

UNIVERSITY OF EDUCATION, WINNEBA

**TEACHING OF NARRATIVE ESSAY IN THE SENIOR HIGH SCHOOL. A
CASE STUDY AT OSEI TUTU II COLLEGE-TETREM. IN ASHANTI
REGION**



2018

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COLLEGE-TETREM. IN ASHANTI REGION**



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**A DISSERTATION IN THE DEPARTMENT OF APPLIED LINGUISTICS,
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FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A
DEGREE OF MASTER OF EDUCATION IN ENGLISH LANGUAGE**

AUGUST, 2018

DECLARATION

STUDENT'S DECLARATION

I, Eugene Ofosuhene, declare that this Dissertation with the exception of quotations and references contained in published works which have been identified and acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for degree a elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I Dr. Charles Owu-ewie, hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Dissertation as laid down by the University of Education, Winneba.

SIGNATURE:

DATE:

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My profound thanks go to the true God, creator of the universe and everything therein, for giving me life, strength, and wisdom to carry out this thesis and seeing me through the programme successfully.

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DEDICATION

This project is dedicated to the Almighty God for seeing me through successfully.

I also dedicate it to my dear and lovely parents, Mr. Joseph Kwadwo Koranteng and Rose Ampofoah Nuamah, my wife Josephine Ofosuhene, sons, Rapheal Koranteng and Kennedy Ofosuhene and the rest of my family and friends for their prayers and maximum support which have resulted in the successful completion of this thesis.



TABLE OF CONTENTS

Content	Page
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
ABSTRACT	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background of Study	1
1.2 Statement of the Problems	3
1.3 Purpose of Study	4
1.4 Objectives	5
1.5 Research Questions	5
1.6 Significance of Study	5
1.7 Limitation	6
1.8. Organization of the Study	7
CHAPTER TWO: LITERATURE REVIEW	8
2.0 Introduction	8
2.1 Narrative Essay	8
2.2 Fundamentals of Narrative Theory for Narrative Learning	11
2.3 Personal Narrative Essays	13
2.4 Background and Setting: Developing the Context of Time and Place	14
2.5 Using Picture Series Technique to Enhance Narrative Writing	16
2.6 Challenges of Teaching and Learning of Narrative Essay	18
2.7 Effects of Narrative Essay on Students	20
2.8 Developing Learners' Narrative Writing through Using Short Stories	22

2.9 Problems and Suggestions of Teaching Narratives	30
2.10 The Integration of Technology into Foreign Language Teaching	31
2.11 Multimedia Technology should not be Overused	32
2.12 Technology in Foreign Language Teaching And Learning	33
CHAPTER THREE: RESEARCH METHODOLOGY	34
3.0 Introduction	34
3.1 Research Design	34
3.2 Population of the Study	35
3.3 Sampling and Sampling Techniques	36
3.4 Sample Selection	38
3.5 Sample Size of the Study	39
3.6 Data Collection Method and Tools	44
3.7 Data Analysis and Interpretation	45
3.8 Research Strategy	47
3.9 Validity and Reliability	48
3.10 Ethical Considerations	49
3.11 Conclusions	49
CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION, RESULTS/FINDINGS	50
4.0 Introduction	50
4.1 Bio-data Results	51
4.2 Research Question 1	52
4.3 Research Question (2)	62
4.4 Research Question (3)	66
4.5 Discussion of the Results	77

4.6 Conclusions	80
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	82
5.0 Introduction	82
5.1 Summary	82
5.2 Conclusion	83
5.3 Recommendation	84
REFERENCES	88
APPENDIX A	95
APPENDIX B	96
APPENDIX C	98
APPENDIX D	99



ABSTRACT

This study was designed to find out the approaches of teachers' teaching of narrative essays to students of Osei Tutu II College at Tetrem, Ashanti Region. Narratives differ from answers because the informant chooses and orders the relevant issues through telling and relates the details into the context. Narratives have the point, the plot and temporal structure. Narrative data provides active data, multivoice data and accessible data to sensitive issues, and topics that are difficult to grasp through questioning. The current study is intended to help enhance Osei Tutu II College students to develop writing narrative essays and promote story telling skills. The study attempts to explore the correlation between teaching short stories and improvement of the students' narrative writing. The objective of this research is to relate teaching short stories and its efficiency in improving Learners' narrative essay writing. six (6) students were used for the interview, and two selected short stories were also used in this study as supporting materials. The research sample was taken from teachers and students who felt to be in a position to use storytelling and technology as a teaching method to teach and write a narrative essay; the sample size was six (6) participants.

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

With the spread and development of English around the world, English is used as a second language in a country like Ghana. It enjoys a high prestige in the country. At present the role and status of English in Ghana is higher than ever as evidenced by its position as a key subject of medium of instruction and curriculum. As the number of English learners is increasing, different teaching methods have been implemented to test the effectiveness of the teaching process. Use of authentic materials in the form of films, radio, TV set help us to get concrete teaching and learning materials such as pictures, videos and audio in the teaching and learning of the second language. It is true that these technologies have proved successful in replacing the traditional teaching. The new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options to make teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistic change. Graddol: (1997) states that” technology lies at the heart of the globalization process; affecting education, work and culture. Currently, the role and status of English is that it is the language of social context, political, socio-cultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education. It is also a crucial determinant for university entrance and processing well-paid jobs in the commercial sector. Since there are more and more English learners in Ghana, different teaching methods have been implemented to test the effectiveness of the teaching process. One method involves

multimedia in ELT in order to create English contexts. This helps students to get involved and learn according to their interests. It has been tested effectively and is widely accepted for teaching English in the modern world. Technology is utilized for the upliftment of modern styles; it satisfies both visual and auditory senses of the students. With the spread and development of English around the world, English has been learned and used by more and more speakers. There is a wide spread belief that technology-based instruction can contribute greatly to the quality of teaching and learning experience of narrative essays thereby improving how students tackle letter writing, Descriptive Essays and Argumentative Essays.

Technology is a facilitating tool of education which teachers and students get a great deal of benefit from. Teachers need to learn how to take advantage of the technology and how to integrate it into their teaching skills. Computers, smart phones, tablets etc. provide powerful opportunities to learn foreign language. As the use of smart phone, computer etc. is increasingly common among students; teachers need to equip themselves with today's technology. Smart boards can be instrumental in engaging and motivating students in the class. For instance pronunciation, vocabulary, word formation etc though the teacher is not a native speaker can be taught to learners with ease using smart phone/board. Teachers who introduce technology to their students may get a great deal of satisfaction when they, accomplish better. Teachers utilize technology to complement their methods. How can teachers begin to integrate technology in language teaching? The researcher thinks, first, teachers need to contemplate their aims pertaining teaching styles. Different technological materials offer different advantages therefore teachers should be aware of utilizing technology. Teachers may apply technology to their teaching skills. As a matter of fact, the researcher recommends that, when teachers use technology in class they should know

students' current language skills and needs. In a nutshell, the role of technology in teaching narrative essays is very significant in English language teaching process. Using technology in English language learning and teaching is useful for both teachers and students. There is a great tendency among teachers to use technological tools in English language learning classrooms when teaching narrative essays. Uluc (2012) argued that the influence has permeated into all facets of our lives, including educational settings". In today's schools, information technologies (IT) are more powerful tools to teach, to motivate, and to make the subjects more interesting. Also internet is getting more common for people to communicate to one another. In the last 10 years technology (internet, smart phones, computers etc.) has been used in all parts of lives. We use it with media, shopping, education, communication tools. Similarly it has made great contribution to English language learning process. Cetto (2010) puts forward, "In my experience, technology has broadened the spectrum of interaction while empowering the students' learning process by providing better opportunities for English language usage".

1.2 Statement of the Problems

Osei Tutu II College students have narrative essay writing skill difficulties and one of the most worrying problems that affect their Letter writing, Descriptive essays, Argumentative essays etc and not only the Osei Tutu II College students, but also hundreds of students that are learning English as a second or foreign language in Ghana. Osei Tutu II College, writers of narrative essays have low scores in their English language exercises, examination, increase the errors in their homework, write run-on sentences and create incoherent paragraphs. Many students have learned in high school to camouflage their lack of reading and writing skills, so it is often difficult for teachers to identify their weaknesses until students hand in papers or take

exams. Then writing deficiencies are obvious. For this reason, it is important to say that academic writing involves many requirements that students of Osei Tutu II College must put into practice to avoid difficulties and complications at the moment of writing essays or report papers. Besides, not only self-strategies influence students' poor performance of Osei Tutu II College, but also the effectiveness of the methods and techniques that teachers apply in their English Composition courses. Each method is useful with some students but fails with others, so writing needs to persist and teachers must take into account other strategies if they want their students to develop effective writing skills. Therefore, students and teachers of Osei Tutu II College must work together as a team. If students want to improve in their writing skills, only in this way they will have good results and they will notice the difference in their narrative essays. It was necessary to carry out an investigation, showing whether or not students of Osei Tutu II College had difficulties for writing essays or the skills that they are able to apply when asked for narrative essays. Good writing requires practice and appropriate feedback, which teachers of Osei Tutu II College must never deemphasize. According to Kerlinger (1986) if one' wants to solve a problem, one must generally know what the problem is. It can be said that a large part of the problem lies in knowing what one is trying to do. You must have a clear idea with regard to what it is that you want to find out about and not what you think you must find.

1.3 Purpose of Study

The purpose of the study is to determine the poor performance of students in narrative essay writing.

1.4 Objectives

The following are the researcher's objectives.

1. To determine the contribution of technology-based instruction to development of language skills and how it will improve students' narrative essays.
2. To determine the poor performance in narrative essay on Letter writing, Descriptive essays, Argumentative essays etc.
3. To examine the relationship between students and teachers about the effects of students' poor performance in narrative essay.
4. To evaluate the poor performance of narrative essay writing.

1.5 Research Questions

1. What are the contributions of technology-based instruction to development of language skill and how it will improve students' narrative essays?
2. What are the causes of students' poor performance in narrative essay writing at Osei Tutu II College?
3. What are the effects of students' poor performance in narrative essay writing at Osei Tutu II College?
4. What can be done to improve students' poor performance in narrative essay writing at Osei Tutu II College?

1.6 Significance of Study

1. The research will help to eliminate the causes of students' poor performance in narrative essay writing at Osei Tutu II College on Letter writing, Descriptive Essays, and Argumentative Essays?

2. It will also help solve the negative effects of poor performance in narrative essay writing at Osei Tutu II College on Letter writing, Descriptive Essays, and Argumentative Essays.
3. The technology. brainstorming, discussion will help students of Osei Tutu II College to write good essays that will reflect on Letter writing, Descriptive Essays, Argumentative Essays, foreign language learning, Achievement, Integration to improve students' narrative essay writing at Osei Tutu II College.

1.7 Limitation

The intent of the research is not to copy reality into virtual reality but to improve the current narrative essay writing. The work is limited to Osei Tutu II College-Tetrem due to constrain in finance, accessibility and time bound. The analysis of the role of the narrative essay in the promotion of learning is influenced by factors which were mentioned in this project. In some cases participants refused to speak against their own school. As it is for every study, this dissertation had the following limitations:

- a. The size of the sample was relatively small - 6 participants. A bigger sample would probably enhance the reliability of the research.
- b. Qualitative research is not allowing the measurement of the examined problems.
- c. The analysis of the role of the narrative essays in the promotion of students' performance may be influenced by factors which were not mentioned in this project.
- d. The main limitation of the study was the inability of the researcher to include other students of the school. Also, some of the students' participation does not directly respond correctly to the questions asked them.

1.8. Organization of the Study

The research is divided into the following chapters

Chapter one presents a brief background of the study. A brief introduction of teaching writing. Statement of the Problem. Purpose of Study. Research Questions, Significance of the Study, Limitation and the Organization of the Study. **Chapter Two** Literature Review, also talks about Fundamentals of Narrative Theory for Narrative Learning, Personal Narrative Essays, Using Picture Series Technique to Enhance Narrative Writing, Effects of Narrative Essay on Students, Developing Learners' Narrative Writing through Using Short Stories and Problems and Suggestions of Teaching Narratives. **Chapter three:** research methodology / Materials and methods, Data Collection Method and Tools, Research Design, Population of the Study, Sample Selection, Data collection Instruments and Methods, Data Analysis and Interpretation, Research Strategy, Validity and Reliability, Conclusions and Research Limitations. **Chapter Four:** Data Analysis and Interpretation, Results/findings shows the Bio-data results, Research Question 1 [What causes students' poor performance in narrative essay writing at Osei Tutu II College]? Research Question 2, [What are the effects of students' poor performance in narrative essay writing at Osei Tutu II College]? Research Question 3 [What can be done to improve students' narrative essay writing at Osei Tutu II College]? Discussion of the Results, Limitation of the study and the conclusion. **Chapter five** presents Summary, Conclusion and Recommendations. The research also has Referencs and, Appendix A, appendix B Appendix C, and Appendix D. Appendix A, Objective.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

“The literature”, in this context, refers to published scholarly work. For instance, conference proceedings, technical reports and books. A “literature review” reviews the scholarly literature on a specific topic by summarizing and analyzing published work on that topic. A literature review has several purposes: to evaluate the state of research on a topic, to familiarize readers and students with what has already been done in the field, to suggest future research directions or gaps in knowledge. Green, Johnson and Adams (2006) describe a literature review as a type of research article published in a professional peer-reviewed journal. The purpose of a literature review is to objectively report the current knowledge on a topic and base this summary on previously published research. A literature review provides the reader with a comprehensive overview and helps place that information into perspective. This chapter deals with research works on the teaching and learning of narrative essays.

2.1 Narrative Essay

Santa (2015) stated that, the purpose of a narrative is to tell a story in which the writer talks about their feelings, thoughts, or actions. In narrative essays, the writer creates a story that will not only entertain the readers, but will have a concluding point or message. Because narrative essays are the telling of personal stories, the writer is able to be more creative with the structure and organization. However, there are certain guidelines that should be followed when writing a narrative. Santa (2015) outlined the Structure and Organization of narrative essay. The *Introduction* Santa (2015) stated that, the main idea of the narrative is established in the introductory paragraph. This is

where a writer provides background information and presents it in a way that captures the readers' attention. An introduction should also include a hook. This is an opening sentence written in the form of a quote or a description used to capture the reader's attention in the first paragraph. A narrative's thesis statement is not exactly like the thesis statements used in argumentative or analytical essays. The thesis statement for a narrative essay does not necessarily need to outline the whole essay. Instead, it should be a sentence including one of two things: the overall theme of the narrative or a lesson learned. Santa (2015). Body Paragraphs of narratives can be told in chronological order or in the order of importance. Each paragraph should have a topic sentence that expresses the main idea of the paragraph. It is important that writers do not just list events or summarize experiences, but that they also explain what makes their experiences significant and how they relate to the essay's thesis statement. In addition, the writer should keep in mind that the narrative should be entertaining from beginning to end. Some elements posits by Santa (2015) of the narrative essay that can help a writer create stronger body paragraphs. Dialogue: Adding quotations that were part of a conversation can help bring a writer's experiences to life and show the personalities of key characters. Descriptive language: Thinking about the five senses (touch, smell, sound, sight, and taste) while writing, can create a vivid image in the reader's mind. Santa (2015) Transitions: When telling a story, flow and clarity are key. Using transition words or phrases such as *next*, *finally*, *during*, *after*, *when*, and *later*, between sentences and paragraphs will make it easier for the reader to follow the events in the essay. Santa (2015) *Conclusion*. At the end of every story there is a resolution. Just like any story, the narrative essay provides a sense of closure in the conclusion. By the time the reader gets to the last paragraph, he or she should gain a

deeper understanding of what the writer has learned and why the story he or she told is important.

