The Effectiveness of Story-Mapping in Developing Preparatory Stage EFL Students' Short-Story Writing

By

Heba Abd El-Hamed Hassan El-Kholy

Supervisors

Dr. Aly Abdulsamea Qoura   **Dr.Mervat Saleh Al hadidy**

The Effectiveness of Story-Mapping in Developing Preparatory Stage EFL Students' Short-Story Writing

Heba Abd El-Hamed Hassan El-Kholy

Abstract

The study aimed at developing the preparatory stage EFL short story writing by using story-mapping. The participants of the study were forty students selected from the third grade preparatory stage students at Al- Azhar Mansoura Experimental Preparatory Institute for girls, Mansoura Governorate. The study adopted the quasi-experimental research design. So, there were two groups: an experimental group (n=20) and a control one (n=20). To collect data, the researcher used multiple instruments: a short story EFL writing skills test administered as a pre-posttest, a short story EFL writing skills checklist and a short story EFL writing skills rubric. The researcher taught both groups: the experimental group was taught through the story mapping strategy while the control group was taught through the traditional way of teaching. The results of the study revealed that there were statistically differences between the mean score of the experimental group in short story writing skills in favor of the experimental group. The effect size of the story-mapping strategy was found to be high. The study recommends using the story mapping as a strategy in teaching EFL skills.

Key Words: Story-mapping, writing.

Introduction:

Writing is a significant skill in language production. It is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. It seems to be the most difficult skill, even for native speakers of English language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in an organized way. It is a means by which learners can express their own thoughts, opinions, and viewpoints freely without the pressure of face to face communication." Therefore, writing gives students a great opportunity to be innovative in language and interact with it.

A number of researchers concentrated on improving the writing skills in their studies. Gouty and Lid (2002) implemented a program to improve students' writing ability. The study participants were first and third grade students in a middle class community in the Midwest. They used the

necessary materials that can enhance writing activities. They also constructed a writing unit. Study instruments included surveys, teachers and students' writing performance and self-editing checklists. Study results indicated that the students' use of grammar and vocabulary has increased. The students' self- editing skills and attitude toward writing have increased, as well.

As for short story writing, Murdoch (2002, P.17-19) stated that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance EFL courses for learners at intermediate level of proficiency". He added that based on short stories, instructors can create a variety of writing activities to help students develop their writing skills.

Moreover, short story writing helps students to discipline their writing, emphasizes conciseness, and sharpen grammar skills. Self-expression is also an important ingredient in all good essays.

The purpose of the story mapping is to have students construct a story in their minds without using the given visual material as story map after a certain time. As it works as a schema construction that represents the relationships between different parts of a story in order to draw the attention of the reader.

Referring to the importance of story mapping, Calvisi and Rich (2013:1) assured that the story map could be used to construct a new narrative. It doesn't dictate or tell a man what to write. It provides a framework to maintain a cohesion built on theme and escalating the events reaching the conflict. They highlighted that utilizing story maps showed how professional screenwriters structure their stories as story map is a form not a formula that unlocks the building blocks of a narrative.

Review of Literature

A number of studies focused their attention on developing the writing skills in general and the short story writing skills in particular. So, it becomes the subject of several research works. For example, Hadfield and Hadfield (2008) explained that writing is a skill that requires both mental and physical efforts as learners need to select appropriate words then putting these words on paper. There are some transcriptional skills that learners need to master such as good handwriting, correct spelling, generating clear and relevant ideas and the ability to translate this into a piece of writing.

Writing

Writing is one of the major skills that pupils need to master. It doesn't only involve the transcription of speech but to make sure that students

master the language. In the process of writing, learners do not write a number of unrelated sentences, but they produce a sequence of sentences arranged in a specific order and connected together in certain ways to form a coherent whole.

When learners write, they need to imagine, organize, draft, edit, read, and re-read till they introduce their products to the audience. Therefore, writing is seen as an important skill in English acquisition as it is the best way to reinforce grammatical structures and vocabulary that students learn (Cole and Feng2015).

Mckinley (2013) defined writing as a difficult process to learn. Achieving   mastery is not only grammatical patterns but also the rules of writing such as organization of ideas, choosing   appropriate vocabularies and sentence structure to create an appropriate cohesive form of writing.

