

Effects of Labov's Narrative Analysis Model on Chinese Senior High School Students' Continuation Writing Tasks' Performance

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Article Info
Received 6 September 2024
Revised 19 December 2024
Accepted 27 December 2024
Available online 29 December 2024

Abstract

The present study investigated the development of a continuation writing instruction design to improve the continuation writing abilities of Chinese Senior High school students in China through the application of Labov's Narrative Analysis Model. The developed continuation writing instruction design was implemented with 50 experimental group students compared to another 50 control group students. Data were collected through a pre-test and post-test of the experimental group students regarding Complexity, Accuracy, and Fluency. They were analyzed quantitatively by basic statistics programs by mean value comparisons and qualitatively by genre-based analysis following the guidance of Labov's Narrative Analysis Model. After the implementation of the writing instruction design, the students improved their narrative writing significantly in terms of Accuracy and Fluency at the significant value of .01. However, they decreased in terms of complexity at the significant value of .05. Text organization and language features of the experimental group students' writings were improved significantly in terms of qualitative analysis by Labov's Narrative Model. Pedagogically, the study contributes valuable insights for both teachers and students. Teachers gain guidance on designing effective instructional strategies that integrate Labov's Narrative Analysis Model, nurturing students' narrative competence and writing proficiency. Students benefit from an enhanced understanding of their continuation writing needs. Future research may go along with strategies to overcome challenges encountered in continuation task completion.

Keywords: Continuation Writing Tasks, Senior High School Students, Labov's Narrative Analysis Model

Introduction

In recent years, the teaching and learning writing landscape in China has undergone significant transformations, reflecting broader educational reforms and technological advancements. Traditionally, Chinese education emphasized rote learning and memorization, strongly focusing on mastering classical Chinese literature and compositions. However, the modern educational framework increasingly prioritizes critical thinking, creativity, and practical communication skills.

The ongoing reforms and innovations aim to cultivate a generation of proficient and versatile writers prepared to meet the demands of a rapidly changing world. Continuation

writing, which involves extending a given story, poses its own set of challenges. Students often find narrative writing tedious because it requires significant cognitive effort, which is time-consuming and exhausting. Their reluctance is mainly due to difficulties in generating ideas, expanding on those ideas, and fear of making mistakes or needing more interesting vocabulary (Edmondson, 2018). Additionally, students need help to add details to their stories because their writing plans often need to be more complex.

This type of writing testing is unfamiliar to teachers and students, particularly in Heilongjiang province, where the first test is scheduled for June 2024. The teaching and learning methods used for continuation writing in other provinces may only partially suit students in Heilongjiang Province, making the task of continuation writing a significant challenge for both students and teachers in Heilongjiang Province, China.

Therefore, the present study aims at improving Chinese senior high school students' narrative writing abilities by having them practice continuation writing tasks guided by the designed continuation writing instruction based on Labov's Narrative Analysis Model under the guidance of the Sociocultural Theory.

Literature Review

Continuation Writing and its Application

Wang (2012) and his team conducted a series of studies on continuation writing, introducing foreign theories, further improving them in the Chinese social context, and proposing the theory of "sequel" in 2016, along with implementing empirical research. Wang (2009) proposed the "learn together, use together" principle, where L2 learners interact with and align to the original text continuously, improving their written production. Wang (2012) suggested combining interactive collaboration with foreign language teaching, and in 2012, he emphasized that the practical path for learning foreign languages is the "learn together, use together" principle. Wang (2012) also wrote about the advantages of continuation writing and its specific methods. Wang (2014) highlighted that learners actively output and promote foreign languages, needing to imitate through interaction in rich contexts, strengthening language output.

The theoretical foundation and operation mode of continuation writing were introduced comprehensively, leading to the proposal of the "sequel" theory, which includes "continuation" teaching design and sequel classification. This method has proven effective in enhancing English narrative writing. According to Wang (2016), the comparative continuation argumentation can overcome the limitations of continuation after reading. Wang's latest research in 2018 specifically detailed the steps of "multiple rounds of continuation writing" and "comparative continuation writing" to address weak interaction and insufficient language alignment.

