinguish the identifiable problem, sequence of events that build the climax, and some kind of resolution at the end.
- 6) The instructor then started to discuss and debate the students' responses; illustrating the starting point of the story, rising up of events and conflict among characters to build up the climax, and falling actions to solve the problems presented in the story.
- 7) The instructor would also discuss the main theme of the story as well as the characters; featuring their beliefs, attitudes, ways of thinking, culture from one side and their personal traits and the surrounding events or circumstances from the other side, asking the language learners to change the ending of the story from their own perspectives.

The third stage: Writing long drafts:

- 8) The language learners working in groups are then supposed to shape and weave three stories with different endings; expand some details for creating conflict among the characters, and change other details or events to reach a creative ending.
- 9) The language learners are asked to hand in the three different narrative stories that are discussed in the session to illustrate and correct the grammatical, punctuation and spelling mistakes, the usage of repetitive structures and vocabulary, miswriting of the descriptive language which in turn fails in creating images or scenes, misuse of the figurative language and finally, disorganization in segmenting the text into paragraphs using the suitable transitions for bonding the whole narrative piece of writing.

The fourth stage: Final copies:

- 9) The language learners are asked to correct their mistakes and create the final copies of their narrative stories.
- 10) The instructor then would ask all the language learners to pick another story and commence summarizing it for the next session.

Class Setting :

Actually ten sessions were specified for practicing the narrative writing skills. Those ten sessions were conducted in five weeks; two sessions every week. The first session in every week was specified for reading the narrative summaries for the short stories handed in by the students to determine and debate the points of weaknesses in their writings. The elements and the skills of the narrative writing were also

discussed and explained by the instructor as well. The narrative writing elements argued among the language learners were as follows:

- 1) Characters: Who are the characters in the story? How were they introduced? What was every character's physical description? How did the characters act? How did the characters think of themselves and of the others? How did they respond and behave in revealing situations? How can the language learners describe the characters' appearances in details as well as their habitats? Who were the protagonist and the antagonist?
- 2) Plot: What was the source of the tension or problem? What was the rising action of the story? This action could be man versus man (protagonist versus antagonist); man versus himself (good and evil, fear and duty...etc.); man versus society (an individual versus a group or traditional elements of society including government, religion, education, family structure); man versus nature and man versus fate. What was the highest point of suspense that kept the readers anticipating what would happen next?
- 3) Setting: Where did the story take place? When did it happen? What was the significance of the time? What were the geographical, cultural, religious or political backgrounds that served as a backdrop and supported the story's action?
- 4) Theme: What was the meaning of the story? What was its theme? Main idea? Purpose? Moral? Insight into human nature? Why did the author write this narrative?
- 5) Narrative arc: How did the writer craft the story? Did the author use symbolism? Of what significance was the title? (See appendix 4)

The rubric criteria and the narrative writing skills were also debated and illustrated among the language learners as follows:

- a) Organization: How can the piece of writing be correctly organized in an appropriate clear order? How can it fulfill its purpose by retelling the main idea and important details? How can the language learners start their writings with effective opening sentences?
- b) Elaboration/ Style: How can the opening and closing sentences support the included main ideas? How can the transition words be used effectively to establish the cause and effect relationship? How can the plot be correctly and accurately structured to avoid lacking suspense? How can the scenes be carefully described and created to convey emotional impacts? How can the imaginative dialogues contribute to the story and

be used appropriately? How can the language learners write in vivid language?

- c) Grammar usage: Writing should be free of misspellings; sentences should be correctly punctuated and the piece of writing should also be free of fragments and run-ons; Standard English usage should be employed; language should be clear and repetitive words or phrases should be avoided. (See appendix 3)

Study instruments:

- 1) An achievement narrative writing test prepared by the researcher. (See: appendix (2))
- 2) A scoring writing rubric, an adapted version of McGraw Hill and also modified by the researcher, was employed in the research to assess the language learners' narrative writing skills' enhancement. (See: appendix (3))

Standards for correcting and grading narrative writings:

Assessments may be conducted for many purposes, but the ultimate goal is always to improve instruction for the language learners. Whatever the method of assessment used, there are some points the instructor has to follow to guarantee that an effective assessment is employed. Instructors have to make sure students know the criteria for good writing; which involves 1)presenting an organized sequential narrative focusing on the order of the events;2) determining how to integrate the main and sub events; 3) identifying and describing the characters vividly; 4)adding relevant details that help establish a specific tone, create suspense and reveal strong understanding of the plot; 5)commencing their writings with openings that engage the reader's interest and grab his curiosity; 6) creating realistic dialogues that advance the plot;7) describing carefully the scenes in direct statements to convey emotional impact; 8) using clear standard language with correct spelling and accurate punctuation; 9) utilizing effectively the transitional words that help in bonding in the sequence of events and move the story along; and finally 10)Writing a strong creative ending that shows how the plot and the conflict have been clearly developed (McGraw, 2019).

