

# School narratives and written production: storytelling as a didactic strategy

*Narrativas escolares y producción escrita: el storytelling como estrategia didáctica*

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## Abstract

The research developed on storytelling as a didactic strategy to improve written production in seventh grade students of the Educational Institution Nuestra Señora del Carmen (Cartagena). A qualitative approach was used and through action research, an innovative didactic sequence supported by digital resources was designed, implemented and evaluated. In addition, the applied strategy allowed overcoming the limitations of traditional methods, strengthening competencies such as coherence, creativity and textual planning. An increase in motivation, self-esteem and critical thinking of students was evidenced, consolidating storytelling as an effective, adaptable and meaningful pedagogical tool for diverse educational contexts.

**Keywords:** Storytelling, Written production, Didactic strategy, Digital storytelling, Student motivation

## Resumen

La investigación desarrollada sobre el storytelling como estrategia didáctica para mejorar la producción escrita en estudiantes de séptimo grado de la Institución Educativa Nuestra Señora del Carmen (Cartagena). Se utilizó un enfoque cualitativo y mediante investigación-acción, se diseñó, implementó y evaluó una secuencia didáctica innovadora apoyada en recursos digitales. Además, la estrategia aplicada permitió superar limitaciones de métodos tradicionales, fortaleciendo competencias como coherencia, creatividad y planificación textual. Se evidenció un aumento en la motivación, autoestima y pensamiento crítico de los estudiantes, consolidando al storytelling como una herramienta pedagógica eficaz, adaptable y significativa para contextos educativos diversos.

**Palabras clave:** Storytelling, Producción escrita, Estrategia didáctica, Narrativa digital, Motivación estudiantil

### 1. Introduction

Written production constitutes one of the fundamental competencies in the academic and communicative development of students, since it allows the expression, organization and argumentation of thought. However, several studies warn that elementary school students show weaknesses in the construction of coherent, creative and structured texts (Cassany, 2006; Rincón and Bustamante, 2021; Caicedo et al, 2023, Caicedo et al, 2024). As a general objective, the purpose of this research is to strengthen the written production of seventh grade students of the Nuestra Señora del Carmen de Cartagena Educational Institution through the implementation of storytelling as a didactic strategy.

In such a way, the different actions that are pronounced and developed arise as innovative didactic strategies such as

storytelling, Salazar and Gómez (2019), point out that this is a narrative tool that allows students to create, imagine and communicate from meaningful experiences.

Another relevant aspect is that this strategy of using storytelling undoubtedly articulates the story with digital resources and school contexts, enhances motivation, creativity and critical thinking.

Authors such as Marulanda and Gutiérrez (2022), who point out that, storytelling in the classroom has two experiential actions since it not only stimulates writing, but also strengthens the student's self-esteem and emotional expression, promoting more comprehensive learning.

In this framework, the classroom is approached as a scenario of dialogue and emancipation, that is, where the student is seen as an active and participatory subject

in the construction of knowledge (Freire, 1970).

### **Theoretical Framework**

The theoretical framework supports topics related to storytelling, creative writing, and text production, highlighting that educational research has recognized writing as more than just the transcription of ideas—it is positioned as a sociocognitive and cultural practice.

First, the work of Carlino (2005) is addressed, who states that writing involves a process of knowledge construction, rather than merely a grammatical exercise. It is important to note that, from this perspective, the teaching of writing is transformed by proposing that literacy practices must be approached from meaningful contexts for the student, where critical thinking, language, and experience are effectively integrated.

Indeed, placing emphasis on storytelling, it has emerged as a learner-centered methodology in which the subject learns to narrate themselves and make sense of their world. Bruner (1997) maintains that the human mind organizes experience through narratives, which are fundamental to meaningful learning. In this sense, storytelling in the classroom not only develops linguistic competencies, but also fosters the construction of identity, empathy, and collective memory.

Robin (2008) contributes another key concept with the notion of digital storytelling, highlighting how technologies allow students to adjust and

combine multimedia elements with personal or fictional narratives. Similarly, Vásquez et al. (2025) underscore the role of social media and emerging digital trends in stimulating creativity, fostering motivation, and enhancing student engagement in the writing process.

Furthermore, authors such as Díaz and Hernández (2010) affirm that meaningful learning is consolidated when students are both emotionally and cognitively involved in the process. This is precisely what storytelling enables: writing from an affective and narrative dimension that resonates with the student's lived experience. In the same vein, recent studies by Villegas and Sandoval (2021) show positive results from the use of storytelling in Colombian public schools, revealing improvements in textual production and a growing interest in writing.