Importance of Writing

Polkinghorne (2013) explained that writing is a form of expression, communication, and exploration. With writing, students can create, describe, report, influence, and impress. It helps them to illustrate thoughts, put emotion into words, express attitudes, and find answers.

Moreover, Writing is regarded as a signal of academic achievement. Thus, writing skills is classified into (1) higher writing domains, which include planning, organizing, editing, revising and drafting the content; (2) lower writing domains, which include grammar, mechanics of writing, and vocabulary.

The basic reason for improving the writing skill is training students to express themselves using written English. The students who have a good writing skill are able to connect sentences with appropriate sentence connectors, arrange thoughts and ideas around the topic logically, assess the importance of a word or a sentence in the written passage.

Short Story Writing

Short story writing aims to present a story based on personal experiences or imaginative events. It must refer to the following three main elements (Sue, 2007):

• Introduction to the story

 This indicates the extent of the writer's ability to provide the topic and draw the readers' attention to the elements of the story.

• Body of the story

 Behavioral indicators prepare the plot and they could reach with it to the climax and discover its moral.

• Conclusion

It is the resolution of the story's problem and statement of a logical conclusion.

Concerning short story writing which is a main concern of the current study, Murdoch (2002) indicated that "short stories can, if selected and appropriately, provide quality text content which will enhance EFL courses for learners at intermediate level of proficiency". He added that based on short stories, teachers can create a variety of writing activities to help students develop their Skills of writing.

Studies related to improving Witting skills

Elghotmy (2004) conducted a study to investigate the use of the holistic approach to improve second year preparatory students' writing skills. The study showed that there was an improvement in the students' ability in writing paragraphs as they gained abilities to respond correctly to various types of writing skills. All the improvements were due to the holistic approach.

Foo (2007) revealed the effect of using process-genre writing strategies on English Language Learners in Malaysia. Results of the study showed that there was a noticeable improvement in the experimental group students' overall writing proficiency.

Mohamed (2012) explored the effect of using a program based on authentic approach on increasing the experimental preparatory stage pupils' environmental awareness and writing skills. The results indicated the positive effect of the suggested program on increasing pupils' environmental awareness. Results indicated that there was development of the writing skills, as well.

A number of studies focused on enhancing EFL students' writing skills such as Masood (2005); Selim (2008) and Abu Armana (2011). Masood (2005) conducted a study on exploiting authentic materials for developing writing skills. The results indicated that authentic materials were effective in developing students' writing skills rather than traditional approach.

From reviewing the previous related studies, the researcher noticed that there is a need to improve EFL students' writing skills and how to enhance their ability to write. These studies recommend that teachers should be aware of effective methods to teach writing and how to select the appropriate methods for their students according to the context and their interests. Therefore the researcher will conduct a study using the story mapping to develop preparatory stage EFL students' short story writing.

Story Mapping

Story mapping is a chart, schemata or framework that helps students plan before writing a story as a prewriting activity for organizing thoughts before writing original fiction. It could also be used in summarizing a story and criticizing its elements.

According to the National Education Association (2013), a story map is a strategy that encourages students to identify main events in a story, recognize sequence, and visualize ideas and events in a story. After reading a story, students drew a map that included written summaries and pictures illustrating the main ideas in the story and indicated the order in which the events occur.

Importance of Story Mapping

Regarding the importance of story mapping, Mendiola (2011:2) agreed that its advantages were as follows

- The story map is an effective, practical way that help students organize story content into a coherent whole.
- These concrete representations aid students visualize the story.
- It enables students to store inforn1ation in their personal schema more efficiently and facilitates the recall of story elements more accurately.

Patton(2012) added that story mapping benefits could be represented in the following areas:

For teacher:
- It reduces the burden on teachers.
- It provides appropriate new teaching style.
- It is a great visual alternative to traditional project plans.
- It is a useful model for discussing and managing scope.
- For students:
- It assists students in writing activities.
- It allows the student make projection of characters on his real life.
- It helps students of varying abilities organize information and ideas efficiently.

The Components of Story Mapping

According to Smiley and Bert (2005) artistic components of story mapping are:

- Theme: Each story must have a theme that represents the basic idea about which the whole story is written. It refers to the moral lesson of the story delivered at the end of the story.
- Setting: refers to when and where the story occurs (time and place).