Pre- test results:

Comparison between the mean scores of the narrative writing skills required for the advanced language learners for both the treatment and non-treatment groups:

Table (1): Comparing the mean scores of the required narrative writing skills for both the treatment and non-treatment groups:

Group	Number	Mean	SD	T-value	Significance level	df	Significance
Treatment	15	30.933	5.687	0.857	0.05	28	Non-significant
Non-treatment	15	29.000	6.633	0.857	0.05	28	Non-significant

The previous table showed that there was no statistically a significant difference between the mean scores of the treatment and non-treatment groups in the pre narrative writing test; as their means were (30.933) and (29.000), which revealed that they were at the same level before conducting the experiment. It was also noticeable that (T-value) was not significant, as it was (0.857).

Post-test results: (In the light of the research hypotheses):

Comparison between the results of the post narrative writing test for both the treatment and non-treatment groups:

Paired sample t-test was used to compare the performance of the treatment and non-treatment groups in the post narrative writing test in order to determine whether the language learners' narrative writing skills have been improved after applying the unit plan strategy. This was conducted by testing the first hypothesis of the research which stated that: "There would be a statistically significant difference between the mean scores of the treatment and non-treatment groups of the language learners in the narrative writing posttest in favor of the treatment group."

Table (2): Comparing the results of the post narrative writing test for both the treatment and non-treatment groups:

Group	Number	Mean	SD	T	Significance level	df	Significance
Treatment	15	41.800	4.72	3.663	0.01	28	Significant
Non-treatment	15	34.000	6.76	3.663	0.01	25.038	Significant

This table shows that there was a statistically significant difference between the mean scores of the two groups favoring the treatment group. The mean score of the treatment group was higher than that of the non-treatment group; as it was (41.800) for the treatment and (34.000) to the non-treatment group. T-value indicated that the language learners' narrative writing skills of the treatment group were more improved and developed than those of the non-treatment one; as it was (3.633) at significance level (0.01). So it can be concluded that the first hypothesis was accepted.

Testing the effectiveness of the unit plan strategy on developing the language learners' narrative writing skills:

To test the second hypothesis of the research which stated: " The unit plan strategy would be effective on developing the language learners'

narrative writing skills”, the mean scores of the treatment group results were compared before and after conducting the experiment. Results of the pre and post narrative writing tests were calculated. Also η^2 and Es were calculated to examine how the unit plan strategy with its ten steps affected the treatment’s group performance in using and applying the narrative writing skills. Paired sample t-test was used.

Table (3): Testing the effectiveness of the unit plan strategy on developing the language learners’ narrative writing skills:

Group	Measurement	N	Mean	SD	T-value	df	Significance	η^2	Es
Treatment	Pre-test	15	30.933	5.687	0.857	14	0.01	0.96	9.81
Treatment	Post-test	15	41.800	4.723	-19.42	14			

The previous table showed that the unit plan strategy proved to have a great effect on improving the narrative writing skills of the advanced language learners; as there was a statistically significant difference between the mean scores of the treatment group language learners in pre post narrative writing test favoring the post test. The above table revealed that the mean of the posttest (41.800) was higher than that of the pre-test (30.933). Also, T-value was highly significant; as it was (-19.42) with freedom degree 14. η^2 and Es were also calculated and they were high enough to prove the remarkable effectiveness of the unit plan strategy; as η^2 was (0.96) and Es was (9.81), and as a result the second hypothesis was approved.

Comparing between the mean scores and results of both the treatment and non-treatment groups in the post narrative writing rubric:

To test the third hypothesis which stated that, “There would be a statistically significant difference between the mean scores of the treatment and non-treatment groups of the language learners in the narrative writing rubric in favor of the treatment group”, paired sample t-test was used to compare the results between the two groups.