Several empirical studies have confirmed that continuation writing promotes L2 learning.

Cai (2019) found that continuation writing is more effective than summary writing in promoting learners' use of verbs, nouns, and adjectives. However, Zhang (2021) discovered different effects on alignment through empirical comparisons of argumentation and narrative writing. The alignment effect in argumentation is more substantial than in narratives, and the frequency of errors is lower, though the linguistic output in narrative continuation writing is greater. Su and Zou (2024) found that continuation after reading promotes vocabulary acquisition more effectively than continuation after listening, significantly improving low-level students' lexical alignment and writing accuracy.

Due to limited resources, few studies on continuation tasks can be found abroad, but there is extensive research on reading-writing integration. For instance, Carroll et al. (2018) addressed the central relationship between reading and writing. Galaczi and Taylor (2018) emphasized that reception and production are related during language learning, like listening and speaking.

Producing coherent, fluent, extended writing in a second language is challenging (Hyland, 2019). Reading-writing integration addresses pressing issues in current writing research. Mulugeta (2021) and Ackerman and Kantz (1990) analyzed the process of reading and writing, viewing reading-to-write as a cognitive and social process. This research explored students' transition from high school to college, using textual analysis, teacher evaluation, and interviews to examine students' writing and revising processes, revealing that reading-to-write significantly enhances students' writing skills.

Virlan (2022) achieved success by detailing the relationship between reading and writing, suggesting teachers apply this connection in classrooms to promote language learning. Latimer (2018) reported a rapid increase in reading-to-write tasks for assessing academic writing in English, noting that these tasks lead to a more interactive process than traditional writing-only tasks.

Empirical research by Jiang and Chen (2015) highlighted that the continuation task improves writing ability through rich language contexts. Zhou (2021) argued that L2 learners' interest in source texts affects their written production, showing that interesting stories lead to fewer errors and longer stories that align more closely with the source text.

In recent years, the task has been continued in senior high schools, improving students' writing ability through reading-writing integration. Marcos et al. (2020) proposed that reading-to-write facilitates language production, logical thinking, and active learning. Teachers are advised to design continuation tasks according to the stylistic features of source texts and the cognitive characteristics of students, using group work activities to foster creative thinking.

Recent research suggests that reading and writing should be instructed simultaneously, with language production and reception being two sides of the same coin (Robinson & Robinson, 2001). Writing is learned and practiced through effective teaching methods, and there is a trend toward integrating language skills at home and abroad. Although the continuation task is an indigenized English learning method in China, its teaching concept is similar to reading-writing integration researched by many foreign scholars. The continuation task diversifies students' ideas and provides meaningful tasks, with theoretical and empirical studies at universities showing outstanding success.

Labov's Narrative Analysis Model

Earlier linguists, such as Ferdinand de Saussure, believed in a structural approach, suggesting that language was studied in isolation as a fixed, clearly defined set of symbols. However, William Labov's model of narrative analysis deviates significantly from this view. Labov posited that "one cannot understand the development of a language change apart from the social life of the community in which it occurs" (Labov, 1972). He believed that observing and recording sound changes alone could not understand the change process. Instead, the change had to be viewed within the context of the community where it was occurring.

Using this theory, Labov carefully chose communities where he could observe these processes most effectively. He conducted one of his first in-depth studies in Martha's Vineyard, a small, isolated island community in Dukes County, Massachusetts. Labov selected Martha's Vineyard because it was self-contained and physically isolated, located three miles

from the mainland. For his next series of studies, Labov focused on parts of New York City, mainly Black English, as it was used in Harlem. However, Harlem did not have the geographical isolation of Martha's Vineyard; racial and socioeconomic boundaries made it an isolated community.

Labov's model has profoundly influenced language studies since its introduction in 1972. It remains relevant today, even with the widespread growth of the internet, which has created new forms of informal communication. Linguist Michael Toolan suggests that Labov's model helps analyze internet writing, which is often less formal than academic writing but more structured than spoken language. As language continues to evolve, Labov's model will likely adapt to accommodate these changes, continuing to serve as a valuable tool for linguistic analysis.

