

PERSONAL NARRATIVES: A PEDAGOGICAL INTERVENTION IN WRITING

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ABSTRACT

One neglected skill in language is writing though it has also been abused in terms of its use as a prime activity during “performance tasks. In this study personal narratives as a pedagogical intervention were used to produce a guide in writing among learners. It motivated them to improve their writing skills that recount the daily life’s experiences, thoughts and feelings that connect to local and global concerns. From this, 36 participants were selected according to the qualifications set while undergoing Inclusion and exclusion process. Writing outputs were collected, analyzed, coded, categorized through the content analysis and the thematic approach. Themes from these narratives emerged. To ensure validity of the results, semi-structure interview and the focused-group discussion (FGD) were conducted to ensure the veracity and appropriateness of the guide question through the a priori code. From this, guides were clearly laid out according to style with focus on foreshadowing, plot twist, revelation, unexpected events, flashback, red herring, deus ex machine, characterization, diction, syntax, tone, voice and a combination of the kinds of communication with narratives on the lead Personal narratives as a pedagogical intervention for learners when guided accordingly and taken with utmost care and confidentiality that gave access to the fluidity in the creation of ideas and concepts, development of their logical and critical thinking, and germinate their ability to reason in relation to their experiences and make up own identify. Thus, writing as a language skill can be better achieved or extracted from learners.

Keywords: Life experience, writing-guide, writing style thematic approach, content analysis , Philippines.