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The impact of using stories in video formats to improve EFL  
writing skills in high school students

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### **Dedication**

This research project is mainly dedicated to God, who guided me always and allowed me to accomplish my dream to continue my studies in this prestigious university. Further, to my lovely parents Lino and Aurora, who support me in every decision and who inspire me to give constantly the best. Also, I would like to dedicate this thesis to my big sister Elizabeth who has taught me to be brave in difficult moments, who has been my partner of adventures, and my big support. To my close university friends Lili, Milta, Stefany, Ale, and Tati, who inspired me to learn more and strive just like they do. Especially to Lili, who has not only supported me and motivated me to keep going, but because she has helped me grow and become stronger than I was four years ago. In addition, to my best friend from high school, Tatiana, who believed in me even more than I did, who showed me that a friendship can transcend a classroom and can last through the years. Moreover, to my close friends from the church; Adri, Juanpa, and Jacky, my brethren in Christ, and those who have shown themselves to be unconditional. Finally, a big thank you to all the people I met during the last four years. I strongly believe that we are the result of the people with who we meet and interact. Thank you to all of them.

Vane

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### **Abstract**

This research aimed to know the impact of using stories in video format as supplementary material to improve the writing skills of English as Foreign Language students. The sample for this study consisted of 22 English as Foreign Language female students who were enrolled in the tenth grade of high school in a private institution in Loja city.

The method applied was a quasi-experimental study and it was conducted through a mix-method approach, which means quantitative and qualitative analysis. Therefore, the instruments used to gather the data of this study were a pre-test, a post-test, a rubric, and a students' survey.

The main findings reveal that after comparing the scores between pre and post-tests, the participants improved their writing abilities implementing stories in video format. In addition, it was notable the increase in students' motivation and enthusiasm when writing after watching story tale videos.

*Keywords:* EFL learners, organization, story tale videos, vocabulary, writing skills.

## Resumen

Esta investigación tuvo como objetivo conocer el impacto del uso de cuentos en formato de video como material complementario para mejorar las habilidades de escritura de los estudiantes de inglés como lengua extranjera. La muestra de este estudio estuvo conformada por 22 alumnas de inglés como lengua extranjera que cursaban el décimo grado de colegio en una institución privada de la ciudad de Loja.

El método aplicado fue un estudio cuasi-experimental y se realizó a través de un enfoque de método mixto, es decir, análisis cuantitativo y cualitativo. Por lo tanto, los instrumentos utilizados para recoger los datos de este estudio fueron un pre-test, un post-test, una rúbrica y una encuesta a los estudiantes.

Las principales conclusiones revelan que, tras comparar las puntuaciones entre las pruebas previas y posteriores, los participantes mejoraron sus habilidades de escritura al aplicar las historias en formato de vídeo. Además, fue notable el aumento de la motivación y el entusiasmo de los estudiantes a la hora de escribir después de ver los vídeos de cuentos.

*Palabras claves:* Estudiantes de EFL, habilidades de escritura, organización, videos de cuentos, vocabulario.

## Introduction

The development of writing English skills plays a crucial role in students of English as a Foreign Language (EFL). Through writing, students apply vocabulary, grammar, coherence, and cohesion for transmitting their ideas. Besides, they communicate and express their feelings, opinions, experiences, and as Rao and Durga (2018) state, students need good writing skills to develop their educational requirements.

However, in agreement with Sundrarajun (2020), writing can represent a big challenge to native English speakers and non-native speakers. Some of these difficulties are related to the students' fear of making mistakes, the lack of students' motivation and the use of traditional methods to teach this skill. Therefore, motivation becomes a crucial role in writing. As Anh (2019) mentions, students who are motivated to learn find writing activities more interesting.

Considering the above mentioned, teachers should look for strategies, tools, or materials that motivate students to practice writing and thus improve this skill. According to Kreutz and Rhodin (2016), the usage of audiovisual material, and digital devices helps to improve students' motivation in EFL classes. Hence, one of the tools that can motivate students to write is the usage of videos. Park and Jung (2016) carried out a study to know if the use of video clips can motivate Korean EFL students. The results were favorable; by the end of the study, students not only gained a positive attitude to learning English, but also increased students' participation during the classes.

Some other benefits of using videos in EFL classes are the improvement of vocabulary, grammar, and organization. Further, Romero and Guzman (2020) pointed out the usage of videos in classes allows students to learn vocabulary in contextualized situations.

Regarding this topic of study, several pieces of research have found the importance of videos on improving writing skills in EFL students. The first study was conducted by Olasina (2017), who investigated the Educational values of YouTube videos to academic writing. The researcher took into account a group of 40 students of South Africa. The data collection was

through interviews, tests, and discussion groups. The results revealed that YouTube videos facilitated the development of academic writing skills.

Additionally, Yuhartanti et al. (2018) carried out an action research to improve students writing skills in text-based short stories through audiovisual material. In this study, the population sample was a group of students from a language and literature class from Nigeria. The usage of tests was essential to carry out the data collection. The results reported that the use of audiovisual material increases students' participation and motivation, and it improves students learning outcomes to write short stories.