Table (4): Comparing between the mean scores and results of both groups in the post narrative writing rubric:

Skills	Group	N	Mean	SD	Significance	t-value	df	Significance
1)Organization	Treatment	15	24.800	3.166	0.01	3.591	14	Significant
	Non-treatment	15	19.933	4.267				
2)Elaboration	Treatment	15	33.466	4.718	0.01	3.335	14	Significant
	Non-treatment	15	27.000	6.047				
3)Grammatical usage	Treatment	15	24.000	4.63	0.01	1.607	14	Significant
	Non-treatment	15	21.000	4.74				

Table (4) above showed that the unit plan strategy proved to have a big effect on developing the narrative writing skills of the treatment group. There was a statistically significant difference between the mean scores

of both groups in the three skills; organization, elaboration and grammatical usage. The mean scores were very high for the language learners in the treatment group in the first two skills, organization and elaboration, as it was (24.8) and (33.7) respectively. It was also high for the treatment group concerning the third skill, grammatical usage, as it was (24.0). On the other hand, the mean scores of the non-treatment group was lower than those of the treatment one concerning the three skills; as it was (19.93), (27.00) and (21.00) respectively. T-value was also very high, especially in the first two skills, as it ranged from (3.335) to (3.591). As for the third skill, the grammatical usage, it could be considered high for the treatment group as it was (1.607). These data revealed that there was a high difference between both groups in the first two skills, which could be attributed to the administration of the unit plan strategy; as the learners were taught how to organize their ideas, retell the story, start and end their narrative writings with appropriate sentences. The learners were also informed how to accurately structure the plot, creatively describe the scenes and effectively use the transitional words. All of these narrative writing skills were explained and practiced while administering the unit plan strategy, and as a result they were enhanced. On the other hand, the third skill, grammatical usage, was also developed but not with a very high difference when compared with the first two skills. This is because all the language learners in both groups were nearly with the same proficiency in practicing the language; as mastering the skills of grammatical accuracy and structures, vocabulary and punctuation was a must to join the narrative writing course. And although the language learners in both groups were qualified enough in practicing these skills, but there was also a difference in the mean scores favoring the treatment group after administering the unit plan strategy.

Testing the effectiveness of the unit plan strategy on developing the narrative writing skills of the advanced language learners through the administration of the narrative writing rubric:

To test the fourth hypothesis of the research which stated that “The unit plan strategy would be effective through the administration of the narrative writing rubric on developing the narrative writing skills of the advanced language learners”, the mean scores of the treatment and non-treatment groups were calculated. These mean scores were of the post administration of the narrative writing rubric, which included the three main categories of the narrative writing skills included in the unit plan strategy. η^2 and Es were also calculated to examine how the unit plan strategy affected the language learners' narrative writing skills.

Table (5): Testing the effectiveness of the unit plan strategy on developing the narrative writing skills of the advanced language learners through the administration of the narrative writing rubric:

Skills	N	Mean	SD	T-value	df	η^2	Es	Significance level
Organization	15	4.87	5.25	3.591	14	0.48	1.9	0.01
Elaboration	15	6.47	7.51	3.335	14	0.44	1.7	0.01
Grammatical usage	15	3.00	7.23	1.607	14	0.15	0.85	0.05

The unit plan strategy had a great effect on developing the narrative writing skills of the language learners in the treatment group. From one side, t-value and the mean scores were high, and from the other side when η^2 and Es were calculated; they were also high enough to prove the effectiveness of the unit plan strategy. It is noticeable from the table that η^2 and Es were higher, concerning the first and second skills, than their values in the third skill. As η^2 values for the first two skills were (0.48) and (0.44) respectively, while its value was (0.15) for the third skill. The same results were obtained when Es values were calculated, as they were (1.9) and (1.7) respectively for the first two skills; and (0.85) for the third skill. These results indicated that the effectiveness of the unit plan strategy on the first two skills (organization and elaboration) was higher than its effectiveness on the grammatical usage. This would be attributed to the proficiency of the language learners in practicing the grammatical skills, as they all had a good command of English, but what they actually acquire was mastering the punctuation skills, especially if they are writing a narrative with dialogues included. So, it can be concluded that the unit plan strategy had effectiveness on developing the narrative writing skills mentioned in the narrative writing rubric, and so the forth hypothesis was accepted.

Conclusions, Recommendations and Suggestions:

The present part provides conclusions based on the study findings drawn from the results, which in turn, are drawn from the statistical data analysis. It also presents some recommendations and finally suggests some areas for further research.