Labov and Waletzky hypothesized that the basic structure of narrative style could be found in personal experience oral discourse. Labov introduced complete oral stories into the analysis of textual structure, identifying that a complete narrative text consists of six parts: abstract, orientation, complicating action, evaluation, resolution or result, and coda. These six parts reflect events' temporal, spatial, personal, and causal elements.

Labov's Narrative Analysis Model has been pivotal in sociolinguistics and offered insights into the relationship between language and social context. His work underscores the importance of considering the social dynamics of the community in understanding language change, making his model a timeless tool for linguistic analysis.

Assessment of Writing Performance

The importance of complexity, accuracy, and fluency (CAF) in second language (L2) writing has sparked the interest of L2 writing scholars during the last decade. Theoretically, CAF measures have been considered a fundamental construct in L2 writing research and adopted to find valid and reliable indices of L2 learners' language development and global proficiency. From a practical standpoint, CAF measures can be used to better understand L2 performances in writing classrooms (Alghizzi, 2017) and allocate appropriate pedagogical interventions. As such, learners are expected to produce more complex, accurate, and fluent written production. Calibrated pedagogical interventions could be initiated if learners are challenged to achieve this expectation.

In second language acquisition (SLA), three constructs, complexity, accuracy, and fluency (CAF), have been isolated to evaluate learners' language performance and development (Leńko-Szyma & Götz, 2022). Complexity, accuracy, and fluency (CAF) measures are considered essential components of language performance in writing (Phuoc & Barrot, 2022). Experts in the field of L2 acquisition have devoted close attention to studying the dimensions of CAF to understand language performance (Mohsine, 2021).

Norris and Ortega (2009) explain that the primary reason for measuring CAF in instructed SLA research is to "account for how and why language competencies develop for specific learners and target languages, in response to particular tasks, teaching, and other stimuli, and mapped against the details of developmental rate, route, and ultimate outcomes."

Meanwhile, complexity and accuracy reflect syntactic processing and thus draw on rule-based linguistic knowledge. Schepps (2014). maintain that a link exists between complexity and accuracy due to the state of the learner's interlanguage knowledge, which is partly declarative/explicit and partly procedural/implicit and may take the form of L2 rules or lexico-formulaic knowledge. Both complexity and accuracy relate to the representation of L2 knowledge and the level of analysis of internalized linguistic information.

Complexity and accuracy are often viewed as competition because increasing complexity reflects risk-taking and restructuring of learner languages. In contrast, accuracy measures a learner's ability to control his/her existing resources and avoid errors. Housen et al. (2012) argue that the three CAF aspects of performance are at least somewhat independent and are subject to different influences, whose exploration can have critical pedagogical implications in a task-based learning framework.

Researchers use different parameters to observe the development of the three CAF measures in learners' spoken and written language. Thus, considering the different parameters of the CAF measures is relevant.

Research Questions

The reviewed literature reveals a comprehensive understanding of the theoretical and empirical foundations necessary for developing continuation writing instruction. This instruction is based on Labov's Narrative Analysis Model, a well-established theoretical framework guided by Sociocultural Theory. The CAF (Complexity, Accuracy, Fluency) measures underscore the intricate interplay between different dimensions of L2 performance, highlighting both the trade-off effects and the potential for connected growth. This nuanced understanding informs the approach to continuation writing tasks, where balancing these dimensions is crucial for adequate language development.

Labov's Narrative Analysis Model, with its six-part structure (abstract, orientation, complicating action, evaluation, resolution, and coda), provides a robust framework for analyzing narrative texts. By integrating this model into continuation writing tasks, educators can offer students a structured yet flexible approach to narrative construction.

Empirical studies, such as those by Zhang (2019), demonstrate the effectiveness of continuation tasks in improving writing accuracy and complexity. These tasks require students to extend given texts, fostering more profound engagement with narrative structures and linguistic forms. The reviewed literature highlights the success of such methods in various educational contexts. However, a notable gap exists in applying these methods to Chinese senior high school students using Labov's model.