Ebradley (2007), A Narrative Essay tells a story. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. The purpose of this type of writing is to recount a personal or fictional experience or to tell a story based on a real or imagined event. In well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details work together to develop an identifiable story that is easy to follow and paraphrase. According to Ebradley (2007), the narrative approach, more than any other, offers writers a chance to think and write about themselves. We all have experiences lodged in our memories which are worthy of sharing with readers. Yet sometimes they are so fused with other memories that a lot of the time spent in writing narrative is in the prewriting stage. In this stage, writers first need to select an incident worthy of writing about and, second, to find relevance in that incident. To do this, writers might ask themselves what about the incident provided new insights or awareness. Finally, writers must dredge up details which will make the incident real for readers. According to Ebradley (2007), the principles of writing narrative essays include the following; once an incident is chosen, the writer should keep three principles in mind. The teachers should remember to involve readers in the story. It is much more interesting to actually recreate an incident for readers than to simply tell about it. The teachers should find a generalization which the story supports. This is the only way the writer's personal experience will take on meaning for readers. This generalization does not have to encompass humanity as a whole; it can concern the writer, men, women, or children

of various ages and backgrounds. Remember that although the main component of a narrative is the story, details must be carefully selected to support, explain, and enhance the story. Ebradley (2007), *Conventions of Narrative Essays*. In writing narrative essay, keep the following conventions in mind. Narratives are generally written in the first person that is, using "I." However, third person ("he," "she," or "it") can also be used. Narratives rely on concrete, sensory details to convey their point. These details should create a unified, forceful effect, a dominant impression. Narratives, as stories, should include these story conventions: a plot, including setting and characters; a climax; and an ending. The narrative essay should be written by following the plot, setting.

2.2 Fundamentals of Narrative Theory for Narrative Learning

Allen (2007) stated that, when writing a narrative essay, one might think of it as telling a story. These essays are often anecdotal, experiential, and personal—allowing the student to express herself in a creative and, quite often, moving way. Allen (2007) recommended some guidelines for writing a narrative essay: *If written as a story, the essay should include all the parts of a story.* This means that you must include an introduction, plot, characters, setting, climax, and conclusion. *When would a narrative essay not be written as a story?* Allen (September 24th 2007) stated that, a good example of this is when an instructor asks a student to write a book report. Obviously, this would not necessarily follow the pattern of a story and would focus on providing an informative narrative for the reader. *The essay should have a purpose.* When writing a narrative, make a point! Think of this as the thesis of your story. If there is no point to what you are narrating, why narrate it at all? *The essay should be written from a clear point of view.* It is quite common for narrative essays to be written from the standpoint of the author. Creativity in narrative essays often times manifests itself

in the form of authorial perspective. *Use clear and concise language throughout the essay.* Much like the descriptive essay, narrative essays are effective when the language is carefully, particularly, and artfully chosen. Use specific language to evoke specific emotions and senses in the reader. *The use of the first person pronoun 'I' is welcomed.* Do not abuse this guideline! Though it is welcomed it is not necessary—nor should it be overused for lack of clearer diction. Allen (2007) recommended. *As always, be organized!* Have a clear introduction that sets the tone for the remainder of the essay. Do not leave the reader guessing about the purpose of your narrative. Remember, you are in control of the essay, so guide it where you desire (just make sure your audience can follow your lead).

Fisher (1987). Human beings are the creatures who tell stories—a point Fisher (1987) makes when he gives us the label *homo narrans*—and those stories serve a function, namely to make meaning of our experience. This basic idea has been developed by a number of theorists in recent decades. Learning through stories is a multifaceted process. Most simply, it involves stories heard, stories told, and stories recognized. First, the *hearing* of stories implies reception; the stories come from outside the learner and must be received and interpreted by the learner. Stories are powerful precisely because they engage learners at a deeply human level. Stories draw us into an experience at more than a cognitive level; they engage our spirit, our imagination, our heart, and this engagement is complex and holistic. Good stories transport us away from the present moment, sometimes even to another level of consciousness. They evoke other experiences we've had, and those experiences become real again. Second is the *telling* of stories, the learner is the actor rather than the receiver. In the classroom context, this means the learner moves from a cognitive understanding of a concept to link it to his or her own experience. But this does not simply mean the

learner has plucked an example of this concept from a collection of personal experiences. The third element, *recognizing* stories, is more abstract. It presumes that learners begin to understand the fundamental narrative character of experience. This means that, teachers of English Language must use concrete materials such pictures, videos etc. to teach the narrative essay so that students can apply it to their real life experiences in the societies they live.

2.3 Personal Narrative Essays

Spring (2015), A personal narrative essay is a story you choose to share with readers, for it communicates your understanding of yourself, others, and/or society. As people, we remember stories, so your personal narrative essay is a way you can transform an ordinary experience into meaningful commentary that is applicable to a broad audience. According to Spring (2015) said, a personal narrative essay uses the components of a story: introduction, plot, characters, setting, and conflict. It also uses the components of argument, thesis, and conclusion. In a personal narrative essay, we tell our readers a story to make a larger argument. Focusing the readers' attention on significant, detailed scenes, we develop our argument persuasively through effective storytelling. Spring (2015) further said, because the personal narrative essay is an argument, providing a thesis will help your readers understand the purpose of your story. An effective thesis in a narrative often responds directly to or reflects on a source of conflict, so the first step in developing a personal narrative essay is usually to define the conflict at the heart of your story. We should consider the following questions about conflict as they relate to our personal narrative: Is your conflict internal, taking place inside you as you struggle to make sense of competing ideas about yourself, others, social norms, and so on? Who or what challenged preconceived notions you have had? Is your conflict external, pitting you against circumstances or

others involved in an experience with you? Is your conflict in response to a stereotype or mentality society holds about some part of your identity? Your story helps readers reflect on the negotiation of conflict, which generates meaning. Your thesis articulates that meaning succinctly. Sometimes this meaning remains implicit in the narrative-the details themselves powerful enough to evoke understanding among your readers. Spring (2015) stated that, to understand conflict, we should consider the following questions for our thesis: What lesson did we learn from the resolution of our conflict that our readers can identify with? How has our perspective changed in a way that relates to our specific audience? What did this conflict communicate to us about ourselves, family, and/or society; how might you communicate this learning to your audience?

2.4 Background and Setting: Developing the Context of Time and Place

Spring (2015), considered the following questions as we develop the Setting, Plot, Characters, Climax of narrative. What is the event you want to share? Where did this event take place? When did this event occur? How do the details of time and place develop the context your readers need to understand the meaning of the story? What initial expectations or mentality do these details help viewers to establish that will be changed, developed, or affirmed as your story progresses?

Plot: Analyzing Cause and Effect

Spring (2015) considers the following questions as one develops the plot of a narrative. What important events led to this event? What action happened immediately before the event? What action happened after the event? What changed as a result of the event? How has this event impacted you directly or indirectly?

Characters: Recognizing the Human Dimension of Your Story

Spring (2015) consider the following questions as you develop the characters in your narrative. Who was involved in this event? What is the relationship between you and these other individuals? Why are these individuals significant to your narrative? How might their views present a source of conflict in the narrative? Who is static in the story, and who is dynamic? That is, who does not change, and who does change? Because humans are not one-dimensional, how might you offer multiple perspectives as a basis for why characters chose the action they did? Did this story involve a dialogue of points of view among or between characters?

Climax: Isolating the Central Meaning

Spring (2015) consider the following questions as one develops the climax of his or her narrative. At what point in your story did your understanding of your conflict change? What meaning is revealed in the moment of truth—or the moment of revelation or recognition?

Conclusion/Resolution: Providing Closure for the Narrative, a Conclusion to the Argument.

Spring (2015) consider the following questions as you develop the conclusion to your narrative. How was the conflict resolved, or to what extent? How can you illustrate relief from or resolution of the tension caused by the conflict? Why might the reader believe this conflict will or will not pose a problem in the future? According to Spring (2015), two important story-telling tools are (1) concrete and figurative word choice and (2) verb tense.

Concrete and Figurative Word Choice

Spring (2015) states that, by including sensory details and figurative language, you can help your reader appreciate your experience and understand your thoughts and actions. Sometimes stories are so detailed that readers are carried along to the conclusion without any explicit statement of the main argument: in such cases the details have been powerful enough to imply the main argument.

2.5 Using Picture Series Technique to Enhance Narrative Writing

Abbott (2002) posits; “narrative is present in our lives almost from the moment we begin putting words together”. The research focused on the development of narrative writing skills as it is a type of text students are expected to be skilled in according to the National Standards for Foreign Language Learning issued by The Ministry of Education. The versatility of narrative writing makes it the most suitable genre to teach in the classroom. Through narrative writing students organize ideas and experiences creatively and imaginatively by combining linguistic, pragmatic and sociolinguistic competences. Another important component, which provides the fundamental basis for developing narrative writing in this study, is the Process approach. Conceptualizing process approach is a matter of what it implies for teaching and learning writing rather than what its definition is. Nunan (1999) introduces process approach according to the steps involved in drafting and redrafting a piece of work. In Raimes (1983) there is not an express definition of Process approach but a number of criteria the learner must observe to write. For instance, Raimes states that writing is a matter of decision making, it means the student decides “how to begin and how to organize the task”. Secondly, the student requires time and proper feedback from its readers (teachers or classmates) “to discover new ideas,

sentences and words as he plans and writes his first drafts”. On the other hand, White and Arndt (1991) cited in Nunan (1999) view process writing as a “complex, cognitive process that requires intellectual effort over a considerable period of time”. These cognitive processes have an enormous impact on what the writer does while writing, instead of what the final product may look like Kroll, (1990) Based on the above, Process approach was selected as the most appropriate approach to teach narrative writing. Through Process approach, students gradually learn how to create texts by mastering cognitive writing strategies like pre-writing, drafting, revising, editing and publishing their own written work Graves, (1994).

Finally, this paper is an attempt to show the benefit of including Picture series technique in a writing classroom already utilizing Process approach. The literature reviewed by the researchers regarding picture in language teaching Raimes, (1983), Wright, (1990), Hill, (1990); Bowen, (1991) maintain that incorporating picture to language teaching and learning has positive effects on the improvement of learners’ communicative skills. These resources help teachers to contextualize language by connecting the classroom with the world outside its walls. They also encourage students to use the target language by providing support or a reference point to write or talk about. In this regard, Wright (1990) affirms that pictures “contribute to: 1) interest and motivation; 2) a sense of the context of the language; and 3) a specific reference point or stimulus”.

The adaptability of pictures to any kind of communicative tasks is reported by Raimes (1983) who states that “pictures provide a shared experience for students in the classroom, a common base that leads to a variety of language activities”. This feature of pictures may be used to design tasks focused on developing narrative writing. For

instance, a teacher may implement picture strip sequence, cartoon strips or photo story strips in the following basic writing standard. The situation described above encouraged the researcher to explore alternative strategies to approach the above mentioned problem. A review of the literature led to the decision of adopting and implementing Picture series technique to support the processes of teaching narrative writing. Thus, the researcher expected the learners to improve their writing skill and develop a higher degree of involvement in their learning process.

2.6 Challenges of Teaching and Learning of Narrative Essay

Elliot (2005) mentioned that, the narrative structure (a beginning, the middle and an end) distinguishes it from other verbal and conceptual entities. The elaborated structure of a narrative consisting of six elements is originally introduced by Labov and Waletzky (1967; 1997), Gergen (1994), Coffey and Atkinson (1996). The elements of structure are the following: the abstract - a summary of the subject of the narrative, what is the story about, the orientation – time, place, situation, participants, the complicating action – what actually happened, the evaluation – the meaning and significance of the action, ”so what”, the resolution – what finally happened and the coda- the ending and the exit. However, all narratives do not include all of these six elements Elliot (2005), and therefore the narrative structure should be taken more liberally, still keeping the main structure requirements in mind. Rumelhart (1975), states that while the basic elements are generally agreed upon, it is the abstract story structures that have provided the greatest area of debate. Abstract story structures refer to those structures that can be abstracted from stories but are not explicitly represented within stories. Many abstract structures have been proposed such as plots and episodes. Topdown approaches provide a framework that is filled in progressively as the story unfolds. Bottom-up approaches provide a number of units that are

matched to elements of a story and are connected together to provide a representation of the story. Event-scene structures are those which relate the objects of a scene and can be classified as to whether events are dependent or independent of the scene. Event-character structures are those that relate to the interactions between events and characters. These can be classified as those which affect every character or those which affect the main character. Event character structures link specific events to characters' goals which in turn cause other events and outcomes for those events.

Rumelhart (1975). An event-character goal hierarchy structure views stories from the point of view of characters dealing with various types of conflict. Rumelhart (1975) exemplifies this approach in formalizing the work of Propp (1968). Episode schemas describe various events in every story in relation to a character's goals. Many event-character structures are variations of story grammars. Black and Wilensky (1979) criticize story grammars due to their inability to distinguish between stories and non-stories (e.g. procedural exposition). Criticism has also been leveled at the limited way in which these grammars represent stories as little more than a set of coherent sentences although

Wilensky (1982) claimed that understanding a story is more about understanding the point of what the text is about rather than understanding the structure of a text. The notion of a story *point* competes with the idea of story grammars as a way to characterize story texts. In the *points* structure used in the story understanding program PAM Wilensky, (1982) a story has three levels: the story itself; the important content of the story; and the points. The *points* are a template for the important content of the story in terms of the goals of the characters. A story grammar defines a story as having a certain form, whereas a story point model defines a story as having

certain content. The form of a story is viewed as being a function of the content of the story.

2.7 Effects of Narrative Essay on Students

Sara and Lisa (2008) storytelling is an effective pedagogical strategy that can be woven into instruction to increase students' competencies in all areas. National

Council of Teachers of English (1992), engaging in storytelling activities is a way to motivate even the most reluctant reader or writer. Storytelling is defined as, "relating a tale to one or more listeners through voice and gesture". The human factor that emerges from instruction in storytelling led researchers to consider its cultural elements. Eder's (2007) examination of Navajo storytelling practices revealed that in the Navajo culture, stories are used to help construct important concepts and as the instrument through which knowledge is passed from one generation to the next. While recognizing the differences of students, storytelling can find ways to build community within a classroom and a school by encouraging reflection and identifying tend to be most memorable and engaging are those associated with heightened emotion.