From the results it could be concluded that:

- 1) The unit plan strategy is highly effective on developing the narrative writing skills of the language learners; as organization of events and ideas in telling a story, elaboration and analyzing the characters as well as the theme and sequence of events,

- grammatical usage, punctuation and the usage of transitions to bond the piece of narrative writing.
- 2) The narrative writing rubric played an important role on developing the language learners' narrative writing skills; as it included the criteria of scoring the narrative writing essays with gradual rating that helped the instructor to assign the scores.
 - 3) Discussing the language learners' summaries and their narrative writing drafts helped in identifying the points of weaknesses in their narrative writing essays.
 - 4) Reading the prepared short story with the language learners while clarifying and explaining its structure components and elements through emphasizing the elements of the narrative writing influenced the students ' mastering of the narrative writing skills positively.
 - 5) Informing the language learners with the scoring criteria of the narrative writing rubric enabled them to determine their defects and points of weaknesses, working on correcting the flaws and improving their narrative writing essays.
 - 6) Working in groups affected the language learners' narrative writing skills as it helped them to share, create and expand some details to weave the stories and draw the images in their narrative essays.

Recommendations:

The following recommendations can be proposed:

- 1) Asking the students to select, prepare and summarize a short narrative story in their own words would help the language learners to start practicing the narrative writing skills.
- 2) Identifying the story elements and discussing them with the language learners would help in better understanding of the literary work and consequently realizing the main and sub events from one side; and providing relevant details for describing the setting and the characters vividly from the other side.
- 3) Dividing the students into groups and asking them to create different endings to the stories could be beneficial in eliciting new ideas and structuring the dramatic scenes; that in turn advance the plot.
- 4) Discussing the language learners' writing quick drafts and their responses would help in illustrating the starting and ending points of the story, and the rising up of events to weave the climax as well.

- 5) Explaining and featuring the characters' beliefs, attitudes and culture would result in better analyzing of the literary work. Consequently, the language learners would be able to write narrative stories from their own perspectives.
- 6) Illustrating the language learners' long drafts writings through the sessions would enable the students to improve their skills in: using the descriptive language, drawing the images with the appropriate figures of speech, avoiding the repetitive structures, organizing and segmenting the text into paragraphs with suitable transitions, and correcting the grammatical and spelling mistakes.
- 7) Debating the language learners' long draft writings could be important in explaining the punctuation rules; especially of the dialogues and how they are contributed and appropriately used in the narrative story.

Suggestions for further research:

- 1) It is suggested to conduct a study to investigate the effectiveness of the unit plan strategy on teaching the literary interpretation skills; as its steps would help to improve understanding and analyzing the literary works.
- 2) Unit plan strategy could also be applied for teaching other different kinds of writing; such as persuasive, argumentative, descriptive, folktale and autobiographical sketch.
- 3) The unit plan strategy could be used to improve the writing skills of the pupils in the elementary schools.
- 4) A research to study the effect of the unit plan strategy on developing the high school students' reading comprehension and creative understanding skills is proposed.

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APPENDICES OF THE RESEARCH

APPENDIX (1):

Pre-narrative writing test for both groups:

Write a narrative on one only of the following topics:

- 1) It is better to give than to receive. Write a short story about a philanthropist you know or heard about. How did he/she offer help to people in his/her community? Explain in your narrative why was that philanthropist considered as a mentor?
- 2) We are born with talents and gifts. So we should be aware of our gifts and talents, and also realize our challenges and difficulties. Write a narrative about an obstacle that had faced you and how you persevered to face and overcome it to change your life.
- 3) “ *It was Sunday night, on the 31st of January; staying alone at home on such a dark stormy night that I.....* ” This is the opening sentence of the story; create a narrative in your own words that could serve as part of a longer chapter about an important event in your life.

**Appendix (2):
Post-narrative writing test for both groups:**

Write a narrative on one only of the following topics:

- 1) Not all people can donate their money to help others, but instead they can volunteer their time or effort. Write a story of someone you know who specified his/ her time and effort for helping poor people.

- 2) Sometimes people are subjected to events or situations that totally change their lives upside down. Write a narrative describing a lucky break that actually altered your life or a life of a famous celebrity.

- 3) *“The weather was deceiving, it was quite warm on the beaches, but suddenly the waves became higher and higher; beaches were evacuated.....”*
This is the opening sentence of the story; create a narrative in your own words that could serve as part of a longer chapter about an important event in your life.

