

Integrating Story Mapping technique to improve learner's writing skills in PYP

*Akmetova Ardak and Tleubay Zhansaya
English teachers, International School of Astana*

Writing skills are essential for students in the Primary Years Programme to develop effective communication and critical thinking abilities. Using the Story Mapping technique can greatly enhance their writing skills by providing them with a framework for planning and organizing their ideas in a coherent manner. This technique allows students to visually map out the key elements of a story, such as the setting, characters, problem, and major events. By using Story Mapping, students are able to better understand the structure and components of a narrative, which in turn helps them in crafting their own stories with clear and logical sequencing. This study enlightens how Story-Mapping affects the development of students' writing skills. The purpose of this research is to investigate the effects of implementing the Story-Mapping technique into the writing instruction process. Participants were 23 fourth-grade EFL students of private school in Astana. They were divided into experimental and control group. Data collection tools were pre-test and post-test. Initial and Final interviews were conducted with experimental group. Moreover, teacher journal entry was used as an instrument to track the student progress during the present study. The mixed method was used in the current study. Based on the findings, the influence of Story-Mapping on the development of writing ability was found. Moreover, it was found that Story-Mapping technique has a positive effect on the development of writing skills, creativity, coherence and plot development. Furthermore, preliminary results suggest that by incorporating Story Mapping into the curriculum, students not only improve their abilities to comprehend narrative text but also develop stronger skills in expressing their ideas through writing. By engaging in the process of Story Mapping, students can analyze and interpret various elements of a story, fostering a deeper understanding of narrative structure. This deeper understanding translates into improved writing skills as students are better able to organize their ideas, create engaging characters, and construct well-developed storylines. The findings indicate a noticeable improvement in the ATL competencies of the students, specifically with regard to writing. Students in the Primary Years Programme need to have strong writing skills in order to develop their critical thinking and effective communication skills. Story Mapping allows students to plan and organize their thoughts in an organized manner, which develops their critical thinking. By using this method, children not only become proficient storytellers but also acquire important abilities in self-control, problem-solving, and information management.

Within the Primary Years Programme, these improvements in ATL abilities have a major impact on students' overall growth and academic achievement. Overall, integrating the Story Mapping technique in the Primary Years Programme significantly enhance students' writing skills by providing them with a visual framework to plan and organize the writing.

Keywords: Writing Skills, Story-Mapping technique, English as a Second Language (EFL), Writing Challenge.