Craig et al, (2001); Washburn (1983) through participation in storytelling experiences, students learn to build a sense of story by anticipating features of the genre, including how a story may begin and end Craig et al, (2001); Washburn (1983), the development of a sense of story allows students to make better predictions, to anticipate what is next, to increase awareness of cause and effect, sequence events, and develop other skills that aid comprehension Aiey, (1988) storytelling further assists in the development of a sense of story by incorporating the use of essential story elements. These elements include point of view, plot, style, characters, setting, and theme Haven & Ducey, (2007) comprehension, critical listening, and thinking

skills are also developed by combining storytelling with questioning, imagery, inference, and retelling Craig et al., (2001); Washburn, (1983)

Storytelling can be used in many different ways to impact student writing. NCTE (1992) states that, “The comfort of the oral tale can be the path by which students reach the written one.” By first focusing on the telling of a story, students are not threatened by the written form, but can rely on orally conveying the importance of the story. Nicolini (1994) states that, “We are by nature storytellers; therefore, it only makes sense to allow students a chance to first do something at which they are already good.” (p. 58). Engaging students in their learning and motivating them through the selection of stories they want to tell brings kids out of the shadows of instruction. Instead of passively receiving directions on how and what to write about, students make key decisions about their writing with the teacher as model, coach, and facilitator. This shift in power makes learning inherently more meaningful for students because the stories belong to them Nicolini (1994), in the writing classroom, storytelling is based on the telling of a narrative by the teacher or the student with the intention of eventually recording the story in written form. This pedagogical strategy easily links to a narrative form of writing, but can also help students with other types of writing. There are two key areas that storytelling positively impacts to improve student writing: use of language and identification of audience. The use of language for writing addresses vocabulary and the organization of story. The audience is whom the writer is addressing and for what purpose. Both of these aspects of writing and how storytelling impacts them will be addressed below.

Finding the language to write can be a daunting task for child and adult alike Nicolini (1994) many experience what has been called “writer’s block.” A mature writer will

work through difficult points in writing, but many younger students give up and merely stop writing when they cannot think of anything to say. One benefit of using storytelling prior to writing is that students are given an opportunity to develop language about their story and get feedback from others before writer's block can set in. Houston, Goolrick and Tate (1991) in a response to why storytelling should be included in the classroom, NCTE (1992) states that, "Students who search their memories for details about an event as they are telling it orally will later find those details easier to capture in writing." Orally sharing story ideas can help all students develop language for writing, including special education students, second language learners etc. Storytelling is an effective strategy that incorporates the aesthetic ways of knowing into instruction. In addition to improving the academic performance of students in the areas of reading and writing, storytelling also has the ability to enhance the arts in education and motivate children to connect with their learning. In pursuit of lifelong literacy, we must remember as Eisner (1985) stated that, "The enduring outcomes of Education are found in...the joy of the ride, not merely arriving at the destination." The researcher hopes that Eisner's vision will be embraced as teachers find ways to implement storytelling in the classroom and researchers continue to study the benefits of this pedagogical strategy on reading and writing achievement.

2.8 Developing Learners' Narrative Writing through Using Short Stories

Saricoban (2011), narrative writing is extremely important in the field of education, culture and in our lives as stated by the educational psychologist Bruner (2007) hence narrative writing is very significant in our lives, helps students develop imaginatively and develop bridging the cultural gaps. Short story could be an important element as motivational source for narrative writing, both as a model and as subject matter. On this regard, Oster (1989) stated that literature provide students with more

opportunities to write more creatively. Short story can be used as a model for students' writing and this usually occurs when students' writing is relevant or nearly similar to the work of art or imitation of its style, theme, content, or organization. On the other hand, short story can be used as a subject matter when students' include interpretation or analysis, or sometimes when students are stimulated by the reading of short stories.

Lazar (1993) pointed out that the study of short stories in the language classroom makes them as the content or the subject of the study. While the use of short stories as a resource, makes short stories as a source among many sources for developing language skills and activities. Lazar also stated that short stories facilitate language acquisition by providing meaningful and memorable contexts for processing and interpreting new language. Being the shortest genre of fiction, short stories can be the most useful tool in developing students' narrative writing. Compared to other genres of fiction, short story is the most preferred genre among the students of English as a foreign language. This is because students find other genres are difficult to follow and needs different strategies to read than those of short stories. Arıkan, (2005) pointed out that the students found reading and understanding short stories is simpler than and not as complex as other genres of literature. Saricoban (2011) stated that: a short story with its setting, characters and compelling plot, captures and holds the attention of the learners which is an important part of the learning process. The use of short stories to teach English has several other benefits including motivational, literary, cultural and higher –order thinking benefits. As stated, short stories, captures the learners' attention by its setting, characters and compelling plot. Using short stories in language teaching has also other outcomes such as motivation for learning the language, develops literary understanding. Short stories are also can be used as tools to enhance cultural and higher order thinking benefits. As stated earlier short stories help enhance

teaching the four language skills to different levels of language learning. For example, Murdoch (2002) pointed out that “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency”. He believes that, short story is a very useful method in teaching and learning different activities including writing. Narrative writing can be defined as a story writing or report of events, personal experiences, or any similar incidents, whether they are real or fictitious. As defined by Baldick, (2008) narrative is telling of some true or fictitious event or connected sequence of events, recounted by a narrator to the audience. Narratives are to be distinguished from descriptions qualities, states or situations, and also from dramatic enactments of events recounted in a process of narration. The narrative will consist of a set of events in which the events are selected and arranged in a particular order. Narrative writing is the most interesting type of essay writing among EFL learners, because it is about writing stories. Because students are naturally inclined to write stories of their interests more than other types of writing, writing narrative story will be of great importance for EFL learners. Through writing stories students can express their emotions and feelings.

Walter (1987) in his book *Human Communication as Narrative* discusses this subject. In summary of his thoughts and ideas he defines narrative as not merely fictional stories, but any verbal or nonverbal account that has a sequence of events to which listeners assign meaning. He believes there are five aspects of narrative. First, the story is a tale of values. Second, these values are appropriate for the moral of the story and decisions made by the characters. Third, the values are perceived to have positive results in the lives of people. Fourth, the value is consistent with one's own

experience. Finally, the value/s is part of an ideal vision for human conduct. Stories are universal; thereby narrative is liberating and empowering.

Academic Hosting and Event Management Solutions – (2007-2015) Writing a narrative essay has often been likened to telling a story. It requires a plot, characters, a climax, and an ending. Narrative essays are classified under “nonfiction” and are based on experience. Thus, it is always written in someone’s—usually the author’s—point of view and is presented with someone’s perception of the facts. These types of essays have a point to make and all the details of the story should support, explain, or embellish that main point. Narrative essays are written to attempt to describe a feeling, place, person, or thing. Of all types of essays, this is perhaps the most expressive and emotional of all. It offers the writer to think and write about themselves. Writing a narrative essay can teach you to translate your feelings and awareness of the world into words that entertain and touch other people. A narrative essay is written for the purpose of the following: Providing insight; Narrative essays; let the readers explore other options and see a story from a different perspective. Providing psychological healing. Writing about a crisis you are going through would help you set things in perspective and might help you clear your mind. Reading about how someone overcame a difficulty similar to one you are currently facing may give the motivation and hope you are looking for. Entertaining. Creating a sense of oneness sharing your experiences with others gives you both a feeling of shared history, as if you know each other in a deeper level. It provides some sort of connection. When writing a narrative, one should make sure that the essay involves the readers. Do not simply tell them a story. Connect with your readers. Let them feel as if they actually were there. Presents important conflicts, contrasts, changes. Make sure that you show a growth of your character or how you’ve learned. Narrative

essays can also present change, whether good or bad. Make a point or has a main idea it wishes to communicate. One should make sure that the story you wish to tell isn't just told for the fun of it. Narrative essays have a point to make. They have a message to tell their readers or a sentiment they wish to share. While you're not supposed to be giving a flat moral that you would explicitly state, the reader should be getting something out of your writing. Narrative essays are personal essays that share a part of the writer to the readers. For some, this is especially difficult to write as it requires for the writer to wear their heart on their sleeve and break down their walls. But once you've learned to write an effective narrative essay, you will experience firsthand what they meant when they said, "The pen is mightier than the sword."

Lone (2017) *Lone Star College System*, states that, The narrative essay tells a story, which can come from a person's imagination, a personal experience, a historical event, an existing work of fiction, or some combination of these elements. Before one begins writing, it is important to determine the overall significance of the story so that you can frame the events you describe in a way that makes sense to the reader. The Purpose is to entertain readers with a story or inform them of true events. Perspective, third-person (*he, she, it, one, they...*), first-person (*I, we*). Organization, chronological, in the order the events occurred. Lone (2017) outlines some Common Structure of narrative essay. These are; unlike most of the other organizational patterns, the narrative is really quite flexible in terms of its sequencing, level of formality, and point of view the narrator (the person telling the story) may refer to the main character in the first person (*I/me*) or the third person (*he/him, she/her*) communicate the setting (time and place) through evocative details, decide on a single verb tense (either past or present), and use it throughout the entire plot (sequence of events in the story), the present tense can always be used for direct quotes and thoughts.

Philip (2013) *Process and Practice: A Guide for Develo*. A narrative essay is an essay that tells a story about a specific event or experience. Narratives have a point, and the narrative (story) is used to convey the point. A narrative includes all the key events of the story, presented in time order. The narrative essay is more than just a listing of events; it often uses descriptive and sensory information to make the narrator's point and to make the story real for the reader. Consequently, narratives are often subjective rather than objective. Philip (2013) narrative outline has; the introduction; lead-in: background information that sets the tone and draws the reader in. tie-in: a sentence that connects the lead-in with the thesis statement. Thesis: Sentence which states why this experience was so important or memorable. Body; details about the *beginning* of the event or experience, specific supporting ideas, details and examples, Sensory and descriptive details, Details about what occurred *during* the event or experience, Specific supporting ideas, details and examples, sensory and descriptive details, details about what happened in the *final* stage of the event or personal experience, specific supporting ideas, details and examples and sensory and descriptive details and the Conclusion; reiterate: rephrases the thesis, review: summarizes your main supporting ideas, reflect: indicates the significance of the experience, wrap-up: leaves the reader with a deep and powerful last thought and each paragraph should focus on one specific aspect of the event or personal experience instead of skimming over a series of events

Jacqueline (2015) states that a personal narrative essay is a story you choose to share with readers, for it communicates your understanding of yourself, others, and/or society. As people, we remember stories, so your personal narrative essay is a way you can transform an ordinary experience into meaningful commentary that is applicable to a broad audience. A personal narrative essay uses the components of a

story: introduction, plot, characters, setting, and conflict. It also uses the components of argument, thesis, and conclusion. In a personal narrative essay, we tell our readers a story to make a larger argument. Focusing the readers' attention on significant, detailed scenes, we develop our argument persuasively through effective storytelling. Providing a thesis will help your readers understand the purpose of your story, Background and Setting, Developing the Context of Time and Place. Jacqueline Goodwin said that, one should Analyzing Cause and Effect of a Plot, Recognizing the Human Dimension of Your Story. That is; Characters, Discuss the Climax: Isolating the Central Meaning and the Conclusion/Resolution: Providing Closure for the Narrative, a Conclusion to the Argument.

Patrick (2016) Community College stated that, one of the very first essays assigned in a composition class, is an essay that tells a story; a narrative essay. Usually, a narrative is a personal essay that describes a particular event in the writer's experience. If we are writing a personal narrative, we should write about a particularly memorable trip to the beach. The writing process should not be neglected when writing a narrative essay, plan the essay before you start writing it. Choosing a topic for a narrative essay is a matter of picking an event in your experience and thinking of how you can describe it well. He said that, there are two important things to remember when choosing a narrative topic: a. the topic should be a *specific* event and b. The topic should evoke some strong emotion in you. The key purpose of writing a narrative essay is learning how to establish a dominant impression. It's an exercise in tone – but unlike a purely descriptive passage, it pairs tone with action. The dominant impression you establish is how you want readers to feel when they read your narrative. This is why it's so important to choose a topic to which you feel very emotionally connected. That emotion is what you will use to frame your essay. If, for

example, your narrative is about the time you nearly missed your own graduation and had to rush to make it on time, your dominant impression would likely lead you to describe the event in frenzied tones with particular focus on how frantic you felt at the time. How you choose to describe the story – and even *what* you choose to describe, to a large extent – will be determined by the dominant impression.

Jack, Allen and Elizabeth (2013) when writing a narrative essay, one might think of it as telling a story. These essays are often anecdotal, experiential, and personal—allowing students to express themselves in a creative and, quite often, moving ways. They provide guidelines for writing a narrative essay. These are; if written as a story, the Essay should include all the Parts of a Story. This means that you must include an introduction, plot, characters, setting, climax, and conclusion. When would a Narrative Essay not be written as a Story? A good example of this is when an instructor asks a student to write a book report. Obviously, this would not necessarily follow the pattern of a story and would focus on providing an informative narrative for the reader. The Essay Should have a Purpose: Make a point! Think of this as the thesis of your story. If there is no point to what you are narrating, why narrate it at all? The Essay should be written from a Clear Point of View: It is quite common for narrative essays to be written from the standpoint of the author; however, this is not the sole perspective to be considered. Creativity in narrative essays often manifests itself in the form of authorial perspective. Use Clear and Concise Language throughout the Essay: Much like the descriptive essay, narrative essays are effective when the language is carefully, particularly, and artfully chosen. Use specific language to evoke specific emotions and senses in the reader. The use of the first person pronoun ‘I’ is welcomed: Have a clear introduction that sets the tone for the remainder of the essay.

2.9 Problems and Suggestions of Teaching Narratives

Scholars in English language have identified a variety of problems that confront teachers who teach narratives. Most students' inability to write good narrative compositions is a product of teachers' inefficiency and ineffective methods of teaching. The problems of teaching and learning are sometimes the teacher's inability to either identify or tackle these problems effectively. (Christ 1990).

Guray (1970) says that, one major problem in writing narrative essays is the inadequate preparation before students. He therefore, suggested that, a teacher teaching composition writing should first use the method of good oral drill. Also, the teacher should stress the need for good paragraphing and it follows a particular sequence of ideas.

Westby (1991), narratives serve as a natural bridge between oral and literate language because they rely on a formal structure (story grammar); yet, they also contain dialogue that is more like an informal conversation. Narrative skills are very important in predicting success in school. Intervention that provides explicit support for students in developing strong narrative discourse ability can reduce failure and support students in taking on strong literacy skills.

Bishop and Edmundson (1987), Boudreau, (2006), Feagans and Applebaum (1986), Tabors, Snow, and Dickinson (2001). Research proves that vocabulary knowledge, story comprehension, and story sequencing are the language skills that have the strongest relationship to improve reading outcomes (Snow, Tabors, Nicholson, & Kurland, 1995).