<p><u>and run-ons.</u></p> <p>3) <u>Standard English usage is employed.</u></p> <p>4) <u>The paper is neat, legible, and presented in an appropriate format.</u></p>	<p style="text-align: right;"><u>Score----/30</u></p>
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Appendix (4)

Class Setting:

(A model of two full sessions)

This appendix will give a full description of how the strategy was conducted by providing details and examples. According to the following procedures, every play was explained, discussed, and summarized in three different narrative writings in two sessions:

- 1) Before starting the sessions, the instructor asked the language learners to read and write a narrative summary of “Macbeth”, the Shakespearean play, in their own words as these narrative writings should be handed in before the next session. The instructor in turn read all these narrative summaries identifying the points of weaknesses and strengths that should be discussed among the learners.
- 2) The instructor commenced the first session by identifying the main elements of the narrative summary of the play; as she pointed out to the five main sections: characters, plot, setting, theme and narrative arc.
- 3) The instructor then clarified to the language learners the main characters of the play who are Macbeth, Lady Macbeth, Macduff and the witches. Then a discussion started to identify the sub characters who are Duncan, Banquo and Malcolm, as all of these characters were classified and written on the board as a matter of clarification. Not only were the characters determined, but also described externally and internally; in other words, physically and mentally in vivid creative vocabulary with very minute details.
- 4) The instructor then discussed with the language learners the main and sub events of the play clarifying the plot of the play. The language learners were asked to write down the events of the play and put them in order. The instructor then organized the events and illustrated them according to the four sequences of the plot. a) The set up; the witches’ prophecy. b) The rising tension; Lady Macbeth’s plan to murder Duncan from one side ,and Macbeth’s conflict between his ambition to kill Duncan to achieve the witches’ deceiving prophecy and his faithfulness, loyalty, culture and love to the king from the other side ;where all of these feelings were actually revealed in the dagger scene. c) The climax; Macbeth became the ambitious tyrant king torturing all the contradictors, searching madly for the witches to know more prophecies and planning to kill Macduff. d) The resolution; Lady Macbeth’s suicide, Macbeth’s fearful and scared feelings, the moving forest and Macduff the king.
- 5) Settings were then explained; as the language learners should be aware of the place, time, geographical, religious, cultural and political backgrounds. All of these aspects were illustrated to help the learners create the images, weave the characters and think of different narrative endings to the play. For example, in “Macbeth” the cultural background that actually created the conflict and influenced Macbeth himself was

that the king in the medieval was deemed to be in second after God, so it was impossible to be murdered by Macbeth his relative and the faithful loyal leader.

- 6) The next step was to demonstrate and discuss the theme and the narrative arc of the play. The instructor illustrated the meaning of the play, "Macbeth", and how it referred to the uncontrolled power of authority and ambition when they are utilized negatively, how the human nature can still kind or turn to be a villain after being in charge or owning authority. Symbolism was also argued among the language learners and how Shakespeare crafted the play. Some of the language learners believed that the witches were a symbol of the evil thoughts that could be personified as persons who predict the future and influence our lives; while the others mentioned that the cultural background played an important role here, as people in those times believe in witches and spirits.
- 7) After clarifying and explaining all the previous elements, the instructor then started to shed light on the points of weaknesses of the language learners' writings. Most of the flaws in the narrative writings were related to the organization of events and how all of the incidents with their minute details and characters could be weaved to retell the story. This also led to the defects in the elaboration style and how the language learners sometimes failed in writing the opening and closing sentences, describing the scenes vividly, conveying emotional impacts, clarifying the sequence of events, avoiding repetitive words and phrases, and writing accurately with no grammatical or spelling mistakes.
- 8) The instructor then explained the narrative writing assessing criteria to the language learners and gave them their pieces of writing to realize their mistakes.
- 9) In the second session, the language learners were divided into three groups where every group was asked to follow the instructions of the previous session and create a narrative summary of "Macbeth", but with a different narrative ending. The first group suggested that at the end, Lady Macbeth would kill her husband to be the official royal queen. The second one proposed that Macbeth would kill his wife and commit suicide because of regretting and blaming himself of being guilty instead of waiting to be punished by God and they relate this ending to the medieval culture. The third group supposed that Macbeth would turn mad with authority and the witches' prophecies, searching for the witches everywhere, damaging his country, torturing people, burning the forest, feeling unsatisfied or unrelieved as if his soul was taken from his body, and at last he would realize it was a nightmare.
- 10) The three narrative writings were handed in to the instructor, where they were read and marked according to the assessing criteria informing the language learners with their mistakes and asking them to write final drafts.