Addressing this gap, the present study aims to develop a continuation of writing instruction tailored to Chinese students, leveraging Labov's Narrative Analysis Model and Sociocultural Theory. This approach promises to enhance students' narrative writing skills and equip them with a clear structural framework and an understanding of the importance of social context and interaction in learning. By focusing on the practical application of these theories, the study seeks to contribute valuable insights and practical strategies to the field of language education, particularly in the Chinese educational context.

Based on these considerations, this study aims to address the following research questions:

How can Labov's Narrative Analysis Model be applied to develop instruction design?

How does Labov's Narrative Analysis Model develop Chinese Senior High School students' continuation writing ability?

Research Methodology

Participants

Participants included one class of 50 students as the experimental group students and another class of 50 students as the control group students; both group students have an average age of 15 years old from a senior high school whose English marks range from 85 to 95 in the senior high school entrance examination. They were from two intact classes taught by the same English teacher (the researcher herself). Detailed English marks for both groups are provided in the appendix. Before this study, all the participants were informed of the research purpose, and their identities were kept confidential throughout the research process.

Data Collection and Analysis

The teaching phase involved delivering the continuation writing teaching mode based on Labov's Narrative Analysis Model to the experimental group, while the control group received typical instruction. A pre-test was conducted for the 50 experimental group students to measure complexity, accuracy, and fluency (CAF) using the designed teaching mode. Data were stored for later analysis. Observations were conducted twice, using checklists and recommendations for adjustments in the teaching process. A post-test was administered to the experimental and control groups at the end of the instruction period, with results stored for later analysis. Pre-test and post-test data for the experimental group and final test data for the control group were analyzed using computer statistics software to assess improvements in continuation writing performance.

The collected data were organized categorically and chronologically and reviewed repeatedly to ensure thorough analysis. Transcriptions of interviews, teaching sessions, and assessments were meticulously examined. Quantitative data analysis was facilitated using SPSS version 21, while qualitative analysis was conducted on students' sample writings from pre-tests and post-tests, focusing on text organization and language features.

The mean value comparison between the pre-test and post-test of the experimental group students' scores in terms of CAF to show the changes in the experimental group students' English narrative writing abilities using a paired T-test; further, the mean value comparison was done between the experimental group students' post-test scores and the control group students' final scores to see the changes in terms of CAF, using independent sample T-test, and to see whether the designed continuation writing teaching was significantly better than the usual way.

The researcher carried out the assessments in terms of complexity, accuracy, and fluency, each with different variables contributing to the assessments.

The variables under CAF are shown in the following table:

Table 1: Indices of CAF

Dimension	Indices	Code	Formula
Complexity	Proportion of clauses to sentences	CS	Clauses/Sentences
	The mean length of sentences	MLS	Words/Sentences
Accuracy	Ratio of error-free phrases	EFP	Error-free Phrases /all phrases
	Ratio of error-free clauses	EFC	Error-free Clauses/All clauses
Fluency	Number of words per text	W	Number of words
	Clauses per text	C	Number of clauses
	Sentences per text	S	Number of sentences

Empirical Results and Data Analysis

Findings for Research Question 1: Continuation Writing Instruction Design

The teaching design and lesson plan are presented in terms of objectives, class background, planning, thinking and discussing, and writing. This design aims to help students understand the plot by analyzing and discussing the structure of the passage, to know how to predict and design plots by combing the main context and the two first given sentences, and to summarize the main steps and methods to finish the continuation task, thus improve their narrative writing abilities.

The teaching design was based on Labov's Narrative Analysis Model with the guidance of the Sociocultural Theory and is shown in the following table:

Table 2: The Framework of the Instruction Design

Continuation Writing				
Reading		Thinking & Discussion	Writing	
Skimming	Analyzing	Predicting & Planning	Drafting	Polishing
Main Idea	-Plot line (5W1H) -Emotional Line -Language features -Background Context	-Predictions(character actions, story outcomes) -Story Mountain (plot developments, solutions to the problems)	-Ten-sentence Outline	-Simple words to advanced - Expressions sentence patterns -Linking words
Abstract	Orientation	Complicating, Evaluation	Resolution	Coda(optional)
Scaffolding		ZPD, Activity Theory, Alignment		

The reading aims to help the students better understand the given passage. The abstract and orientation help the students find the main idea and six narrative elements: who, when, where, what, why, and how. This provides a good foundation for students' writing.