2.10 The Integration of Technology into Foreign Language Teaching

According to Uluc (2012), using technology in foreign language learning and teaching is useful for both teachers and students. There is a great tendency among teachers to use technological tools in language learning classrooms. Uluc (2012) argued that the influence of “has permeated into all facets of our lives, including educational settings”. In today’s schools, information technologies (IT) are more powerful tools to teach, to motivate, and to make the subjects more interesting. Also internet is getting more common for people to communicate each other. In the last 10 years technology (internet, smart phones, computers etc.) has been used in all parts of lives. We use it with media, shopping, education, communication tools. Similarly it has made great contribution to language learning process. Cetto (2010) puts forward, “In my experience, technology has broadened the spectrum of interaction while empowering the students’ learning process by providing better opportunities for language usage”. Young generation grows with the technological devices. Which has become a part of our culture at home, at school, at work, and at our social life? Technology tools for communication, collaboration, social networking... In particular, these tools have transformed how parents and families manage their daily lives and seek out entertainment, how teachers use materials in the classroom with young children and communicate with parents and families, and how we deliver teacher education and professional development.(Odera & Ogott, 2014). Effective teachers provide a natural learning environment for learners. Most teachers before lessons consider what they are going to teach and what kind of activities they will apply in their lessons. Upon deciding on this, they get ready through making lesson plan and finding the right resources or elements they will use. First of all technological devices are more interesting for the students to make some useful activities. For example; making

online activities with smart board is very enjoyable for the learners. Integrating technology into language teaching and learning will bring about undivided motivation that will lead to achievement. Sykes suggests, 'integration can include, for example, the use of game content as pre-writing content for a writing task or as an impetus for a classroom debate' (2013). Digital games offer learners a lot of benefits, but too many games especially violence games can be problematic. Characters, game narratives, context of play are very beneficial for the second language learners. Sarah Catherine and K. Moore state that 'Perhaps the most widespread application of technology in onsite settings to date is the use of software programs designed for language learning.'(2009) Today many schools have computer labs and computers in every classroom. Almost all schools are connected to the Internet; a lot of teachers have Internet access in their classrooms. Technology can assist the teachers 'what to teach', 'how to teach', 'when to teach' or how to integrate all these to the curriculum framework.

2.11 Multimedia Technology should not be Overused

Brown, H. (2001). Some teachers may possess the improper concept that they would totally apply multimedia technology in their teaching. It is also believed that the more utilization of multimedia technology, the better class atmosphere may grow, the more actively the students get involved in class participation, the more easily the material access to the students. Apparently, the students show some interest in leaning, but actually, they feel like looking on. In practice, the more unconscious attention the students pay. The more interference of teaching information during transmission, the less the students take from the language materials. It is impossible to effectively train the students' language expression in class time. It is clear that in spite of advantages of application of multimedia technology, it assists in teaching. During practical

teaching, it is part of a complete teaching procedure. In practice, if multimedia technology would be properly implemented in English teaching, the students could make full use of English speaking and listening materials and develop their overall capacities, which is the objective for us to introduce multimedia technology to modern teaching thus, this leads to systematic training on students' listening, speaking, reading and writing, makes teachers' instructions come into great play, help the student gain basic knowledge as well as language training at classes, improves their expression ability in English and lays a fundamental basis for their English communication.

2.12 Technology in Foreign Language Teaching And Learning

Using technology in foreign language learning and teaching is useful for both teachers and students. There is a great tendency among teachers to use technological tools in language learning classrooms. Uluc (2012) argued that the influence of technology “has permeated into all facets of our lives, including educational settings”. In today's schools, information technologies (IT) are more powerful tools to teach, to motivate, and to make the subjects more interesting. Also internet is getting more common for people to communicate each other. In the last 10 years technology (internet, smartphones, computers etc.) has been used in all parts of lives. We use it with media, shopping, education, communication tools. Similarly it has made great contribution to language learning process. Cetto (2010) puts forward.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter consists of the research design, the population, sample and sampling technique, instruments, data collection procedure and data analysis. The researcher chose interview because the aim of this research was to describe some of the problems students have when writing narrative compositions in English as well as to determine and analyze the techniques that teachers use when teaching English narrative composition. Having constructed the research instrument, it is important that the researcher tests it out before using it for actual data collection. Pre-testing a research instrument entails a critical examination of the understanding of each question and its meaning as understood by a respondent. The purpose is not to collect data but to identify problems that the potential respondents might have in either understanding or interpreting a question. The aim is to identify if there are problems in understanding the way a question has been worded, the appropriateness of the meaning it communicates, whether different respondents interpret a question differently, and to establish whether their interpretation is different to what the researcher is trying to convey.

3.1 Research Design

Case study research design approach was used for the study. Case study investigates a single discrete educational problem such as narrative essay, which has negative effect on letter writing, Descriptive essay, Argumentative essay etc. Ary, Jacobs and Razavieh (2002), defines case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the

boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used. This design was used because it involves an empirical investigation of a particular phenomenon within its real context using multiple sources of evidence. It involves an in-depth study of instances of a phenomenon (Robson 2002). In case study, the researcher observes the participants reaction to naturally occurring events. The design enables the researcher to explore the approaches teachers' adopt in teaching narrative essays to Osei Tutu II College students in Ashanti Region, Tetrem. The case study design provided a platform for the researcher to develop insight into the approach of teaching narrative essays to Osei Tutu II College in Ashanti Region, Tetrem. Research design, according to McMillan and Schumacher (1997), refers to the plan and structure of the investigation used to obtain evidence to answer research questions. A research design has two main functions. The first relates to the identification and/or development of procedures and logistical arrangements required to undertake a study, and the second emphasizes the importance of quality in these procedures to ensure their validity, objectivity and accuracy. Hence, through a research design you conceptualize an operational plan to undertake the various procedures and tasks required to complete your study; ensure that these procedures are adequate to obtain valid, objective and accurate answers to the research questions.

3.2 Population of the Study

Gay (1987). Population refers to the group of interest to the researcher, the group to which he or she would like the results of the study to be generalized. The population for this research is Osei Tutu II College students with the accessible population being the six (6) students. The population in any study, according to Oluikpe (1981), refers to the participating elements from which data would be collected for the study.

Similarly, Schindler (1976) also defines population in research as the focal participants in a study. The researcher focused on the first and the second year students of Osei Tutu II College both male and female. The researcher was greatly motivated by the generally poor performance of students in narrative essay exercises and written texts to embark on this study.

3.3 Sampling and Sampling Techniques

Sampling therefore, is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group. A sample is a subgroup of the population you are interested in. The sampling method used was non-probability to get the sample out of the population. Under the non-probability, the researcher used the purposive sampling method to get the sample for the study. Purposive sampling was used to develop the sample of the research under discussion. According to this method, which belongs to the category of non-probability sampling techniques, sample members are selected on the basis of their knowledge, relationships and expertise regarding a research subject (Freedman *et al.*, 2007). In the current study, the sample members who were selected had special relationship with the phenomenon under investigation, sufficient and relevant work experience in the field of teaching and learning, active involvement in several educational initiatives and partnerships, as well as proven research background and understanding of raw data concerning. They were (a.) Authorities of the school, (b.) Teachers of the school and (c.) Selected students of the school. The researcher had a manageable population size of six [6] and because of this, the participants cooperated fully during the interviews. The researcher applied this sampling technique because it allowed the researcher to study the entire population. It means that the whole school

was studied under this technique according to the stated objectives. Sampling refers to the process of selecting a portion of the population that conforms to a designated set of specifications to be studied. A sample is a subset of a population selected to participate in the study Polit and Beck, (2004). The purposive sampling technique was employed in selecting the second year and the first year students who were used for the study. This technique is more suitable for the studies located within the interpretive-qualitative framework. Brink [1996], purposive sampling requires selecting participants who are knowledgeable about the issue in question, because of their sheer involvement in and experience of the situation. While Creswell [2003] states that purposive sampling refers to selection of sites or participants that will best help the researcher understand the problem and the research question, they must be willing to reflect on and share this knowledge. Again, Creswell [2008] indicates that in purposive sampling, researcher intentionally select individuals and site to learn or understand the phenomenon. The researcher applied this sampling technique because it allowed the researcher to study the entire school. It means that the whole school was studied under this technique according to the stated objectives. The standard used in choosing the participants and sites is whether they are information rich. This suggests that the participants were selected based on their particular knowledge of the phenomenon, for the purpose of sharing their knowledge and experiences with the researcher. Purposive sampling was used because the researcher wanted to have an appreciable number for effective study and also for manageability. Creswell [2005] argues that selecting a large number of interviewees for qualitative research, in particular, will result in superficial perspectives the overall ability of a research to provide an in-depth picture diminishes with the addition of each new individual or site. Based on this idea, the researcher adopts homogeneous sampling strategy to

select that number of students because of their common traits. The sample consists of three males [3] and three females [3]. With non-probability techniques, the randomness element is absent. This is the type where you include people who are easy to reach. Kelinger (1986) explained purposive sampling as a type of non-probability sampling, which is characterized by the use of judgment and a deliberate effort to obtain researcher's previous knowledge of the population of interest and specific purpose of the study. Kelinger's explanation shows the present researcher's knowledge of the fact that Osei Tutu II College is a co-educational institution. This justifies the choice of purposive sampling as guaranteeing desired representation of relevant groups. Students were talked to and the rationale of the research explained to them with the help of the teachers of the various classes. Students were given opportunity to ask questions to clarify their doubts and misconceptions about the use of data of research works such as the present work. The students were however urged to participate wholeheartedly. The whole class was taken through the test items and explanations and discussions held.

3.4 Sample Selection

Sampling, therefore, is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group. A sample is a subgroup of the population you are interested in. The number of students, families or electors from whom you obtain the required information is called the sample size. Sample sizes are typically small in qualitative work. The way the researcher selects students, is called the sampling design or sampling strategy. Each student that becomes the basis for selecting sample is called the sampling unit or sampling element. The method of purposive sampling was used

to develop the sample of the research under discussion. According to this method, which belongs to the category of non-probability sampling techniques, sample members are selected on the basis of their knowledge, relationships and expertise regarding a research subject (Freedman *et al.*, 2007). In the current study, the sample members who were selected had special relationship with the phenomenon under investigation, sufficient and relevant work experience in the field of teaching, active involvement in several teaching initiatives and partnerships, as well as proven research background and understanding of raw data concerning destinations. Within this context, the participants of this study were six (6) teachers operating both as District Teacher Support Team and classroom teachers in Afigya Kwabre District Education Office, Ashanti.

3.5 Sample Size of the Study

According to Oluikpe (1981) a sample in research refers to the participants selected for a study. Form one and form two students of Osei Tutu II College were used. The reason for using the form two [2] students is informed by the hope that being in their second year in the senior secondary programme, they might have gained enough writing skills in narrative essays. They might also have been able to do away with many, if not all their errors since their teachers are mostly graduates with at least a first degree from reputable institutions and so are highly competent in the writing of essays. Form two [2] students were also chosen in order to make the research conclusive. The choice of Osei Tutu II College for the study was for proximity to the researcher. Programme was not a factor for the choice of students because the purpose of the study was to find out how students in Osei Tutu II College tackle narrative essays. The sample size of the study comprised the six [6] students from the General Science and Arts classes. This is made up of three [3] students for the form twos

group with one [1] student from a class. Also, three [3] students were selected for the form ones.

Interview

The researcher employed the interview as the instrument for collecting data from the teachers and students of English Composition this is because it provided important information not only from the conversation with them, but also from their gestures, facial expressions and pauses. The researcher made use of the interview because it was completely necessary to get as details in relation to the major and what teachers think about narrative essay in order to know the areas in which they show problems. The researcher typically employed a face- to- face interview for the fact that this study focused on finding students narrative essay error in their writing. The use of interview was appropriate since it helps to extract data that could not be possible through the questionnaire and to validate some facts through triangulation. Triangulation is the collection and analysis of data from varied sources. According to Sarantakos [2005], it refers to the practice of employing several tools [instruments] within the same research design. Such data is compared to broaden the depth and scope of understanding of the research phenomenon and to verify conclusions and strengthen the study usefulness to other settings. One other reason for using these selected instruments was to certify validity and reliability of data collected through the process. Flick [2000], indicates that the strategy enables researchers to address all possible dimensions of a phenomenon, collect sufficient data for advancing knowledge; and address the limitations associated with using single technique for data collection. For the purposes of this research, in-depth interviews was used. In-depth interviews are personal and unstructured interviews, whose aim are to identify participant's emotions, feelings, and opinions regarding a particular research subject.

In-depth interviews are less structured than semi-structured ones and cover only one or two issues (a topic guide may not be used, or may just have a few broad questions on it). This type of interview is used to explore in detail the respondent's own perceptions and accounts. This method is used on topics for which little is known and where it is important to gain an in-depth understanding. The main advantage of personal interviews is that they involve personal and direct contact between interviewers and interviewees, as well as eliminate non-response rates, but interviewers need to develop the necessary skills to successfully carry an interview. Fisher (2005), Wilson, (2003). What is more, unstructured interviews offer flexibility in terms of the flow of the interview, thereby leaving room for the generation of conclusions that were not initially meant to be derived regarding a research subject. However, there is the risk that the interview may deviate from the pre-specified research aims and objectives Gill and Johnson, (2002). As far as data collection tools were concerned, the conduction of the research involved the use of semi-structured questionnaire, which was used as an interview guide for the researcher. Certain questions were prepared, to guide researcher to interview the students and the teachers towards the satisfaction of research objectives. Interviewing is a commonly used method of collecting information from people. In many walks of life we collect information through different forms of interaction with others. There are many definitions of interview. According to Monette et al. (1986: 156), 'an interview involves an interviewer reading questions to respondents and recording their answers'. According to Burns (1997: 329), 'an interview is a verbal interchange, often face to face, though the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person'. Any person-to-person interaction, either face to face or otherwise, between two or more individuals with a

specific purpose in mind is called an interview. When interviewing a respondent, you, as a researcher, have the freedom to decide the format and content of questions to be asked of your respondents, select the wording of your questions, decide the way you want to ask them and choose the order in which they are to be asked. This process of asking questions can be either very flexible, where you as the interviewer have the freedom to think about and formulate questions as they come to your mind around the issue being investigated, or inflexible, where you have to keep strictly to the questions decided beforehand – including their wording, sequence and the manner in which they are asked. A research study involves data collection Gay (1992) and is designed to either test hypotheses or answer research questions. This research aims at answering research questions with data from a primary source, thus, students, direct responses to questions revealing their understanding and use of the narrative essay. Data was sourced from students and five English teachers of Osei Tutu II College. The end of the third term [2015/2016] English language [essay] examination scripts of students were looked at. Exercises of class test and assignment were also part of the researcher observation of the students and some essay questions that were given to the six (6) selected students from each department of the school. The six (6) students were purposely selected with one student from each of the three departments, but, with much emphasize on the first year students. They consist of general science and the general arts. These departments make up the main sample for the study. Gender wise, equal numbers were given to both sexes. Even though the researcher is a teacher of the above school, for the sake of ethics, the researcher duly informed and sourced approval from authorities of the Osei Tutu II College. The participants of the study were fully informed about the study and also assured of absolute secrecy of their identity as some of them were not required to disclose their names anywhere in this

research. This ensured some level of co-operation of the participants and the researcher from the beginning to the end of the data collection period.