- Characters: refers to the most important players in a story as there is no literary work without human agent. Smiley and Bert (2005: 123-150) defined characters in the literary work as the personages performing actions through their words and deeds.
- Plot: is the organization of materials. The work of plotting is figuring out how to arrange the sequence of what happens in a story.
- Conflict/Problem: is the dilemma a character has to solve, it shows the central point around which the story is centered. It is also defined as problems and emotions providing the obstacles to be overcame in a work of fiction.
- Events/Actions: refers to what happens, and the attempts and actions by the main characters to resolve the problem or conflict. This element is divided into two main categories: the rising actions refer to the events leading to the climax, while the falling actions refer to the events leading to the solution of the problem. In rising action, tension increases, while in the falling action, the events move towards the solution.
- Resolution/Solution/Conclusion: refers to the final outcome of the attempts to resolve the problem or conflict.

All these elements have a circular relation, as one element cannot do without the others. They all work as a completed whole.

The Procedures of Story Mapping:
Wright (2003) summarized the story mapping procedures as follows:

After students silently read a story, each student has a paper copy of the map. With the teacher's assistance, the students complete the story maps together.

1. After completing the story map, students answer nine comprehension questions independently:

- When and where did the story take place?
- Who were the major characters in the story?
- Were there any other important characters in the story? Who?
- What was the problem of the story?
- How did the problem be solved?
- Was it hard to solve the problem? Explain.
- Was the problem solved or not? Suggest reasons.
- What did you learn from such a story? Explain.
- Can you think of a different ending?

2. After understanding the mapping procedure, students complete the story maps without the teacher's guidance. Then the teacher regroups the students so as to correct their story maps.
3. Finally students are able to answer the comprehension questions without the preceding story map exercise.

Studies Related to story mapping

A number of studies were done on the effect of story mapping strategy on enhancing the writing skills.

The study of Tabatabaei (2012) was conducted to determine the effect of story mapping on writing performance on (30) Iranian EFL learners in terms of writing components (organization, content, mechanics, and style). The experimental group received four sessions of instruction on how to use story mapping strategy in writing personal narratives. One-way ANOVA indicated that the experimental group that used story mapping strategy, made more progress in their personal narrative writings, and also, the second language (L2) learners made more progress in all writing aspects.

Sidekli (2013) discussed the significance of story map in improving story writing skills through conducting a study. The purpose of written expression Judies is to have students explain their knowledge, feelings, ideas and imaginations in a correct and effective manner. Findings proved meaningful difference between pre-assessment and final assessment in favor of final assessment. Besides, the classroom teacher candidates described the main character, secondary character, environment and time at a higher level in their stories.

Gebril's study (2014), aimed at developing English writing skills for primary school students through using some visual learning strategies including mind mapping and story mapping. The finding indicated that there is a statistically significant difference between the mean scores of the experimental group on the pre and post administrations of the writing test in the overall writing skill in favor of the post administration.

Zidan (2016) conducted a study to improve creative writing through story mapping.The study finding revealed that the students' mean scores of the creative writing skills' post-test and at the post administration of the empathy scale as a whole were notably higher than those of the pre-administration of the previously mentioned. This proved that there was an improving level of the students' abilities after they got treatment through utilizing story mapping strategy. It meant that story mapping strategy was

effective in improving students' achievement of creative writing skill and their acquisition of empathy dimensions.

Reviewing the literature, it was found that story-mapping is very beneficial to develop students' writing skills.

Problem of the Study

The problem of the present study is that EFL third year preparatory stage students have poor performance in short story writing. This is obvious in their inability to use mechanics of writing, to summarize, or paraphrase a passage. They also could not crystalize the main idea, or even relate the sub-ideas to each other in a logic sequence. Therefore, this study proposes the use of the story mapping technique to develop students' short story writing and their motivation towards it.

Questions of the Study

The present study attempts to find an answer to the following questions:

1. What are the skills of short story writing?
2. What is the impact of using Story Mapping strategy on developing preparatory stage FEL students' short story writing skills?

Hypotheses of the study

1. There is a statistically significant difference at 0.5 level between the short story EFL writing skill test mean score of control and experimental group in favour of experimental group.
2. There is a statistically significant difference between mean score of the experimental group pre-post short story EFL writing skills test in favour of the post administration.

Significance of the study

This study would hopefully be helpful to the following:

- Preparatory Stage Students; in enabling them to develop their short story writing skills. It may improve their abilities to draw story map for any short story. It might raise their motivation to write, achieve better understanding of the short story.
- EFL Supervisors and Teachers; as it might provide them with practical procedures to develop their methods in teaching short story writing, through:
1. Presenting a suitable instrument to measure EFL third grade preparatory students' short story writing skills.
2. Presenting a suitable instrument to measure EFL third grade preparatory students' motivation.