Thus, the state of the art demonstrates that storytelling is not a passing educational trend, but rather a well-established strategy that has evolved over decades to meet the challenges of holistic and transformative education.

## **2. Method**

This study is guided by a qualitative approach, which allows for a comprehensive understanding of social and educational phenomena by attending to the meanings that participants construct within their real-life contexts (Denzin & Lincoln, 2018). This proposed approach is linked to the socio-critical paradigm, which seeks not only to interpret reality but also to transform it through collective

reflection and the active participation of the individuals involved (Kemmis & McTaggart, 2005).

It is important to note that the selected method for this study was pedagogical action research. According to Elliott (1993), this method focuses on the need to articulate teaching practice with systematic reflection, enabling educators to intervene in and improve educational processes from within the classroom itself.

This model is cyclical and participatory in nature, consisting of phases such as diagnosis, planning, action, observation, and reflection. These stages enable the implementation of innovative strategies in this case, the use of storytelling to enhance students' written production.

According to Carr and Kemmis (1988), the pedagogical action research method not only transforms teaching practices, but also the conditions under which they occur, promoting sustained improvement in both teaching and learning.

The research was conducted at the Nuestra Señora del Carmen Educational Institution, located in Cartagena, and targeted seventh-grade students. The stages of the study were structured as follows:

- I. Implementation of the project: various pedagogical activities were designed and developed based on the storytelling strategy.
- II. Personal and fictional stories were also created.
- III. The use of digital tools such as Storybird was proposed.

IV. Multimedia presentations were used, along with spaces for shared reading and guided writing.

V. Improvements in textual coherence and cohesion were observed.

VI. A playful, participatory, and meaningful methodology was applied.

### 3. Results

The emerging results of this study demonstrate that the implementation of storytelling as a didactic strategy had a significant impact on strengthening the written production of seventh-grade students.

During the diagnostic phase, several recurring weaknesses were identified:

- a) textual coherence,
- b) logical sequencing of ideas,
- c) use of connectors and spelling, and
- d) low motivation toward the act of writing.

In the application phase, notable improvements were observed in:

- a) discursive organization,
- b) narrative creativity, and
- c) interest in writing.

These aspects were assessed through textual productions, monitoring rubrics, and systematic classroom observations throughout the process.

The implemented processes revealed that students demonstrated progress in writing autonomy, showing improvement in three key areas: planning, drafting, and revising their own texts with greater awareness of communicative purpose, as highlighted by Cassany (2006).

It is worth noting that the students' written expression competence was strengthened, particularly in terms of clarity, cohesion, and thematic relevance.

It is important to highlight that the integration of digital tools such as multimedia presentations, Storybird, and Google Drive not only made the process more dynamic but also fostered an interactive and collaborative environment, particularly when students shared, narrated, and expressed their experiences and imaginations.

In this regard, storytelling emerges as an effective pedagogical mediation tool to reframe writing in the classroom, generating meaningful learning, enhancing students' self-esteem, and promoting an inclusive and transformative educational environment.

#### **4. Conclusions**

In alignment with this, the research addressing storytelling reaffirmed its value as an effective didactic strategy, clearly demonstrating the strengthening of written production among seventh-grade students. A large portion of the students' creative, reflective, and expressive processes was evident, and its implementation fostered a more dynamic and meaningful learning environment.

One of the key conclusions highlights notable improvements in three areas: coherence, cohesion, structure, and creativity in the texts produced by students. Likewise, there was a significant increase in the appropriate use of connectors, punctuation marks, and

logical sequencing of ideas, indicating important progress in students' written communicative competence.

Considering the above, the narrative and emotional approach of storytelling made it possible to foster students' motivation, interest, and self-esteem in the writing process. This outcome reflects how learner-centered methodologies, grounded in personal experience, support the development of communicative skills from a humanistic and inclusive perspective.

As a result of this conclusion, the integration of digital tools and multimedia resources strengthened students' active participation and collaborative work, promoting dynamic and innovative learning environments aligned with the demands of today's technological context. Furthermore, this technological mediation contributed to the development of critical thinking, autonomy, and self-regulation in written production processes.

In conclusion, it can be affirmed that storytelling functions not only as a tool to improve writing, but also as a vehicle for pedagogical transformation, as it allows students to narrate, understand, and re-signify their reality, while developing citizenship, communicative, and socio-emotional competencies.

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