Focus Groups

The researcher used focus group because in a way focus groups resemble interviews but focus group transcripts is analyzed so as to explore the ways in which the participants interact with one another and influence one another's expressed ideas, which obviously cannot happen with one-to-one interview material. In common with semi-structured interviews, focus group conveners use topic guides to help keep the discussion relevant to the research question. Focus groups are not necessarily a cheaper and quicker means to an end than are interviews, as focus group is more difficult to manage and more difficult to convene simply because more people are involved. Focus groups are considered to work well with approximately 8 people, but this is not always easy to arrange – if more participants are invited, the expectation that one or two will not turn up is a problem. The researcher conducted the discussion in the school's library since Focus groups are ideally run in accessible locations where participants can feel comfortable and relaxed. The researcher used after school hours and two days a week for the discussion since the time of day and facilities offered will need to be appropriate for the particular target member. Acting as facilitator of a focus group, the researcher allowed all the participants to express themselves and cope with the added problem of trying to prevent more than one person speaking at a time, in order to permit identification of the speakers for the purposes of transcription and analysis. A group of 6 – 10 people, having fewer than this could limit the potential interaction, and having more than this could make it difficult for everyone to join in the discussion. The researcher chose focus group because they have something in common. These characteristics which are important to the topic of investigation. For

example, they are all members of the same profession and students of the same school. The teachers work in the same school. They are all teachers in a field. The students have similar learning problems and receiving similar problem solving. Participants might or might not know one another. Due to this, the researcher used six (6) participants in the focus group to elicit something in common. These characteristics are important to the topic of investigation.

3. 6 Data Collection Method and Tools

The interview was used as a tool to collect data. This tool was appropriate for case study design which offers a researcher the opportunity to gather pertinent data about the case involved in the study.

For the purposes of this research, in depth interviews and focus group interview were used. In depth interviews are personal and unstructured interviews, whose aim is to identify participant's emotions, feelings, and opinions regarding a particular research subject. According to Taylor and Bogdan, (1998: 77) in-depth interviewing is 'repeated face-to-face encounters between the researcher and informants directed towards understanding informants' perspectives on their lives, experiences, or situations as expressed in their own words'. The only difference between a focus group interview and an in-depth interview is that the former is undertaken with a group and the latter with an individual. In a focus group interview, you explore the perceptions, experiences and understandings of a group of people who have some experience in common with regard to a situation or event. The main advantage of personal interviews is that they involve personal and direct contact between interviewers and interviewees, as well as eliminate non-response rates, but interviewers need to have developed the necessary skills to successfully carry an

interview (Fisher, 2005, Wilson, 2003). What is more, unstructured interviews offer flexibility in terms of the flow of the interview, thereby leaving room for the generation of conclusions that were not initially meant to be derived regarding a research subject. However, there is the risk that the interview may deviate from the pre-specified research aims and objectives (Gill & Johnson, 2002). As far as data collection tools were concerned, the conduction of the research involved the use of semi-structured questionnaire, which was used as an interview guide for the researcher. Certain questions were prepared, so as for the researcher to guide the interview towards the satisfaction of research objectives.

3.7 Data Analysis and Interpretation

The application of the instruments took place in different phases. First, the researcher looked for the students already selected, in order to pass a survey which would reveal essential information about the topic under study. This instrument was really important because of the information acquired. Second, the researchers applied other instruments, the interview, to some already selected English Composition teachers. At the beginning, the researcher explained the directions to fill the instrument, and then those instruments were passed on the teachers. After this, the researcher checked and analyzed every single question and answer to verify whether or not they were fully filled. The researcher used oral interview to engage the students face to face. The interview sought to find out from students whether they enjoyed and understood the narrative essay lesson taught by the teacher. The researcher also involved himself in individual students conversation, and noticed their grammatical errors particularly tenses and subject-verb agreements. This is because; they do not know whether the tenses they write in their essays are correct or wrong. The researcher randomly called students as individuals to give their views about the topic using interview schedule to

interview them. The researcher posed a question "I would like to hear your thoughts on whether the classes' organized helped you in writing the narrative essays? 80% of the group said yes". Again, the researcher interviewed one student and two teachers about the causes and effects of not writing narrative essay. According to Creswell and Clark (2007), qualitative research is one in which information synthesis is the norm rather than testing hypothesis. They add: in qualitative research, numbers, tables, charts and diagrams may be involved in the analysis, but in so far as the study is premised on research questions and not vile hypothesis, the study remains qualitative. Bailey et al [1999], state that since validity is an essential element, the researcher should attempt to accurately represent findings. To this end, different data sources were employed by the researcher to check the consistency or otherwise of students use of Tense and aspects, and punctuations; Pronunciation is the most important skill of spoken English (as cited in Gilakjani, (2011), capitalization of some words, the use of compound sentences, complex sentences, thesis statement, topic sentences, supporting sentences etc. in their writing of narrative essays and thus the necessity to expand the data pool to include all the courses in the school. From the views of these scholars on what a qualitative research is, this study is a model of qualitative research. The researcher analyzed the data of answered narrative essay questions to arrive at answers to the three research questions in the study. The researcher used focus group. (Focus groups are a form of strategy in qualitative research in which attitudes, opinions or perceptions towards an issue, product, service or programme are explored through a free and open discussion between members of a group and the researcher. Both focus groups and group interviews are facilitated group discussions in which a researcher raises issues or asks questions that stimulate discussion among members of the group), to transcript and analysis so as to explore the ways in which the

participants interact with one another and influence one another's expressed ideas, which obviously cannot happen with one-to-one interview material. Focus group conveners use topic guides to help them keep the discussion relevant to the research questions. Focus Groups; size of the group was six (6) people; this is to avoid some participants not joining the group or limit the potential interaction of the group. Several groups were included to help the researcher be aware of both internal and external factors, Also, on a practical level; there may be individual groups that do not go smoothly: the members may be reluctant to participate or not interact well with each other and limited insight will be gained. Bio-Data Results, in response to the interview questions, five (5) teachers which include three (3) female teachers and two (2) male teachers who were all English Language teachers were purposively sampled. The Bio-Data indicated that two (2) of them were within the ages of 30-40, one (1) teacher is between the ages of 41-50 and the other two were within 51-55. Two of the English Language teachers hold Bachelor Degree in English Language, two of them also hold Bachelor Degree in Ghanaian Language Asante Twi and one holds Bachelor Degree in French. Three of the teachers were Principal Superintendents in non professional grade; two were Principal Superintendents in professional grade and one with Assistant Director II.

3.8 Research Strategy

The research held with respect to this dissertation was an applied one, but not new. Rather, numerous pieces of previous academic research exist regarding the role of teachers in promoting and managing classroom instruction, not only for Osei Tutu II College in specific, but also for other Senior High Schools destinations in Afigya Kwabre District and other places of Ghana. Meetings were held during school and after school with the participants of the school mentioned above, so as to gain

acceptance of their participation in the research. More specifically, the researcher came in touch with and asked them to participate in the research after explaining the nature and the scope of the study. In general terms the respondents were willing to participate in the research and the interviews were conducted between the researcher and the students. The discussions took place at the staff common room of the teachers after they have closed from school. The interviews lasted approximately 20 to 25 minutes. During the interviews were mainly kept notes, in order to help the researcher to analyze the gathered data. During the conduction of the interview, respondents were free to express their views even in topics. Finally, it should be noted that the conversations flowed smoothly and pleasantly.

3.9 Validity and Reliability

According to Ur (1996), for any research to be considered factual and usable for societal growth, it must be subjected to some benchmarks. This, in his opinion, means the work must satisfactorily answer some pertinent questions such as the mood of the participants during data collection of data, the period used for data collection, the mode of data collection, etc. Ur calls this validity and reliability of research findings. In order to get the correct responses from the respondents, the researcher sought the help of the English departments of the school concerned and together with them at each of the school's break time, briefed all the respondents (students) on what was required of them when the exercises were given to them. The students were asked to do the intervention exercises the very day the exercises were given to them. The researcher made the students know that the researcher has no intention to find out their weaknesses for anything bad. The researcher assured them that whatever responses or information they gave was to be held confidentially and surreptitiously.

3.10 Ethical Considerations

The current study was subject to certain ethical issues. As it was mentioned earlier, all participants reported their written acceptance regarding their participation in the research, through a signed Consent and Briefing Letter. At the same time, sample members were asked to sign a Debriefing and Withdrawal Letter. The aim of both letters was to reassure participants that their participation in the research is voluntary and that they were free to withdraw from it at any point and for any reason. Next to this, participants were fully informed regarding the objectives of the study, while they were reassured that their answers were treated as confidential and used only for academic purposes and only for the purposes of the particular research. Except from the above, participants were not harmed or abused, both physically and psychologically, during the conduction of the research. In contrast, the researcher attempted to create and maintain a climate of comfort.

3.11 Conclusions

In this chapter, I have explained the research design, population of the study, sampling and sampling techniques, sample selection, sample size of the study, data collection method and tools, data analysis and interpretation, research strategy, validity and reliability and ethical considerations. Instrument used for the collection of data and the direction. I have also discussed my approaches to data analysis. Educational research studies must be rigorous and present results that are acceptable to other educators and researchers and to accomplish this task, the concept of validity and reliability of the data collected in the research design were comprehensively discussed. The next chapter is presentation of the responses of the participants and the literature reviewed.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION,

RESULTS/FINDINGS

4.0 Introduction

The study applied qualitative approach and a case study design to explore the research questions raised in chapter one. This chapter presents the findings from the respondents of the study; Poor performance of students narrative essay. There is a great difference between teachers of Osei Tutu II College's who advocate traditional methods of teaching and learning of narrative essays and there who advocate Situational or Co-operative, Technology instruction of writing narrative essays. The greater percentage of teachers has a strong negative feeling towards learning through Situational or Co-operative, Technology instruction of writing narrative essays. Narrative Essays have become more sophisticated allowing several methods such as Situational method and Technology of teaching. Heifit and Schulz (2003), Technology allows teaching to be tailored to the individual to a greater extent than is normally possible. A few Computer-assisted Language Learning [CALL] programmes can even adapt to diverse learners by analyzing their input and providing customized feedback and remedial exercise to suit their proficiency. There are also programmes that feature computer adaptive testing so that students respond to test questions at an appropriate level. Complementing the greater individualization is the greater social interaction that can result from the ability to link students through networked computers etc to be used in teaching. This has facilitated connectivity as well which has paved the way for more interaction especially among Osei Tutu II College through social media like Viber, What's up, Telegram and so on. Thus, taking this opportunity, language teachers of Osei Tutu II College have started to use these

devices as a means of instruction in teaching particularly L2. It was evident during the interview that few language teachers of Osei Tutu II College are familiar with the term Oral Approach or Situational Language Teaching which both refer to an approach to language teaching. Material is taught orally before it is presented in written form. The target language is the language of the classroom. New language points are introduced and practiced situational. The usual analysis approach is to begin with descriptive analyses, to explore and gain a “feel” for the data. The researcher then turns to address specific questions from the study aims, from findings and questions from studies reported in the literature, and from patterns suggested by the descriptive analyses. The application of the instruments took place in different phases. First of all, the researcher looked for the students already selected, English Composition (Narrative essay), in order to pass a survey which would reveal essential information about the topic under study. This instrument was really important because of the information acquired.

4.1 Bio-data Results

In response to the interview questions, eight [8] English Language teachers which include four [4] male teachers and four [4] female teachers who were all from the English Language Department were involved. The bio-data indicated that two [2] of the teachers were within the ages of 30-35 years. Three [3] of the teachers were also within the range of 36-45. Two [2] teachers were within the ages of 46-51 and one [1] teacher was between 52-59. One of the teachers has Master of Philosophy in communication and Media Studies from the University of Education, Winneba. One Master Degree in Ghanaian Language and Culture from Kwame Nkrumah University of Science and Technology. Other six [6] teachers have their 1st. Degree from

reputable Universities of Ghana. Five of the teachers are Assistant Directors, and the three are Principal Superintendents in professional grade.

4.2 Research Question 1

What are the causes of Students' Poor Performance in Narrative Essay writing at Osei Tutu II College on Letter Writing, Descriptive Essays, and Argumentative Essays?

From the interview conducted with participant teachers, the causes of students' poor performance in narrative essay include Inadequate English Language Textbooks, large class sizes, and lack of teacher motivation, Teacher's methodology, and Student's perception of English Language learning.

The transcriptions below highlight the teachers and students views on the causes of students' poor performance in narrative essay.

1. Inadequate English Language Textbooks

From the analysis of the interview results, it was a general concern that inadequate English Language Textbooks, have negative impact on the teaching and learning of narrative essays. From the interview, teachers and students brought some of the torn textbooks to verify and testify the complain that the school has very small quantity of books at their custody. The researcher went to the school's library and the bookshop to interview the Librarian and the bookshop keeper and found the complain true through their previous inventories from the bookshop. The researcher interviewed the Librarian and saw that Kwame Nkrumah University of Science and Technology sometimes deposit their ancient storybooks at the school's library from the

Department of Arts and Culture. These were old storybooks and the language is too old to be used.

Teacher A: *commented; Inadequate English Language Textbooks. He said that, students paired and shared English Language textbooks available to them. This made understanding of the lesson difficult to students and creates inconveniencies to both teachers and students. The school's library is also not well stocked and contains old books*

Teacher B: *Said that, almost all the students in the school learn with or without English Language textbooks. A few English Language Textbooks are brought by the Government with teachers' Guide but the instruction from above says "No teachers' copies. These bring about fighting and struggling to get fair share of the distribution of the textbook. The class always becomes chaotic whenever the lesson begins.*

Teacher C: *said that, a school with only a few English Textbooks has negative effects on the students performance on Letter writing, Descriptive Essays, and Argumentative Essays and almost all the subjects being taught. It is difficult to make advance preparation because we do not have copies of the students' textbooks.*

Student A: *talked about Inadequate English Language Textbooks; Inadequate English Language Textbooks. She said that, students paired and shared English Language textbooks available to them. Some of the English Language Textbooks have their pages removed and parts of them torn into pieces and they cannot be traced. This made understanding of the lesson difficult to students and creates inconveniencies to both teachers and students. The library books are also not our standard and they are out functioning in the school system. We cannot read the words*

in them. The comprehension of the stories in the storybooks in the library is too difficult to comprehend.

Student B: *said that whenever the English Language lesson starts, Inadequate English Language Textbooks create environment that is not conducive to both teachers and students. They become frustrated because the class cannot be managed by the teacher who is in charge. The noise and struggle for a textbook become acceptable by the teacher in the class.*

This revelation of Inadequate English Language Textbooks in teaching and learning at Osei Tutu II College is not true. This is because the teacher can copy; use the chalkboard for demonstration and brainstorming. This assumption is contrary to the opinion of Mankoe (2007) who states that, the use of teaching and learning materials is one of the important requirements for effective teaching and learning of any topic in any subject. He further states that the use of adequate teaching and learning materials encourage and maximize interaction between the teacher and the learner. It makes lesson attractive and easy to understand.

2. Large Class Sizes

From the interview, it was realized that large class sizes is one of causes of poor performance of narrative essay writing. The participant students lamented on the number of students in a class. They said that, students find it difficult to get a space in a classroom to sit, they squat on the windows of the classrooms whenever teaching and learning is in progress. The interview revealed that each class of the school has a number on role of 80-95 students. The researcher managed to enjoy one of the English Language lessons in one science three (3) and one science four (4) combined

because there is no classroom. The number was one hundred and fifteen (115). The male students were shouting and intimidating the female students in the class but the teacher became helpless and could not manage and control the class. The researcher asked the teacher to bring the class to an end but she said ‘that is what was practised in this school’.