3. Presenting a procedural model for using story mapping strategy in improving EFL third grade preparatory students' short story writing and their motivation towards it.

Delimitations of the Study

This study is delimited to:

1. 40 EFL third grade preparatory stage students at Al- Azhar Mansoura Experimental Preparatory Institute for girls, Mansoura Governorate.
2. Short stories of: Robinson Crusoe by Daniel Defoe and The Red-Headed League by Sir Arthur Conan Doyle. (Adapted versions assigned to the FFL third grade preparatory students.
3. Some writing skills that are related to short story writing such as summarization, elaboration, transition, and mechanics of writing.

Methodology

Design

In this study, the researcher adopted the quasi-experimental design that aimed at investigating the impact of using story-mapping to develop preparatory Stage EFL students' short-story writing and their motivation towards it. Participants were divided into two groups. The control group learned through the regular teaching methods for teaching writing and the experimental group learned the story mapping strategy. To identify the students' actual level in writing before receiving any instruction, a pre-test was administered to the control and the experimental group. Then, the proposed sessions were conducted to the experimental group to develop the short story writing skills. After the treatment, the control group and the experimental group had the post-test to measure the improvement. Later, a comparison of the two groups' scores in the pre-posttest was made.

Participants

Participants of the study were Al- Azhar 3rd year preparatory stage students at Mansoura Experimental Preparatory Institute for girls enrolled in the 1st term of the 2020/ 2021 school year. Participants of the study comprised of (40) students divided into a control group (N: 20) and an experimental group (N: 20).

Instruments

Instruments used in this study had been designed by the researcher. They were used for the purpose of collecting data of students' writing skills and their motivation towards writing and to investigate the impact of using story mapping strategy to improve preparatory stage EFL students' short story writing and their motivation towards it. These instruments were:

- A Short Story EFL Writing Skills Test administered as a pre-posttest.

- A Short Story EFL Writing Skills Checklist.
- A Short Story EFL Writing Skills Rubric.

Definition of terms

Writing

In this study writing is a means by which students can express their thoughts in spontaneous and innovative manner to write a short story using short story writing skills such as summarizing, mechanics of writing, paraphrasing, coherence and cohesion.

Story Mapping

In this study story mapping is a strategy in a form of an organizer or a diagram through which students can rearrange, outline the story in a logical sequence. It helps students to analyze the story key elements such as: characters, theme, setting, events, conflict, plot, and resolution. Consequently it helps them generate ideas and write good short stories.

Short story

In this study short story is a fictional work of prose that is shorter in length than a novel that can be read in one sitting. It usually focuses on one plot, one main character (with a few additional minor characters), and one central theme. It is often judged by its ability to provide a "complete" or satisfying treatment of its characters and subject.

Results and discussions

The results of the study are discussed in the light of theoretical background and related studies. In addition, discussion of the findings is provided in the light of research hypotheses concerning the pre and post treatment of the study instruments.

Testing the first hypothesis

The first hypothesis stated that "There is a statistically significant difference at 0.5 level between the short story EFL writing skill posttest mean score of control and experimental group in favour of experimental group."

To test this hypothesis, Mann-Whitney Test was used to determine the significance of the mean scores of the control and experimental groups on the post administration of the short

Table (1)
Comparing the mean scores of the experimental and control groups in the post administration of the short story writing test as a whole and its sub-skills story writing test.

VARIABLES	The group	N.of cases	Mean Rank	Sum of Ranks	Z.Value	Sig.
Lead	Control	20	10.50	21.00	-5.62	0.01
	Experimental	20	30.50	61.00		Sig.
Transition	Control	20	10.50	21.00	-5.79	0.01
	Experimental	20	30.50	61.00		Sig.
Ending	Control	20	10.50	21.00	-5.67	0.01
	Experimental	20	30.50	61.00		Sig.
Organization	Control	20	10.50	21.00	-5.59	0.01
	Experimental	20	30.50	61.00		Sig.
Mechanics of writing	Control	20	10.50	21.00	-5.55	0.01
	Experimental	20	30.50	61.00		Sig.
Sentence formation	Control	20	10.50	21.00	-5.81	0.01
	Experimental	20	30.50	61.00		Sig.
Word choice	Control	20	10.50	21.00	-5.67	0.01
	Experimental	20	30.50	61.00		Sig.
Elaboration	Control	20	10.50	21.00	-5.71	0.01
	Experimental	20	30.50	61.00		Sig.
Description	Control	20	10.50	21.00	-5.71	0.01
	Experimental	20	30.50	61.00		Sig.
Purpose	Control	20	10.50	21.00	-5.67	0.01
	Experimental	20	30.50	61.00		Sig.
All Test	Control	20	10.50	21.00	-5.43	0.01
	Experimental	20	30.50	61.00		Sig.