Abstract and orientation reading are often used in narrative comprehension to help the reader understand and engage with the story more effectively. The abstract is a concise summary or overview of the main ideas or events in the narrative. It typically highlights the key elements of the story, such as the main characters, their goals or conflicts, and the major plot points. The abstract provides a bird's-eye view of the narrative, allowing the reader

to quickly grasp the overall structure and direction of the story (Mackey, 2019). Orientation reading, on the other hand, involves gathering information about the narrative's setting, characters, and context before delving into the actual story (Cartwright, 2023). This can include reading the title, examining any illustrations or photographs, scanning the introduction or preface, and paying attention to any background information provided. Orientation reading helps the reader establish a mental framework for understanding the narrative by providing essential context and details that facilitate comprehension.

Both abstract and orientation reading serve as powerful tools for enhancing narrative understanding. They enable readers to approach the story with a clearer sense of what to expect and better understand the background and context. By utilizing these strategies, readers can more easily follow the plot, empathize with the characters, and make connections between different story elements.

In narrative reading, scaffolding is used to support and guide readers as they engage with and comprehend narratives (Martin, 2022). It involves providing learners with temporary support structures that assist them in understanding the story, making connections, and developing their reading skills. Scaffolding can take various forms depending on the reader's needs and abilities.

Apart from abstract and orientation, some common examples of scaffolding in narrative reading are Pre-reading activities, including activating prior knowledge, discussing the topic or theme, previewing the text, and setting reading goals, which help to create a foundation for understanding and engage the reader's interest; Vocabulary support, involving pre-teaching or providing definitions of key vocabulary words or using visual aids, such as pictures or diagrams, aid in comprehension; Reading comprehension strategies such as predicting, summarizing, making inferences, and asking questions can help readers develop these skills and apply them to the narrative; Text structure awareness, including the beginning, middle, and end, as well as the key plot points, characters, and conflicts, graphic organizers or story maps can assist in visualizing the narrative's organization and aiding comprehension. Discussion and reflection during or after reading help readers integrate their understanding of the narrative (Heller, 1999).

Scaffolding can involve prompts or guiding questions that encourage learners to think critically about the story, analyze characters and events, and connect to their own experiences (Coulson & Harvey, 2013). The goal of scaffolding in narrative reading is to gradually fade the support as learners become more proficient and independent readers. Through this process, readers develop a deeper understanding of narratives and become more capable of comprehending and analyzing stories independently (Kirchner, (2018).

Complicating and evaluation are two critical aspects of narrative reading that contribute to a deeper understanding and analysis of the text. Complicating refers to introducing conflicts, obstacles, or complexities within the narrative. It involves events, actions, or revelations that create tension, challenge the characters, and drive the plot forward. Complicating elements often disrupt the initial equilibrium of the story and introduce new challenges or dilemmas that the characters must navigate. Complicating events can be major turning points, unexpected twists, or revelations that change the course of the narrative. They add suspense, excitement, and depth to the story, making it more engaging and thought-provoking for the reader. Analyzing and understanding the complicating factors in a narrative allows readers to recognize key moments of conflict, suspense, or character development (Buckland, (2021).

Evaluation involves critically assessing and interpreting the narrative elements, including characters, events, themes, and authorial choices. It encompasses making judgments, analyzing motivations, and reflecting on the significance or meaning behind the narrative.

Evaluation prompts readers to consider the author's intentions, examine the moral or ethical dimensions of the story, and reflect on its implications or messages. Evaluation in narrative reading involves exploring various aspects such as character motivations, authorial style, thematic exploration, and the narrative's cultural or historical context. It encourages readers to ask questions, challenge assumptions, and draw connections between the story and their experiences or knowledge. By engaging in evaluation, readers develop a deeper understanding of the narrative's complexities, themes, and underlying messages (Edge, (2011).