Teacher A also talked about the large class sizes and said; *I do not feel comfortable when I am in a large class teaching. Class control becomes difficult, students and teachers sweat, marking of exercises unbearable, during the lesson, about 65% of the class stood and listened to the lesson. The population of the class was 94 in one (1) Science one and one Science two (2).*

Student A; *shared his view about the large class sizes, and lack of teacher’s motivation, by saying that the class size should be 30 to 40 which would help to motivate both the teacher and the student as well. The class size should be manageable enough to be able to reach out to all students in the class. Teachers would be able to motivate and provide feedback to students depend on the class size. He showed to me his exercise book and said that, teachers always postpone marking.*

This prompted the researcher to request a few exercise books to vet and found the allegation to be true.

3. Lack of Teacher’s Motivation

From the interview, the researcher established that teachers of English Language do not have interest when they enter classrooms to teach narrative essays. Teacher effectiveness is vital in determining whether students learn in the classroom. Since the researcher is a teacher in the school, he knows that, too many classrooms are

characterized by low-level assignments rather than diverse instructional strategies that actively engage students in deeper learning, “Engagement is the key to learning. When students actively participate and pursue knowledge, they are preparing for life after high school,” Teachers are increasing the number of challenging assignments that engage all students in displaying creativity, problem solving and research skills as they learn the content essential to succeed in life. Technology has been a boon to teachers and students in making learning “come alive” and hold the interest of all students. One major way to accomplish a lively classroom with hands-on learning is to enhance literacy. Emphasize teaching the reading of informational texts and steadily increase the ability of students to understand more complex materials over time.

Teacher A: *said that, teachers can use their methods of teaching to motivate students to learn. She said that, Teachers to motivate students does not mean teachers should use their money to buy things for students all the time. She said, teachers need to use their behavior and teaching strategies to motivate and model students intrinsically.*

Teacher’s methodology. It is the study of organizing principles by teachers and educational philosophers. The word “strategy” is based on two Greek words — *stratos*, meaning a multitude or an army, and *agein* or *ago* meaning lead, guide or move. A teaching strategy is an instructional management plan that describes the role of the teacher and student and promotes particular patterns of thought to achieve specific learning goals.

From the interview, the researcher observed that, English Language teachers of Osei Tutu II College use Didactic- Direct teaching; Verbal and typically in the form of a lecture or presentation, Modeling- Direct teaching; Visual and typically in the form of

demonstration and practice. Brainstorming and other methods that demonstrated little or no interest in demonstrations or projects as effective for meeting some goals but ineffective for meeting others. So the teachers of the school need a toolbox of methods, not merely a single tool. In the most general terms, there are four or five different models of instructional strategies or teaching methods.

1. Didactic- Direct teaching; Verbal and typically in the form of a lecture or presentation.
2. Modeling- Direct teaching; Visual and typically in the form of demonstration and practice.
3. Managerial- Indirect or Interactive teaching; Facilitation, individualization and group management.
4. Dialogic- Indirect Interactive teaching; Socratic Technique of dialogue, questions and thought provocations.

Teacher A: *said that, why should I allow students to interrupt and waste my precious time? Didn't I prepare before I entered the class? What do they know about the lesson I am to deliver? Am I there to teach or to consult students and solicit their ideas before I teach? That is a waste of time'*

Teacher B, *from the interview said that choosing a particular method depend on the topic, the setting of the school, the developmental biological level of the students. She further said that students with slow learning need Partner and Group Collaboration, Role Playing and Inquiry to enable them learn better. Unlike the gifted students who can learn in the environment such as **Information Processing Family** which emphasizes the information processing capability of students. Gives priority to the*

ways students handle stimuli from their environment, organize data, generate concepts and solve problems. Inductive Investigation & Inquiry, Deductive Investigation & Inquiry, Memorization,

After the post conference observation between the researcher and the teacher, she acknowledged the blending appropriate methods when teaching her students.

Teacher C *acknowledged the importance of teachers to emphasize the development of individuals, their emotional life and selfhood and gives priority to self-awareness. Indirect Teaching, Awareness Training & Values Clarification, Role Modeling and Self-Reflection of English Language teachers of Osei Tutu II College.*

Student A: *said that, teachers' style of teaching is not welcome to almost all the English Language students in the school when writing narrative essays. Their style of teaching appears to be very strange and since we do not know anything about teaching, we report to the authorities but they do not response to our calls. This does not motivate us when the teachers start to teach.*

Student B: *lamented on the feedback and the methods of teaching students and said; teachers keep their exercise books on their tables unmarked. She said that teachers must provide feedback to students to effect prompt correction. This would motivate students to study very hard.*

Student C: *Narrative essays, students must try to make every day the workbook exercises in order to practice what they have learned in classes, if they do not have a workbook. They must read the text book to better understand each topic so that they can write good sentences and good paragraphs in narrative essays. This can help motivate students to have interest in writing narrative essays.*

Participants mentioned that, teacher's method of teaching is one of the causes of poor performance of narrative essay. Authoritarian teachers establish the classroom rules, learning is teacher centered, the student's role is to comply with the rules and complete all work satisfactorily. From the interview and the observation conducted, Teachers prefer Verbal- rely on words and labels. Prefer to have definitions over images.

Student A: *English composition teachers should apply different style in class to verifying the lack of understanding on the students' part, reinforce techniques that present difficulties and solve students' problems and doubts. She also said that, English Composition teachers must provide a supportive environment where students can feel comfortable, to share opinions and to have a better teaching-learning process.*

Student B: *commented on the teachers and said, teachers must clarify the students what is expected about the subject, provide enough information and ideas to write about, give an adequate feedback and not programmed texts. He further said that, English Composition teachers must make the students read at least one story, article or news per day in order to enrich their vocabulary and knowledge about different topics.*

Teacher A: *Teachers must centre the students' narrative essays on current topics or let them choose their own topic. In that way students will be more comfortable and interested in what they are writing about. Teachers should ask their students about keeping notebooks by making students practice their writing based on the different experiences of the day.*

Teacher B: *said that teachers must make the students write paragraphs of a specific number of words. In that way they will not just copy one paragraph or essay from internet or textbooks. Instead they will have to write it on their own. The teachers should help the students to discover their own errors through different exercises, examples or dynamics.*

Teacher C: *recommended that teachers must have meetings with the students individually at least once a week to give them a chance to privately share their progress and fears about writing of narrative essays. She said that, on the very first day of the term, teachers must ask the students to write about past experiences and expectations of the subject. This will be very helpful to know in which areas they have more problems.*

Teacher D: *said that, teachers must use extra material from magazines, web sites and different books in order to make the students' learning process easier. She recommended that teachers should explain the writing techniques by using different dynamics. In that way it will be easier to understand each of them.*

Teacher E: *recommended that teachers of today must start using the canes in their teaching because students of today's generation are very difficult to be controlled. He further said that democracy must not come in when it comes to the teaching and learning of the English Language. The teacher must stand as the boss of the class and controls the affairs of the class.*

Analysis

From the interview conducted by the researcher in the school. It was seen that English language text books, methodology used by the teachers, the attitude of students

towards English language learning, not reading story books are the cause of poor performance of narrative essay in the school.

1. Students' and Teachers' Perception of English Language Learning

The process of students using the senses to acquire information about the surrounding environment or situation. Students and teachers of Osei Tutu II College listen to what their friends and other colleague teachers perceive about the learning of English Language and follow suit. The researcher interviewed one of the subject masters in the school about the perception that English Language does not need a qualified English master. The respond from him is yes because all other teachers including the English Language teachers use the language as a language of instruction.

Students of Osei Tutu II College also perceive that, English Language is not taught by any teacher. The participant students look at the subject as universal because all teachers speak the language when teaching. From the observation and interview, perception has gone deep into the students that, they rarely buy and read English story books.

Teacher A: *shared her personal experience with the student participants that she had the Student's perception of English Language as a subject not to get a permanent teacher because all the teachers of the school speak English Language. This has affected her a lot when she wanted to be appointed as a secretary from a very reputable company and unfortunately she had D 7 on her certificate,*

Teacher B: *Student's perception of English Language learning. Teachers of the English Language comment that the main problem for students in organizing their pieces of writing is that students do not usually read any story to motivate them to*

perform better. They think that, English Language is not learned and this is the reason why they cannot organize their ideas because they do not know what to write about.

Student A: *acknowledged that, Student's perception of English Language learning has negative impact on their learning of narrative essays. He remarked; "English Language is not learned and does need a teacher. All the teachers in the school speak English Language and we can also speak". We think that, English Language should not be learned through a Language teacher and this is the reason why we cannot organize our ideas because we do not know what to write about.*

Analysis

From the interview it was seen that students and teachers perception of English language learning is negative. This is because teachers think they speak and English and for that matter they can teach the English language. Students also think that since they learn the rest of the subjects through English language, there is no need to have a permanent English language teacher.

4.3 Research Question (2)

What are the Effects of Students' Poor Performance in Narrative Essay writing at Osei Tutu II College on Letter writing, Descriptive Essays, and Argumentative Essays?

How can a teacher who is required to teach standards maintain control and autonomy in the classroom? Teachers need to connect real life to the content being taught to get the emotional engagement that draws students to learning. He encouraged teachers to find the sweet spot of student engagement to be successful in preparing students for

further education and careers. For schools considering a nontraditional approach for students, Richardson and Harris offered this advice: Teachers do not accept zeros or no effort. Teachers must keep an open mind and be willing to try new strategies. The effects of students' poor performance in narrative essay writing at Osei Tutu II College is because, teachers of English Language do not consider English language to have positive effect on how to write narrative essay which would also have positive impact on Letter writing, Descriptive Essays, and English proficiency. Internal and external examination and the future career of students. Participants also made mention of the above effects.

The transcription below highlights the teachers' and students' views on the effects of students' poor performance in narrative essay. These views emerged from the interview that, majority of teachers of the school especially the Language teachers adopt traditional method of teaching.

The Direct Instruction Models

Transmissive Teaching, or Direct Instruction,

The teacher imparts knowledge or demonstrates a skill. The teacher delivers *status quo* content *via* some which does not encourage the teaching of narrative essay at Osei Tutu II College. They need Transformative teaching, or a combination of direct and indirect instruction, which means that the teacher and students reject *status quo content* and focus on a transformation of themselves or their world that would motivate students of Osei Tutu II College to be able to write better and coherent narrative essay.

Student A: *complained that, narrative essay is difficult to develop its plan. This is because; he has not got enough information on the topic teachers give. The student said, he cannot write even half a page and the organization of the essay is a problem to him in the classroom. The student said that, he does not know what goes into the introduction, the body and the conclusion of the narrative essay. This usually affects his scores in composition writing.*

The researcher explained the following to all the participant students that the introduction of narrative essay has three things. These are the hook that is the catchy statement of question that begins an essay. The development, the topic sentences to be discussed in the body of the essay and the thesis statement: that is the statement that controls the entire essay.

Narrative essay tells a story - have an interesting plot that relates to the experiences of the audience and have a beginning, middle, and an end. The student should have a focus on an interest-arousing issue - there should be drama and a case must have an issue. This should create empathy with the central characters and should have pedagogic utility. It has a provoking conflict and also has a decision forcing and generality.

Student B: *said that the main problem for students in organizing their pieces of writing is that students do not usually read any story book to motivate them to perform better. Few of them go to library to learn and read story books to improve their vocabulary skills in English Language. Students think that, English Language is not learned and this is the reason why they cannot organize their ideas because they do not know what to write about. This affects how to write Letter writing, Descriptive Essays, and Argumentative and the future career of students.*

Student C: *also shared her views about both internal and external examination of students' performance and said, majority of students failed because they do not consider English Language as very important subject to study. She said that, she does not need narrative essay at her work. Neither does she consider English Language as a subject to be relevant. After all, it is the elective subjects that matters. She said, she needed C grade to be considered intelligent not dull. How to write Letter writing, Descriptive Essays, and Argumentative are not important.*

After the post conference interview and discussions, the researcher explained to the students that, passing of examination depends on better essay writing. Getting good job also depends on better communication either in spoken or in written and if one wants to write better Letter writing, Descriptive Essays, Argumentative Essays, Cause and Effects Essays, Proper Debate etc. the skills of narration is needed.

1. English Proficiency

It is to be very skilled in the spoken of English Language. Because the students of Osei Tutu II College do not have interest in the reading of English stories, they construct simple sentences with adjectives, adverb and nouns misplaced. From the interview, majority of the students cannot read as fluent as possible. They lack comprehension skills needed to decode, encode and decipher.

Student A: *said that students and other people laugh at me whenever I speak the English Language. I asked, does it mean I lack the English proficiency skills? I wanted to be boys' prefect, but the students did not vote for me. I verified from my campaign managers and they said because of how I speak the English Language. Students come and laugh whenever they see me speaking English Language.*

Student B: *said that she is always quiet in the classroom whenever there is time for the English Language lessons. This indicates her inability to speak the language since practice makes man perfect. The 17year old girl admitted that, she cannot read a text or the passages during examination. This has discouraged her parents of attending to her needs in school.*

4.4 Research Question (3)

What can we do to Improve Students' Poor Performance in Narrative Essay writing at Osei Tutu II College on Letter writing, Descriptive Essays, Argumentative Essays, the use of Technology to Help foreign Language Learning?

Teachers and students recommended the following measures that should be done to improve students' narrative essay that would in the end have positive impact on Letter writing, Descriptive Essays, Argumentative Essays; The Government is to provide and supply textbooks to schools, the class sizes should be 30 to 40, Teachers to motivate students through their method of teaching; that is, effective methodology, effective feedback to students. The use of Technology to help foreign language learning, Integration to improve students' narrative essay writing and effective Guidance and counseling unit in the school.

The transcription below highlights the teachers' views on the improvement of students' poor performance in narrative essay on Letter writing, Descriptive Essays, Argumentative Essays. These views emerged from the interview between the researcher and the respondents of the research.

1. The Government is to Provide and Supply Textbooks to Schools

From the researcher's observations and interviews conducted in one (1) Science one (1), a class of 94 students share 17 English Language textbooks during English language class in the school. There are no teachers' copies of the English language textbooks to help prepare in advance.

Teacher A: *“The Government is to provide and supply textbooks to schools. This would assist both we the teachers and students know the right method prescribed by the textbook. I do not have teacher's copies of the limited textbooks to enable me make advance preparation and to prepare my lesson notes. Teacher's guide which contains the appropriate methodology available for teachers are rare.*

Teacher B; *I always buy my English Language textbooks from the open market. Some of these textbooks have no teacher's guide to monitor or guide the teacher's steps or procedures and there are a lot of mistakes in them. There are no teaching and learning materials for teaching and learning of English Language. I usually use the chalkboard to explain my lessons and sometime too I improvise. Where is the money for the improvised materials? The problem does not give a clear understanding of the lesson taught since the chalkboard is roughly cemented and the black color is faded. This does not help students to see well from near or afar and does not promote teaching and learning in the school.*

Teacher C; *I suggest that, the Government of Ghana should allow private partners of textbooks to assist in the production of textbooks so that enough textbooks could be produced and supplied to the various High Schools in the country. Philanthropist*

such as USAID and others must be given a warm welcome to assist and supply the relevant textbooks to Ghanaian schools.