The statistics in table (1) indicates:

There is a statistically significance difference between the mean score ranks of the experimental and control groups in all test sub-skills at the .01level in favour of the experimental group. The Z-value ranged from (-5.81) for the "sentence formation skills" and (-5.55) for the "mechanics of writing" skills. The Z-value for the total test scores was (-5.43). All the Z-values were significant at 0.01 level.

These significance differences could be ascribed to the use of the story mapping strategy in teaching the writing skills. This can be illustrated through the following figure:
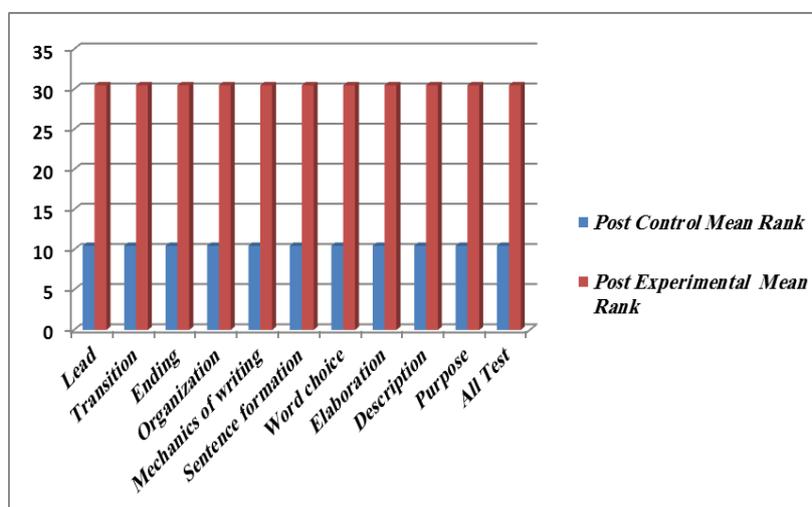

Figure (1) the mean score ranks of experimental group and control groups on the post administration of the short story writing test and the total score

Testing the Second Hypothesis:

The second hypothesis stated that "There is a statistically difference between mean score of the experimental group pre-post short story EFL writing skills test administration in favour of the post administration.

To test this hypothesis, Wilcoxon Signed Ranks Test was used to determine the significance of the mean scores of the experimental group on the pre-post administration of the overall short story writing test.

Table (2)
Comparing the mean score of the experimental group students in the pre and
post administrations of the short story writing test as a whole and
its sub-skills

VARIABLES	Rank	N.of cases	Mean Rank	Sum of Ranks	Z.Value	Sig.	حجم التأثير η2	Effect size
Lead	Negative Ranks	0	0.00	0.00	-4.01	0.01	89.6%	High
	Positive Ranks	20	10.50	210.00				
	Ties	0						
	Total	20						
Transition	Negative Ranks	0	0.00	0.00	-4.06	0.01	90.9%	High
	Positive Ranks	20	10.50	210.00				
	Ties	0						
	Total	20						
Ending	Negative Ranks	0	0.00	0.00	-4.03	0.01	90%	High
	Positive Ranks	20	10.50	210.00				
	Ties	0						
	Total	20						
Organization	Negative Ranks	0	0.00	0.00	-3.94	0.01	89.3%	High
	Positive Ranks	20	10.50	210.00				
	Ties	0						
	Total	20						
Mechanics of writing	Negative Ranks	0	0.00	0.00	-3.99	0.01	89.4%	High
	Positive Ranks	20	10.50	210.00				
	Ties	0						
	Total	20						
Sentence formation	Negative Ranks	0	0.00	0.00	-4.01	0.01	89.6%	High
	Positive Ranks	20	10.50	210.00				
	Ties	0						
	Total	20						
Word choice	Negative Ranks	0	0.00	0.00	-4.03	0.01	90.1%	High
	Positive Ranks	20	10.50	210.00				
	Ties	0						
	Total	20						
Elaboration	Negative Ranks	0	0.00	0.00	-4.04	0.01	90.4%	High
	Positive Ranks	20	10.50	210.00				
	Ties	0						
	Total	20						
Description	Negative Ranks	0	0.00	0.00	-4.02	0.01	89.8%	High
	Positive Ranks	20	10.50	210.00				
	Ties	0						
	Total	20						
Purpose	Negative Ranks	0	0.00	0.00	-4.03	0.01	90%	High
	Positive Ranks	20	10.50	210.00				
	Ties	0						
	Total	20						
All Test	Negative Ranks	0	0.00	0.00	-3.93	0.01	87.9%	High
	Positive Ranks	20	10.50	210.00				
	Ties	0						
	Total	20						