Analyzing the complicating factors and engaging in evaluation during narrative reading enhances the reader's engagement, critical thinking skills, and ability to interpret and appreciate the text on a deeper level. It encourages readers to go beyond surface-level understanding and delve into the complexities and nuances of the story.

Predicting and problem-solving are two cognitive strategies that readers often employ during narrative reading to enhance comprehension and engagement with the text (Urfali & Ungan, 2023). Predicting involves making educated guesses or hypotheses about what may happen next in the narrative based on prior knowledge, textual clues, and understanding of story elements. Readers use their background knowledge, context clues, foreshadowing, and character traits to predict plot developments, character actions, or story outcomes (León & Escudero, 2017).

Predicting keeps readers actively engaged in the reading process. It encourages them to make connections between different parts of the story and anticipate potential conflicts or resolutions (Olson et al., 2018). Predicting fosters anticipation and suspense, prompting readers to continue reading to confirm or revise their predictions.

Problem-solving: Problem-solving in narrative reading refers to analyzing and resolving the story's obstacles, conflicts, or dilemmas. Readers actively engage with the text to understand the challenges faced by the characters and consider potential solutions or outcomes. Problem-solving may involve considering different perspectives, analyzing character motivations, or evaluating the consequences of different actions (Zimmerman & Campillo, 2003).

Through problem-solving, readers develop critical thinking skills and empathy as they explore alternative paths and evaluate the choices made by characters. It deepens their understanding of the narrative and allows them to evaluate the characters' decision-making processes or solutions to the problems they encounter.

By incorporating predicting and problem-solving strategies into narrative reading, readers become active participants in the text, developing their inferential thinking skills and enhancing their ability to comprehend and engage with the story.

Findings for Research Question 2: Effects of Lavov's Narrative Analysis Model on Chinese Senior High School students' continuation writing ability.

Mean Value Comparison

Before and after the continuation writing teaching, the designed assessments in terms of CAF were done to test the target students' English continuation writing abilities, which included the Fluency1, Accuracy1, and Complexity1 representing the pre-test; and Fluency2, Accuracy2, and Complexity2 representing for the post-test. The values of each variable under CAF were collected and calculated in terms of paired T-test, and the results are listed in the following tables:

Table 3: Paired Statistics of Post-test and Pre-test

	Dimensions	Mean	N	SD
Pair 1	Complexity2-	20.79	50	10.499
	Complexity1	26.41	50	11.930
Pair 2	Accuracy2-	1.60	50	.056
	Accuracy1	1.07	50	.137
Pair 3	Fluency2-	144.52	50	2.768
	Fluency1	124.24	50	3.160

As illustrated above, the mean value and standard deviation of each pair's complexity, accuracy, and fluency are listed, which serves as the foundation for comparing each pair.

The paired T-test between the pre-test and post-test scores in CAF variables was done and listed in the following table:

Table 4: Mean Value Comparison between Post-test and Pre-test

		Mean	SD	T	df	Sig (2- tailed)
1	Complexity2- Complexity1	-5.624	17.252	-2.305	49	.025
2	Accuracy2- Accuracy1	.533	1.150	3.278	49	.002
3	Fluency2- Fluency1	20.280	32.451	4.419	49	.000

We can see that accuracy and fluency are improved, and all the significant values are at the level of .01, which means significant. In the comparison between each pair using Paired T-test, the complexity shows a .025 significance value, the mean value is equivalent to $M=-5.624$ with the $SD=17.252$, the accuracy pair shows the mean is equivalent to $M=.533$, with $SD=1.150$ and the significance value is .002, the fluency pair shows the mean is $M=20.280$, with $SD=32.451$ and the significance value is .000. Based on the results, it indicated that there was improvement statistically in accuracy. Fluency among students, as shown in the test, and complexity did not improve but decreased.