Student A; *my teacher said that the Government of Ghana should allow private partners into the production of textbooks so that there would be enough textbooks in the schools system. I disagree to this point because of the uniformity of the methods used by the teachers in their delivery of the lessons. I bought an English Language textbook and compared it to my teacher's own which I saw differences in them. Some of the private owners of textbooks do not do editing, also do not take their time in the production of textbooks because of this, there are a lot of mistakes in the books they produce.*

2. Class Size;

The normal class size of Ghanaian classrooms should be between 35-40 students. Instead, today's class size is about 90-100. If the class size is too huge, teaching and learning becomes difficult. From the researcher's observations and interviews, it was revealed that, the class sizes of the school are too huge. Many of the students cannot reach the chalkboard or the teacher. The voice of the teacher too cannot produce any meaningful benefits since the class size is too huge.

Teacher A; *I want the class sizes to be 30 to 40. The class size should be manageable enough to be able to reach out to all students in the class. This would help teachers to motivate and provide feedback to students.*

After a lesson from Teacher A, the researcher asked a student about his views of the lesson. The student said that the class was noisy and chaos. This affected the effectiveness of the lesson. The researcher interrogated the teacher of his

methodology and class control he said, that was all what he could do because of the number of students in the class.

Student A: *said, he sees large class size to be good. This is because one can see more friends themselves whenever there is no teacher in the class. Also, in a large class, one can hide his or her poor academic performance from friends. The teacher can never know all the students at hand so one can hide and fool since no one sees him or her for punishment.*

3. Guidance and Counseling Unit of the School for both Teachers and Students.

The guidance and counseling unit of the school for both teachers and students is a place of the school where undesirable behavior that decreases teaching and learning is guided and counseled. Osei Tutu II College needs this unit to be able to calm down the undesirable behavior.

Teacher A: *commented on the guidance and counseling unit of the school for both teachers and students. Guidance and counseling should be given to students to stop thinking that English Language is not learned. This unit should be instituted to serve the psychological and social needs of both teachers and students of the school. The unit should assist students on the importance of presenting their narratives and any other essays for marking.*

Teacher B: *said that, there must be Guidance and counseling unit in the school for students to air their views on narrative essays and do not have to be afraid of asking any related question from the teacher. Guidance and counseling unit in the school should help Students look for more information in magazines, books or the internet if the explanation about a specific topic was not clear enough; there is a lot of teaching*

materials and websites related to writing of narratives that will be very helpful to students. The counselor should help teachers deal with undesirable behavior towards the writing of narrative essays.

Teacher C: *stated that, some advisory courses could be opened in order to avoid some problems or difficulties in understanding the writing techniques, reinforce the previous knowledge about a specific topic and solve several questions or doubts. He shared the view that, in-service training should always be organized for teachers of English Language. They should be ready to upgrade themselves when there is an opportunity to be able to change poor methodology for an effective one.*

Teacher D: *said that, through the Guidance and counseling unit in the school, students could attend English conversation clubs in order to enrich their vocabulary, understanding the passages read, have knowledge and fluency to better organize their ideas at the time of writing a narrative essay about a specific topic. The guidance and counseling unit should help students choose appropriate storybooks to enhance their ability of writing skills. We need parents to come in to monitor their wards narrative essays and support the guidance and counseling unit for students to understand the importance of writing essays.*

4. Poor Methodology, Feedback to Students, Teachers

Transformative teaching or a combination of direct and indirect instruction. Through the interview conducted and observation made, the English Language teachers of Osei Tutu II College now reject the *status quo content* and focus on a transformation of themselves or their world. The researcher used Joyce et al. (1999), and said, Education is a process of continuous building of ideas and emotions (Joyce

et al., 1999). The ultimate purpose of teaching is to help students acquire information, ideas, skills, values, ways of thinking and expressing themselves, and most importantly, to teach them how to learn. Joyce et al. (1999), refer to models of teaching as models of learning. The long-term outcome of teaching should be students' increased capability to learn more easily and efficiently in future. By getting education, students not only acquire information and knowledge, but they will also be able to master the learning process so that they can apply what they have learned to study in the future.

Teacher A: said, students *must apply the writing techniques, by practicing them, they will be able to write good narrative essays, they will make them organized, clearly focused and it will be helpful to keep them not to forget any important point at the time of writing their paragraphs. We teachers must be models to students and write good and well organized narrative essays for students to emulate.*

Teacher B: said that, teachers *must read their pieces of writing many times before delivering any narrative essay in order to clarify their ideas about the messages we want to give to the reader and correct some possible mistakes. We need to dialogue our presentations of lessons to students whenever possible.*

Teacher C: recommended that; *Students must try to make peer reviews with their classmates. That is a great method of sharing perspectives to correct mistakes. Also, he said, in order for students to write good and complete narrative essays or compositions, students must follow these steps: State the main idea in the first sentence. Use short sentences to emphasize ideas, Use the longer ones to explain, define or illustrate ideas. Put key words and ideas at the beginning or end of a sentence. Vary sentence types and structures by including occasional questions and*

commands. Use dynamic verbs in the active voice. Use concrete and specific words that show what you mean. Eliminate unnecessary words. Read aloud and then revise your work. Actively edit and proofread. Use a dictionary.

Teacher D: *said that, English students and teachers should study the writing techniques in a deeply way in order to manage the main ones in practice and theory, using new and different methodology in class. Teachers and students must have a previous knowledge in writing with the purpose of having a better performance in the narration.*

Teacher E: *said that, In order to use the writing techniques in an effective easier and adequate way, complementary English Compositions courses are needed in English oriented to the teaching curricula. The previous courses to English Composition should include pieces of writing in order to motivate students to start writing.*

Teacher F *stated that, as information technologies evolve and advance over time, use of technology in classrooms has increased. There is a wide spread belief that technology-based instruction can contribute greatly to the quality of teaching and learning experience. Technology is a facilitating tool of education which teachers and students get a great deal of benefit from. Today's language teachers need to learn how to take advantage of the technology and how to integrate it into their teaching skills. Computers, smart phones, tablets etc. provide powerful opportunities to learn foreign language. As the use of smart phone, computer etc. is increasingly common among students; teachers need to equip themselves with today's technology. Smart boards can be instrumental in engaging and motivating student in the class. For instance pronunciation though the teacher is not a native speaker can be taught to*

learners with ease using smart phone/board. Teachers who introduce technology to their students may get a great deal of satisfaction when they, accomplish better.

Teacher G said that, *Technology doesn't constitute methodology, but teachers utilize technology to complement it. Teachers need to contemplate their aims pertaining teaching styles. Different technological materials offer different advantages therefore teachers should be aware of utilities technology. Teachers may apply technology to their teaching skills. As a matter of fact, when teachers use technology in class they should know students' current language skills and needs. In a nutshell, the role of technology in teaching foreign language is very significant in foreign language teaching process.*

Teacher H; *Technology-based foreign language teaching has provided many effective strategies in the learning process. The use of technology in teaching leads to a good command of the target language with ease. Learners stand a better chance of improving their foreign language skills if learning is strengthened with technology; therefore, technology-aided learning environment is a key factor that motivates the learners to accomplish better. Technology-based instruction helps learners achieve success in foreign language learning process.*

Teacher I; *undoubtedly, using technology has positive effects on teaching and learning the English language. When, computer, internet, smart boards, cell phones, video games, music players etc. are used in the target language learning process, students' motivation and language awareness is raised. The new generation (teachers/students) is good at using technology. They are all engaged with technological tools and somehow are involved in the target language through technology. Teaching by using traditional methods is no longer motivating and*

enjoyable for learners. Learners are more interactive, and learning outcomes bring about efficient results. Moreover the positive outcomes will lead to satisfaction for both teachers and learners.

After the explanation and the discussion by the researcher on the problem of poor performance on narrative essay, English students expressed that they do not experience difficulty defining the thesis statement- although few of them did not provide any reason why this is easy. A regular number of them made it clear that, they get good explanations in classes and can see that the paragraph structure shown is noticeable, which means that the methodology applied helped them to understand the structure used, getting the idea that the thesis statement is like the summary of the essay. On the other hand, students who affirmed it is difficult for them explained that this topic is still unclear and this is the reason why they have problems organizing their ideas. Despite the fact that most of the students do not have problems when determining the thesis statement, there is a minority that keeps showing difficulty because of the topic provided when writing narrative essays, the little attention they pay or the real importance that this knowledge implies in the composition field. As well, this leads them to have problems when organizing the appropriate ideas through the essay. Most of the students do not have any difficulty defining the thesis statement in a paragraph but they did not provide any opinion related to this. Also, a significant number of them mentioned that the paragraph structure is clear so that they do not have any problem defining it. A similar student said that teachers have clearly explained that topic during classes. It is for that reason that it is easy for them to find it inside the paragraph. Finally,

A minimal number of students mentioned that the thesis statement is simply a summary of the essay. These results showed that although almost all the students can define the thesis statement in a paragraph, they still have problems defining it because they do not understand this topic or maybe get confused with other parts of the essay. Regarding students who affirmed they have difficulty, three (3) of them did not provide any opinion, two (2) students find it hard to identify it and one (1) student who still see the thesis statement as part of narrative essay which is difficult to state. The lowest number of students said they have problems organizing ideas through the essay. Three (3) students under study did not provide any opinion in relation to the difficulty they have defining the thesis statement in a paragraph. Two (2) students said that they do not understand which part of the composition is this and one (1) student mentioned that it is really hard for him to identify it. Finally, a moderate number of students, three (3) said that they have problems organizing their ideas when they are creating their narrative essay. The data obtained reveal that although English Composition students know the correct structure of a paragraph, they still have serious difficulties defining the thesis statement. How often do you write about personal opinions rather than real facts in relation to the assigned topic?

Two (2) students said, they usually write more about personal opinions rather than real facts in relation to the assigned topic. One (1) student replied and said often. Three (3) said, rarely would they be allowed to write more about personal opinions rather than real facts in relation to the assigned topic.

Verifying the frequency when writing more about personal opinions rather than real facts in relation to the assigned topic, almost half of the students, three (3) showed they usually refer to their opinion. Two (2) of the sample students who do it often or

rarely. Starting with the smallest figure, one (1) of the students assured she transmits her thoughts first as a draft, use the draft to write the narrative essay, followed by another one (1), who answered, she always writes more about personal opinions. Then, two (2) students never preferred writing based on their knowledge about the topic given, looking for real facts to be transmitted in their pieces of writing. The results of this survey reflected that almost all the students usually like to write about personal opinions. Two (2) of the students under study mentioned that they do it often or rarely. Two (2) students assured that they transmit their thoughts seldom if that is really necessary. One (1) of students showed that he does it always, only one (1) student said he never do it. The data provided shows that students prefer to write more about personal opinions rather than real facts, situations or something related to get informed, investigate or analyze. The researcher saw that, using technology in foreign language learning and teaching is useful for both teachers and students. There is a great tendency among teachers to use technological tools in language learning classrooms. Uluc (2012) argued that the influence of “has permeated into all facets of our lives, including educational settings”. In today’s schools, information technologies (IT) are more powerful tools to teach, to motivate, and to make the subjects more interesting. Also internet is getting more common for people to communicate each other. In the last 10 years technology (internet, smart phones, computers etc.) has been used in all parts of lives. We use it with media, shopping, education, communication tools. Similarly it has made great contribution to language learning process. Cetto (2010, p.121) puts forward, “In my experience, technology has broadened the spectrum of interaction while empowering the students’ learning process by providing better opportunities for language usage”.

4.5 Discussion of the Results

This part of the chapter presents findings relating to poor performance of narrative essay which affects the students to write other essays such as letter writing, Argumentative essay, Descriptive essay etc. all the six categories of respondents came out that, poor writing of narrative essay affected them when writing their examination. The interview questions addressed to English Composition teachers and students of Osei Tutu II College have shown the results that led the researcher not only to analyze the current state of the writing skill difficulties in narrative essay, but also to know the point of view that teachers have in relation to the strategies and methodology applied in the writing of narrative essay topics. First of all, according to the strategies applied by teachers for the classroom activities and assignments, they agreed that besides providing the students a specific topic to write about, it is necessary to assist them in developing arguments that are sensible to another reader's views and counter-arguments. That means that to create good narrative essays students and teachers have to work together. As professionals, teachers must encourage their students to be creative and find their own topics and organization for their texts. With regard to responding to students as real readers, the interviewed teachers said that both options are okay. They have to respond to meaning and form but they must be real readers to give suggestions that they have to include in their last drafts. They added that it is necessary to ask them questions about what they want to say between lines in order to be clear when writing. When referring to the interventions on students' final drafts rather than on the intermediate ones when writing, English Composition teachers suggest that it is better to analyze and correct the students' narrative essays from the very beginning. This can help students to prepare their final drafts taking into account all the teacher's suggestions in the different writing stages. Due to the fact that

academic writing implies deeper analysis, teachers stated that they guide students to apply the correct structure of a paragraph following the American Conventions (topic sentence, supporting sentences and concluding sentence). The problem is that most of the students can do only free writing when they arrived to the writing classes, but if they apply the correct structure it will be very helpful for them to follow the adequate steps of good narrative essay writing. Besides, language activities such as talking, keeping a journal, understanding the audience, and reading, writing and collaborative research help the students to learn how to write adequately and improve their narrative essay writing skill, avoiding the use of other techniques that are not very helpful for their writing.

Moreover, the teachers' main concern over students writing are: vocabulary, organization, content, mechanical accuracy and grammar. They agreed that at the time of assigning a grade to a specific composition they look for every single detail. For that reason, it is necessary to apply all the techniques mentioned above in order to improve the students' narrative essays. Teachers consider that taking the Advanced Intensive English subject before the composition course, it is really necessary to have the adequate basis to understand all the rules that students must follow when writing narrative essays. On the contrary, they will not be able to be good writers because probably it will be more difficult for them and it will be worse if they cannot even create compositions in their mother tongue.

In addition, in most of the courses students are encouraged to speak and listen and there is not enough training related to reading and writing. So, they arrived to the writing classes not knowing how to organize their pieces of writing. It is for this reason that teachers agreed that this is the main factor of the students' poor quality of

writing narratives. On narrative essays, students usually write about personal opinions, which show that sometimes they do not get informed of real situations and almost always they write based on what they think in relation to the topic provided. A lower number of students make emphasis on the importance of reading before writing. Such situation clarifies the fact that reading is not taken into account as this must be done as the most important base for writing, helping them to have an overview of different topics when composing. In this point, if students do not enhance the habit of reading or do not take into account this fact before the writing process, students will not be able to write adequate narrative essays.

Teachers believe that students can reach the expected level of competence in writing by including the systematic teaching of writing in all the English courses. This could be very helpful because at the time to arrive to the English Composition course students will be prepared in advance to write in a good way and it will not be necessary to explain some of the rules that they will have already studied. Also, another way to improve one's narrative essay writing is by providing those opportunities to write in classes by following different prompts. This could be the perfect occasion to teach writing by providing constructive feedback and make learners go over their drafts and write them again until they will be sure that they have done a good job.