The statistics in table (2) indicates:

There is a statistically significance difference between the mean score ranks of the experimental and control groups in all test sub-skills at the .01level in favour of the experimental group. The Z-value ranged from (-4.06) for the "transition" skills and (-3.94) for the "organization" skills. The Z-value for the total test scores was (-3.93). All the Z-values were significant at 0.01 level.

It is apparent from table (2) that a high effect size of the experimental treatment (using story-mapping strategy to teach writing) was evident for all sub-skills and the total test score. The high effect size for the sub-skills ranged from (89.3%) for "organization" to (91%) for "transition". The high effect size for the total test score was (88%).

The number of cases of the experimental group ranks on the skills of the short story writing test and the total score before and after the administration of the treatment can be illustrated through the following figure:
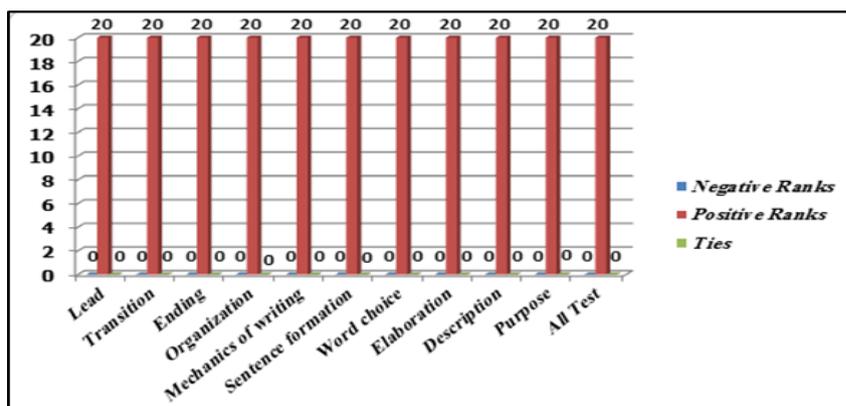

Figure (2) the number of cases of the experimental group ranks on the skills of the short story writing test and the total score before and after the administration of the treatment

The impact of the Story Mapping strategy on the short story writing test can be illustrated through the following graph:
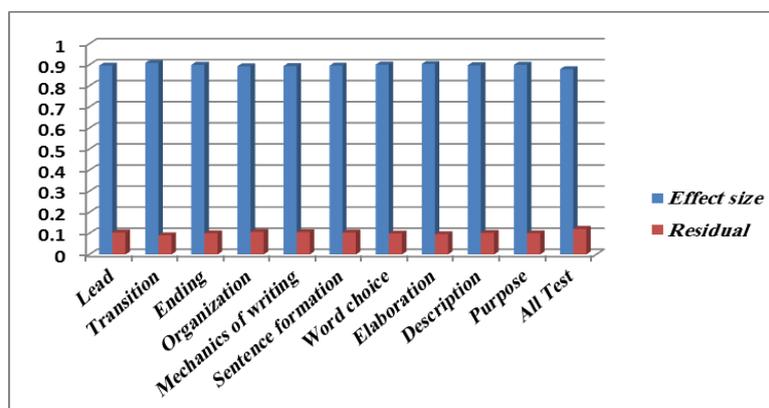
Figure (3) the impact of the story mapping strategy on the short story writing skills and the total test score.

Discussion of Results

The present study reached the following results:

1. The experimental group students outperformed their control counterparts in the short story writing. The difference between the two groups was significant at the 0.01 level.