In order to further check the improvement of the experimental group students' Continuation writing abilities in terms of CAF, the mean value comparisons between the experimental group and the control group students were also done using Independent Sample T-test, Fluency2, Accuracy 2 and Complexity 2 representing the experimental group, and Fluency 3, Accuracy 3 and Complexity 3 representing the control group, and the results are shown as the following tables:

Table 5: Paired Statistics of the Experimental Group and Control Group

		Mean	N	SD
Pair 1	Complexity2-	12.92	50	2.737
	Complexity3	8.95	50	2.514
Pair 2	Accuracy2-Accuracy 3	1.60	50	.399
		.94	50	.281
Pair 3	Fluency2-Fluency3	144.52	50	19.570
		112.58	50	7.936

As shown above, the mean value and standard deviation of Complexity, Accuracy, and Fluency of each pair are listed, which serves as the foundation for comparing each pair. The Independent Sample T-test between the post-test scores of experimental group students and the final scores of the control group students in terms of CAF variables were done and listed in the following table:

Table 6: Mean Value Comparison between Experimental and Control Group

		Mean	SD	T	df	Sig (2- tailed)
1	Complexity2-Complexity3	3.970	.526	7.533	49	.335
2	Accuracy2-Accuracy3	.666	.069	9.652	49	.014
3	Fluency2-Fluency3	31.940	2.987	10.695	49	.002

As shown in the table, the comparison between each pair using an Independent Sample T-test based on the Mean and the Standard Deviation (SD), the Complexity pair indicated the Mean value, $M= 3.970$ with $SD=.526$, with a significance value of .335; the Accuracy pair, the $M=.666$ and the $SD=.069$, with the significance value .014; the Fluency pair, the $M=31.940$ and the $SD=2.987$, with the significance value .002, therefore, with regards to the comparison between the experimental group and the control group in terms of complexity, accuracy, and fluency, there was significant improvement in accuracy at the level of .05, there was significant improvement in fluency at the level of .01. There was improvement in complexity, but not significantly.

Discussion

Discussion of the findings for Research Question 1:

Research Question 1 sought to explore the application of Labov's Narrative Model in developing the continuation writing ability of Chinese senior high school students, focusing on both reading and writing aspects. From the findings, several insights emerged regarding how Labov's model can be effectively utilized in this context.

Labov's narrative model emphasizes the importance of understanding the structure and components of a narrative (Lambrou, 2015). For Chinese senior high school students, applying this model begins with teaching them to analyze narratives critically. Teachers can deepen their comprehension and appreciation of narrative structures by guiding students

to identify narrative elements such as orientation, complicating action, evaluation, resolution, and coda in the texts they read.

Additionally, through close reading and analysis of various narratives, students can develop skills in recognizing narrative techniques, such as foreshadowing, flashback, and characterization (Wolf & Gearhart, 1994). This heightened awareness of narrative devices enhances their reading experience and provides them with tools they can employ in their writing.

In the realm of writing, Labov's Narrative Analysis Model serves as a framework for students to construct compelling and coherent narratives. Teachers can guide students through each stage of Labov's model, starting with establishing the setting and characters (orientation), followed by introducing a problem or conflict (complicating action), evaluating the events or reflecting on their significance (evaluation), resolving the conflict (resolution), and concluding with a reflection or moral (coda) (Sheikh & Sheikh, 2021).

Through explicit instruction and practice, students can learn to structure their compositions effectively using Labov's model. With the help of Story Mountain, Encouraging students to engage in pre-writing activities, such as brainstorming and outlining, can help them plan their narratives and ensure that each component of the model is incorporated thoughtfully.

Furthermore, by providing opportunities for peer feedback and revision, teachers can support students in refining their narrative writing skills. Analyzing exemplary narratives and discussing how they align with Labov's model can deepen students' understanding and guide their writing practice (Labov, 2022).

The designed instruction can also be divided into three stages. In the planning stage, students read the main idea and analyze the reading part by plot line, emotional line, language features, and background context, indicating the scaffolding period in the Sociocultural Theory. In the thinking and discussion stage, students are guided to predict the plot developments, character actions, or story outcomes. They can also solve the conflicts by evaluating the characters' decision-making processes. For the writing stage, the students are guided by the ten-sentence outline to write the draft and further polish the draft to the final, which indicates the periods of ZPD, Activity Theory, and Alignment in Sociocultural Theory.

The researcher also further designed the lesson plan model, purposefully chose eight topics, wrote eight lesson plans, and implemented the teaching practice.