From the interview the researcher saw that, Technology tools for communication, collaboration, social networking, can be used in writing narrative essays. In particular, these tools have transformed how parents and families manage their daily lives and seek out entertainment, how teachers use materials in the classroom with young children and communicate with parents and families, and how we deliver teacher

education and professional development.(Odera & Ogott, 2014:4). Effective teachers provide a natural learning environment for learners. Most teachers before lessons consider what they are going to teach and what kind of activities they will apply in their lessons. Upon deciding on this, they get ready through making lesson plan and finding the right resources or elements they will use. First of all technological devices are more interesting for the students to make some useful activities. For example; making online activities with smart board is very enjoyable for the learners. Integrating technology into language teaching and learning will bring about undivided motivation that will lead to achievement. Sykes suggest, ‘integration can include, for example, the use of game content as pre-writing content for a writing task or as an impetus for a classroom debate’ (2013: 34). Digital games offer learners a lot of benefits, but too many games especially violence games can be problematic. Characters, game narratives, context of play are very beneficial for the second language learners.

4.6 Conclusions

This chapter presented the findings of the respondents in the study. Their responses covered three main areas. The first area examined the factors that account for poor performance of narrative essay. From the data, lack of English text books, large class sizes, lack of teacher motivation, teachers methodology and students perception of English language learning the use of derogatory remarks and fears came out as the factors that account for. The second area considered the effects of poor performance of narrative essay. It was realized that poor performance of narrative essay has impact on writing other essays. Students cannot write narrative essay because there is inadequate English language text book, teacher methodology, teacher motivation and student not having interest in studying English language. The third area examined

what can be done to improve students' poor performance in narrative essay. It came out that when the government provides or supplies English language text books motivate teachers, students having interest in the study of the English language. Finally, technology can also be used in the teaching and learning of narrative essay by using Bluetooth, internet to search for information about the current topics of narrative essay or storytelling. It was also shown that stories can be used to enhance the writing of narrative essay. Class size can also be reduced from above 45 to between 30 to 40 to reduced undesirable behavior in the class when teaching narrative essay.

Through the development of this project, and according to the information gathered from students, teachers and some background information, the following conclusions were made: Students generally come to English composition classroom without any idea about organizing their ideas on narrative essays, even in their mother tongue. Students in English Composition class considered mapping as the most difficult technique. This was due to the lack of information about it and the need of practice and explanation, as well as the difficult structure of free-writing technique which is considered not adequate for the level of English of these students. Students writing quality is close to the superficial way in which writing narrative essay is taught, as well as the lack of practice, the few time invested studying this subject and the deficient methodology applied. Narrative essay, teachers usually make use of the following techniques: Brainstorming, Free writing, Making a list, Editing and Mapping. These techniques are presented according to their effectiveness where the most accepted are Brainstorming, Free writing and Making a list.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This is the final chapter that provides a brief overview of the study, highlighting major findings, offer recommendations and it draws a conclusion. This research focused on exploring the narrative essay writing in Senior High Schools and the study was performed in the form of a case study. The focus of the study was on Osei Tutu II College, Tetrem in the Ashanti Region. The research addressed three research questions regarding the teaching and learning of narrative essays in the Senior High School. The data for the study was collected through the use of qualitative method; interview with the teachers and students and focus group discussions. The study was also conducted to know if teachers use technology, role play, demonstration, story-ending Technique, etc. in the teaching and learning of narrative essay writing of first and second year students at Osei Tutu II College-Tetrem.

5.1 Summary

The purpose of the study was to find teachers approaches for teaching narrative essays to students of Osei Tutu II College in the Ashanti Region, Tetrem. The design used was case study. The sample size was 6(six) participants consisting of 3(three) female students, 3(three) male students and eight [8] English Language teachers which include four [4] male teachers and four [4] female teachers who were all from the English Language Department. The bio-data indicated that two [2] of the teachers were within the ages of 30-35 years. Three [3] of the teachers were also within the range of 36-45. Two [2] teachers were within the ages of 46-51 and one [1] teacher was between 52-59. One of the teachers has Master of Philosophy in communication

and Media Studies from the University of Education, Winneba. One Master Degree in Ghanaian Language and Culture from Kwame Nkrumah University of Science and Technology. Other six [6] teachers have their 1st. Degree from reputable Universities of Ghana. Five of the teachers are Assistant Directors, and the three are Principal Superintendents in professional grade.

The study specifically examined the following;

➤ **The methodology used in teaching narrative essays.**

It was discovered through the interview that, teachers used traditional or teacher centered approach in teaching narrative essays but now both teachers and students believe that narrative essay could be taught through the use of technology, brainstorming and situational teaching.

➤ **The impact of narrative essay on letter writing, Descriptive essay, Argumentative essay etc.** it was formally believed by the teachers that one can teach every aspect of essay in isolation. The topics have no bearing on one another but after the research, the teachers and students saw that all essay types depend on one another.

5.2 Conclusion

Based on the results of the study, it is possible to conclude that both teachers and students agreed that the narrative essay has positive impact on letter writing, Descriptive Essays, and Argumentative Essays, students at Osei Tutu II College and was it appropriate to be teaching narrative essay to students to help change the perception of students. However, despite the fact that narrative essay topics are embodied in the syllabus of the Basic and Senior High Schools, in Ghana, teachers

face challenges and they have to adopt vary approaches in teaching narrative essays to students of Osei Tutu II College to enhance their knowledge, attitude and behavior. Provision of adequate training for teachers in teaching lessons on narrative essay and effective use of teaching and learning materials will facilitate narrative essay teaching to students of Osei Tutu II College in Ashanti Region, Tetrem.

5.3 Recommendation

Considering the scope of composition, especially narrative essays and numerous problems associated with it, this research however, cannot be said to be final. Hence, the researcher recommends further research by individuals, to go into the other aspects of writing compositions. That is, descriptive essay, argumentative essay, expository essay, cause and effect essay and others.

The researcher wishes to recommend other teachers, particularly, Osei Tutu II College who handle subject areas to assist the constant and correct use of the English Language and Situation Language Teaching when teaching and hammering the correct use of tense and, subject-verb agreement. Teachers should include feedback and motivation in the teaching and learning of the English Language. The researcher encourages English Language teachers to know the culture of the English language. There should be in-service training for teachers of English Language. English Composition, students must apply the writing techniques, by practicing them they will be able to write good essays, the students will be able to organize their narrative essay clearly and they will focus on the topic given to them. The will be helped by the teacher to keep the information and will not forget. Students should attend English conversation clubs in order to enrich their vocabulary, knowledge and fluency to better organize their ideas at the moment of making a composition about a specific

topic. Students must read their pieces of writing many times before delivering any composition or essay in order to clarify their ideas about the message they want to give to the reader and correct some possible mistakes. Students must look for more information in magazines, books or the internet if the explanation about a specific topic was not clear enough. There is a lot of teaching material and websites related to writing that will be very helpful for them. In order to write good and complete essays or compositions, students must follow these steps: State the main idea in the first sentence. Use short sentences to emphasize ideas, use the longer ones to explain, define or illustrate ideas. Put key words and ideas at the beginning or end of a sentence. Vary sentence types and structures by including occasional questions and commands. Use dynamic verbs in the active voice. Use concrete and specific words that show what you mean. Eliminate unnecessary words. Read aloud and then revise your work. Actively edit and proofread. Use a dictionary.

Students must try to make peer reviews with their classmates. That is a great method of sharing perspectives to correct mistakes. Students should try to make every day the workbook exercises in order to practice what they have learned in classes, if they do not have a workbook, they must read the textbook to better understand each topic. Students must be talked to, to free their minds of the perception that, English Language needs no permanent teacher to handle the subject because all teachers of the school speak English. English composition teachers should apply a different methodology in class at the moment of verifying the lack of understanding on the students' part, reinforce those techniques that present difficulties and solve students' problems and doubts. English Composition teachers must provide a supportive environment where students can feel comfortable, to share opinions and to have a better teaching-learning process. Teachers must clarify what they want the student to

achieve about the subject, provide enough information and ideas to write about, give adequate feedback and not programmed texts. In that way students will create good narrative essay and with the time they will improve their writing skills. Teachers must centre the students' narrative essays on current topics or let them choose their own topics. In that way students will be more comfortable and interested in what they are writing about. Teachers should ask their students about keeping notebooks by making students practise their writing based on the different experiences of the day which will be funnier for them. Teachers must make the students write paragraphs of a specific number of words. In that way they will not just copy one paragraph or essay from internet or books. Instead they will write their own. Teachers should help the students to discover their own errors through different exercises, examples or dynamics. English Composition teachers must make the students read at least one history, story or listing to news on either radio set or television set per day in order to enrich their vocabulary and knowledge about different topics. Teachers must have meetings with the students individually at least once a week to give them a chance to privately share their progress and fears about writing. On the very first day of the term, teachers must ask the students to write about past experiences and expectations of the subject. This will be very helpful to know the areas they have more problems. Teachers must use extra materials from magazines, websites and different books in order to make the students learning process easier. Teachers should explain the writing techniques by using different dynamics. In that way, it will be easier to understand each of them. Effort should be made by the stakeholders of schools to implement the class size policy of every school in Ghana and be able to supply English Language textbooks for the smooth teaching and learning of narrative essays. The researcher recommends writing and proofreading to Senior High Schools. The written work is the primary

way students at the senior and post-secondary levels are assessed. English Language learners often have difficulty expressing their thoughts and ideas clearly in writing. A number of Kurzweil 3000 features make it easier to compose, edit and proofread written work including: converting highlighted text into an outline as a starting point for writing, using word prediction to improve vocabulary selection and spelling, using the thesaurus to substitute alternate words to make writing more interesting, using dictionary and spell check to facilitate proof reading, listening to written work to correct awkward sentences, missing words, or incorrect tenses and referring to customizable lists to clarify the correct usage of confusable words and homophones. Kurzweil 3000 is reading, writing and learning software for struggling students, and is widely recognized as the most comprehensive and integrated solution for addressing language and literacy difficulties. The software uses a multi-sensory approach – presenting printed or electronic text on the computer screen with added visual and audible accessibility. The award winning product incorporates a host of dynamic features including powerful decoding, study skills, writing and test taking tools all designed to adapt to each individual's learning style and to promote active learning.

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APPENDIX A

INTRODUCTION

Objective: To analyze the difficulties that Narrative essay, students from Osei Tutu II College have in order to reach the expected level of competence in writing, as well as know the importance and satisfaction with the course they are studying.

Directions: Answer the following questions.

1. Which of the following writing techniques do you use? (Brainstorming, Free writing, Making a list, Mapping and Editing).
2. Which of the previous techniques do you consider difficult to use? Why?
3. Which of the writing techniques do you think are more effective in creating compositions? Why?
4. Do you know how to write an outline?
5. Do you usually make a draft before you hand in your final compositions?
6. Are you careful enough about the punctuation when writing compositions?
7. Having identified the structure of a paragraph, do you have difficulty in defining the thesis statement? Yes _____ No _____ why?
8. How often do you write more about personal opinions rather than real facts in relation to the assigned topic of the composition?
 - i. Always _____ Usually _____ Often _____
 - ii. Rarely _____ Seldom _____ Never _____

APPENDIX B

Interview questions addressed to English Composition teachers and six (6) participants of Osei Tutu II College.

Objectives

- To know the teachers' point of view toward the way English students write narrative essays.
- To determine the level and quality of the English Composition (narrative essays) methodology.

Directions: Answer the following questions in relation to strategies applied in the classroom, evaluating compositions and with the students' performance on this subject. The answers given will lead the researcher to analyze the current state of the writing skill difficulties in English Composition (narrative essays) at Osei Tutu II College.

Which strategy or strategies do you apply for the classroom activities and assignments?

- a) The researcher encouraged students to be creative and to find their own topics and organization for their texts.
 - b) The researcher assisted students in developing arguments that are sensitive to another reader's views and counter-arguments.
 - c) The researcher gave the students a specific topic to write about it
1. The researcher asked whether the teachers of Osei Tutu II College respond to students writing as real reader or as writing teachers.

2. The researcher wanted to find out whether the teachers of Osei Tutu II College think it is more necessary to intervene on students' final drafts than on their intermediate drafts when writing?
3. The researcher wanted to know whether the teachers of Osei Tutu II College guide students to apply the correct structure of a paragraph (topic sentence, supporting sentences, concluding sentence, etc.)? Yes ___ No ___ why?
4. The researcher wanted to find out whether the teachers of Osei Tutu II College use the language activities below to help students learn to write narrative essays adequately?
➤ Talking ___ Problem posing, problem solving ___ Keeping a journal ___
Understanding the audience ___ Reading Writing ___ Collaborative research ___
As an evaluator, which are the main concerns of your comments over students' writing of narrative essay?
Vocabulary ___ Organization ___ Mechanics and grammar ___ Content ___ All of them ___
5. The researcher wanted to find out whether the teachers of Osei Tutu II College consider that students must have some previous knowledge about narrative essay writing?
6. Yes ___ No ___ Why?
 - a. In your opinion what are the main factors of the students of the Osei Tutu II College have poor quality of writing narrative essay?
 - b. How do you think students can reach the expected level of competence in writing?

APPENDIX C

BEHAVIORAL DIFFERENCES BETWEEN SKILLED AND UNSKILLED WRITERS

Skilled/ Successful Writers	Unskilled/ Unsuccessful Writers
Conceive the writing problem in its complexity, including issues of audience, purpose, and context.	Conceive the writing problem narrowly, primarily in terms of topic.
Shape writing to the needs of the audience.	Have little concept of audience.
Are committed to the writing.	Care little about the writing.
<p>Are less easily satisfied with first drafts.</p> <p>Think of revision as finding the line of argument. Revise extensively at the level of structure and content.</p>	<p>Are more easily satisfied with first drafts.</p> <p>Think of revision as changing words or as crossing out and throwing away. Revise only at the level of single words or sentences.</p>
Are able to pay selective attention to various aspects of the writing task, depending on the stage of the writing process.	Often try to do everything perfectly on the first draft. Get stuck on single word choices or on punctuation, even at early stages, when good writers ignore punctuation and concentrate on getting ideas down.

APPENDIX D

The six steps of the writing process.

Read about the writing process. These are the steps you will practice in this book.

Pre-reading

When we write, we do more than just put words together to make sentence. Good writers go through several steps to produce a piece of writing.

Pre-Writing

Step one. Choose a topic. Before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, choose your topic yourself.

Step two. Gather ideas. When you have a topic, think about what you will write about that topic

Step three. Organize. Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next and which to talk about last.

Drafting

Step four. Write. Write your paragraph or essay from start to finish. Use your notes about your ideas and organization.

Reviewing and Revising

Step five. Review structure and content. Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look for place where you can add more information and check to see if you have any unnecessary information. Ask a classmate to exchange paper with you. Your classmate reads your paper and you read his or hers. Getting a reader's opinion is a good way to know if your writing is clear and effective. Learning to give opinions about other people's writing helps you to improve your own.



Rewriting

Step Six. Revise structure and content. Use your ideas from step five to re-write your text, making improvements to the structure and content/ you might need to explain something more clearly, or add more details. You may even need to change your organization so that your paper is more logical. Together, step five and six can be called *editing*.

Proofread. Read your paper again. This time, check your spelling and grammar and think about the words you have chosen to use.

Make final correction. Check that you have corrected the errors you discovered in the steps five and six. Make any other changes you want to make. Now your text is finished.