2. These results are agreed with the results of a number of previous studies in the field of EFL such as (Daqi,2000; Kari,2003; Sharroek,2008; Brunner,2010; Ibnian,2010; Tabatabaei,2012; Sidekli,2013; Gebril,2014; and Zidan,2016.

In developing the short story writing skills, the current study is in agreement with Ibnian (2010) who assured the effectiveness of using the story mapping technique on developing tenth grade students' short story writing skills. And also with Gebril (2014) that proved the effect of using some visual learning strategies including the story maps on developing the writing skills for primary school students.

Moreover, the results of this study are also in agreement with Zidan (2016) who showed that there is a positive effect on the creative writing of EFL experimental language secondary stage students in favour of using story mapping strategy.

3. The present study revealed the effect size of story-mapping strategy on students' short story writing skills was large as the students of the experimental group outperformed those of the control group on post administration. These results are similar to Ibnian,2010; Gebril,2014; Zidan,2016), they also implied that traditional teaching writing strategies do not develop students' writing skills.

4. Based on the experiment and its findings, there is a positive effect on students' motivation towards writing through utilizing the story maps. These findings are similar to Ignatius, Nyoman, Degeng, & Imam, (2016) who tested the advantages of story mapping methods on developing motivation toward learning outcomes on short story writing skills.

These positive findings and significant differences between the control and experimental group might due to the efficiency of the story-mapping strategy. The treatment had certain features that helped the experimental group do well on the post administration of the per-posttest of short story writing skills test.

To sum up, the previous discussion revealed that all hypotheses of this study were accepted and proved that story-mapping strategy was effective in developing the EFL third grade preparatory students' short story writing skills and their motivation towards it, and are accounted for the following as final results:

1. Significant difference at 0.5 level between the short story EFL writing skill test mean score of control and experimental group in favour of experimental group.
2. Statistical difference at 0.5 level between mean score of the experimental group pre-post short story EFL writing skills test in favour of the post administration.
3. Statistical significant difference at the 0.5 level between the short story writing motivation mean score of control and experimental group in favour of experimental group.
4. Statistical significant difference at the 0.5 level between mean score of the experimental group pre-post Motivation scale in favour of the post administration.

The researcher benefited from the review of literature and related studies in formulating the problem, questions and hypotheses of this study. She also adapted some of the instruments and components of the study program in terms of the review of literature.

Conclusions

Based on data obtained from the short story writing skills' test and the motivation scale towards writing, the study findings showed that the students' mean scores of the short story writing skills' post-test and the post administration of the motivation scale as a whole were notably higher than those of the pre-administration of the previously mentioned. This proved that students' writing and motivation after they got the treatment through

using story-mapping. It meant that story-mapping was effective in developing students' short story writing and their motivation towards it.

In addition, story-mapping had an effective influence on the experimental group students in better acquisition of the whole story by identifying its elements illustrating how they were related to each other. This helped students in organizing their ideas before writing. Hence, the story-mapping had superiority over the regular method in teaching short story writing.

Using story mapping in teaching short story writing gave the students the opportunities to write a summary of a story, compose a new short story. As a result they became active learners. Moreover, it motivated them to express their thought freely according to the story main elements.

Furthermore, Story-mapping fosters motivation towards writing as it enables students to identify main story components and how to organize their thoughts in a meaningful form of writing.

Finally, it could be concluded that story-mapping developed EFL students' short story writing skills and motivated them towards writing.

Recommendations

Based on the findings and conclusions of this study, some recommendations are presented to meet the concerns of English teachers, and Ministry of Education

For teachers
1. Teachers should focus on teaching short story writing skills, giving the students the opportunities to practice writing short stories.
2. Teachers should employ story-mapping in their teaching, especially short story writing.
3. Teachers should pay more attention to the development of students' motivation towards writing.

For students
1. Students should pay attention to story-mapping as an effective strategy for developing writing skills.
2. Students should be encouraged to practice short story writing, expressing their thoughts freely as possible as they can.
3. Students should be encouraged to design their own story maps for the story or a novel they had learnt.

For Supervisors and School Principals
Supervisors should train teachers to use story-mapping.

For Policy Education Makers (Al-Azhar, Ministry of Education) and curriculum designers

1. Curriculum designers should adopt story mapping for teaching English in general and EFL short story writing skills in particular.
2. Policymakers should organize conferences for researcher-teachers to discuss and share experiences regarding using story-mapping in EFL classrooms
3. Policymakers should integrate story-mapping into new educational methods.