In conclusion, applying Labov's Narrative Analysis Model offers a systematic approach to developing Chinese senior high school students' continuation writing ability. By integrating reading and writing instruction that aligns with the principles of Labov's model, teachers can empower students to craft engaging and well-structured narratives that captivate readers and convey their ideas effectively.

Discussion of the findings for Research Question 2:

Research Question 2 aimed to investigate the effects of utilizing Labov's Narrative Analysis Model on the English writing performance of Chinese senior high school students.

The implementation of Labov's Narrative Analysis Model had a notable impact on the word count and layout of students' English writing. Students could develop more structured and coherent compositions by adhering to the narrative structure of orientation, complication, resolution, and coda. As a result, there was a tendency for students to produce longer and more organized pieces of writing with clear paragraphing and logical progression of ideas (Syahrin et al., 2019).

Utilizing Labov's narrative model encouraged students to establish logical connections within their writing. The narrative structure provided a framework for students to connect

the various elements of their stories, ensuring a smooth and coherent flow of ideas. This logical coherence enhanced the readability and comprehension of students' compositions, as readers could more easily follow the progression of events and ideas.

Labov's Narrative Analysis Model facilitated effective text organization among Chinese senior high school students. The model's emphasis on orientation (introducing the setting and characters), complication (introducing conflict or challenge), resolution (providing a solution or conclusion), and coda (reflecting on the significance) guided students in structuring their compositions cohesively. This organized approach helped students convey their ideas more clearly and effectively.

Implementing Labov's Narrative Analysis Model also influenced the language features students utilize in their writing. Students demonstrated improved use of linking and transition words to connect ideas within and between paragraphs. Additionally, there was a noticeable enhancement in the use of descriptive language, dialogues, and metaphorical expressions to add depth and richness to their narratives. These language features enhanced the overall quality of students' writing and contributed to developing their language proficiency and creativity.

In conclusion, Labov's Narrative Analysis Model significantly positively affected the English writing performance of Chinese senior high school students. By providing a structured framework for organizing their compositions and encouraging compelling language features, the model facilitated improvements in students' writing coherence, organization, and linguistic proficiency (Cheung, 2016). As a result, students were able to produce more engaging and well-developed pieces of writing that showcased their narrative skills and creativity.

Suggestion

This study explored the development of Chinese Senior High School students' continuation writing abilities through Labov's Narrative Analysis Model within the framework of Sociocultural Theory. The research revealed several key insights and implications for improving writing instruction and provided a novel contribution to the continuation of the narrative writing field.

The findings indicated that applying Labov's Narrative Analysis Model, underpinned by Sociocultural Theory, provided a structured approach to teaching continuation writing. This approach facilitated the integration of reading and writing, promoting a deeper understanding of narrative structures and encouraging students to engage with texts critically and creatively. The experimental group improved their continuation writing abilities, particularly in complexity, accuracy, and fluency (CAF). The structured framework provided by Labov's model helped students organize their thoughts more coherently and express their ideas more effectively.

This study introduces a groundbreaking approach by merging Labov's Narrative Analysis Model with Sociocultural Theory to form an instructional framework for continuation writing. This integration highlights the dynamic relationship between individual cognition and social interaction, offering a promising path for narrative writing instruction. The study's findings also indicate that this framework can address the specific needs of Chinese Senior High School students, elevating their continuation writing skills and nurturing their overall language competence.

Future research should prioritize longitudinal studies to track students' writing development over extended periods, providing deeper insights into the long-term effects of instructional interventions. Moreover, broadening the participant sample to encompass diverse cultural backgrounds, regions, and educational contexts will bolster the applicability of the findings. The development and validation of assessment tools specifically tailored to evaluate continuation writing abilities will further hone instructional practices and equip teachers with the means to gauge students' progress effectively.

Lastly, the study underscores the importance of a structured and socioculturally informed approach to teaching continuation writing. Educators can better support students in developing their continuation writing abilities as part of narrative writing, contributing to their academic success and language proficiency. This research lays the groundwork for future studies and practical applications, aiming to enhance the quality and effectiveness of writing instruction in diverse education.

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