Recommendation for further studies

In order to extend the findings of this study, the researcher recommend the following:
1. Investigating the effectiveness of using online story-mapping strategy on writing skills
2. Investigating the effectiveness of using story-mapping on different school levels.
3. Investigating the relationship between story-mapping and academic achievement in EFL classroom.
4. Finally, the researcher suggests further studies to investigate the effect of visual graphs such as mind maps and concept maps on developing students writing skills.

References
1. Abu Armana, M. (2011). The impact of a remedial program on English writing skills of the seventh grade low achievers. Published MA thesis, faculty of Education, Gaza University.
2. Calvisi, D.P. & Rich, W.R,(2013), Story map: the films of Christopher Nolan. Los Angeles: Act four screen plays and screenplay How to.
3. Cole, J., & Feng, J. (2015). Effective strategies for improving writing skills of elementary English language learners. Chinese American Educational Research and Development Association Annual Conference, April 15-16, 2015 in Chicago, IL
4. Elghotmy, H. E. (2004). Effect of the Holistic Approach on Developing Preparatory Stage Students' Writing Skills Unpublished master Thesis. Faculty of Education. Menofia University, Egypt.
5. Foo, T. (2007). The effects of the process-genre approach to writing instruction on the expository essay of ESL students in a Malaysian Secondary School. (Unpublished PH.D. dissertation). University of Malaysia.
6. Gouty J. and Lid. S. (2002). Improving Student Writing Ability the Use of the Teacher Intervention. M.A. Thesis. Illinois, Chicago . Saint Xavier University.

7. Hadfield, J.,& Hadfield, C.(2008). Introduction to teaching English. Oxford university press.
8. Masood, A. (2005). Exploiting authentic materials for developing writing skills. Published MA thesis, Pakistan,faculty of social sciences, Journal for the study of English Linguistics, 1(1).
9. Mckinley,J. (2013). Displaying Critical Thinking in EFL Academic Writing. Journal of Language Teaching abd Researh,44 (2) p195-208.
10. Mendiola, R.(2011). Reading Strategy: Story Map. Miami Dade College.
11. Mohamed (2012). The Effect of Using a Program based on Authentic Approach on Increasing the Experimental Preparatory Stage Pupils' Environmental Awareness and Writing Skills. Unpublished mater Thesis. Faculty of Education. Ain Shams University. Egypt.
12. Murdoch, G.(2002). Exploiting Well Known Short Stories for Language Skills Development, IATEFL LCS Newsletter 23,p.p.17-19.
13. National Education Association NEA.(2013). A Story Road Map. Retrieved from http://www.nca.org/tools/a-story-road- map.html
14. Patton, J. & Economy, P. (2014). User Story Mapping: Discover the whole story, Build the right product. The United States of America: O'Reilly Media.
15. Polkinghorne, M. (2013). Top research – based writing strategies for motivating Early elementary stage. Northern Michigan University. In partial fulfillment of the requirements for the degree of MASTER OF ARTS.
16. Selim, M (2008). The Effectiveness of a program based on individualized activities in developing first Prep pupils' writing skills and their Interest in English. Cairo University. Institue of Education Studies
17. Smiley, S & Bert, N.A.(2005).Playwriting, the Structure of Action, Revised and Expanded Edition. United States of America: Yale University Press.
18. Sidekli, S.(2013). Story map: How to improve writing skills. Educational Research and R Gebril, O. (2014) The Effect of Using Some Visual learning Strategies on Developing English Writing Skills for Primary School Students. Unpublished MD.thesis. Ain Shams University.
19. Sue, T. (2007). Narrative Story Writing Retrieved from http://www.narrative.org

20. Tabatgbaei ,0.(2012). The Effect of Story Mapping on Writing Performance of Iranian EEL Learners. Foreign Language Teaching and Research, 1(1), 57-70.
21. Wright, D,B (2003). Group Story Mapping. Retrieved From http://www.pent.ca.gov/acc/groupstorymapping.pdf
22. Zidan, S. (2016). Utilizing Story Mapping Strategy to Improve EFL Experimental language Secondary Stage Students' Creative Writing and Empathy of the Story Characters. Unpublished MD. thesis. Zagazig University.Zagazig Egypt.