Sarica and Usluel (2016) conducted a research aimed to determine the effect of digital storytelling on visual memory and writing skills. The participants were a group of students from primary school in Turkey. The data collection was through pre-tests and post-tests. As a result of this study, researchers found that digital storytelling helped produce a significant improvement in students' writing skills.

Knowing the benefits of the videos in the learning process, the main purpose of this study is to know the impact of using story tale videos to improve EFL writing skills in high school students, and in this way give an answer to the following research questions: what is the impact of using fairy tale videos to improve the writing skills in high schools?, Is there any improvement in grammar, vocabulary, and organization when students watch fairy tale videos?, and What are the student's perceptions about using fairy tale videos to motivate them when writing?

This research study was organized into three chapters. The first chapter is the literature review which contains relevant information about writing, videos as supplementary material, and the use of story tale videos to improve EFL learners' skills. The second chapter is the method that provides information of the setting and participants, as well as the procedure to develop this research study. Finally, the third chapter presents the results and discussion focused on depth analysis of the research outcomes obtained.

Furthermore, the information obtained from this research will be helpful for EFL teachers and students because this study shows the practicality of using story tales in video format as

supplementary material to improve writing skills in EFL students; with the aim to create a better educational environment where students feel motivated and enthusiastic.

## **Chapter one**

### **Literature review**

The adequate management of the English language involves a good development of the four basic skills reading, writing, listening, and speaking. Considering that listening and reading are the students' exposure to the language, while writing and speaking are the students' performance. However, most of the time, EFL students present difficulties with productive skills. Some of these difficulties are related to the lack of students' motivation to write or because teachers are focused on developing other skills instead of writing.

The following section covers the importance of writing, the process, the elements, and the usage of supplementary material, resources, and tools to improve writing skills in EFL students.

#### **The importance of writing for EFL students**

Writing is one of the four English skills that people must master to communicate their thoughts, feelings, and opinions (Anh, 2019). Furthermore, students need to develop their writing skills to excel at academic and professional ambits (Rao & Durga, 2018). In the Ecuadorian context, students should achieve B1 English level based on what is established on the Common European Framework at the end of high school (Ministerio de Educación, 2012). Because of the mentioned previously, students need to develop writing as a communicative language skill.

According to Anh (2019) , in the previous years before 1960, the writing skills of English students as a Foreign Language did not nearly consider as significant. In recent decades, writing skills have gained importance in the learning process. Harmer (1998, as cited in Anh, 2019) states that the reasons to teach writing to EFL students include reinforcement, learning style, language development, and the writing skill itself.

In agreement with Rao and Durga (2018), some other fundamental reasons to develop students writing skills are: to write reports, to write research papers, to write technical documents, to obtain a job, to improve creativity, and essentially to grow communicative skills. Additionally, nowadays, with the increased use of technology, and

keyboard-based communication, it is required to write effectively and clearly Griffiths (2016). Besides, Neville (1988, as cited in Dwivedi & Chakravarthy, 2015) indicates that students who do not write correctly and logically using adequate language and style surely face problems in their academic and future life.

According to Reid (1993), writing has increased its importance because of the increment in conference presentations, textbook writing, and the required level of writing skills on English standardized tests, such as the TOEFL tests. Moreover, writing allows students to learn the rules of the target language they are studying, and it will help them organize their ideas clearly and coherently. Further, some features of the language that students have to put together when writing are grammar, spelling, punctuation, vocabulary, and so on.

Additionally, Rae (2020) claims that writing sharpens creativity and imagination. According to the researcher, when people write, certain areas of their brains are activated, especially the "frontal cortex," popularly known to be the one charged with creativity. However, if we do not make an effort to develop our creativity, it would be stifled and pretty challenging to create over time. Therefore, the more frequently people write, the more their brains are active and able to generate ideas useful to solve real-life problems.

### **EFL students' difficulties in writing**

In agreement with Sundrarajun (2020), writing can significantly challenge native English speakers and non-native speakers. Nevertheless, the problem can be more meaningful with the students who are learning English as a Foreign Language (EFL). Some of these difficulties are related to the lack of writing knowledge. According to Ceylan (2019), students who present a lack of writing strategies, such as prewriting, drafting, and revising ideas, have problems with their written performance.

Another difficulty faced by students in writing is their lack of writing interest. In agreement with Asadifard and Koosha (2013), students do not get involved in writing activities unless they have to. In addition, if students feel that their work is not thoroughly checked, they lose interest in writing, becoming it their last choice. The above mentioned is

also related to the lack of resources and materials that teachers do not use to motivate students to practice writing. Anh (2019) mentions that students who are motivated to learn find writing activities more enjoyable.

Cooley and Lewkowicz (1995, as cited in Derakhshan & Shirejini, 2020) mention that other difficulties students experience when writing in English are related to the writing style, organizing, and expressing their ideas coherently and cohesively in the target language. Moreover, Khan (2011) found that students face difficulties in spelling, grammar, L1 interference, and improper use of prefixes, articles, and suffixes. The author attributes these difficulties to the inappropriate use of teaching methods and lack of learners' motivation.

### **The writing process**

According to Hermilinda (2016), since 1980, research on composition study opened the door to investigators to work on models of the writing process. Further, the same author mentions some writing process models, being the most remarkable ones developed by Flower and Hayes (1981); and Bereiter and Scardamalia (1987). Flower and Hayes (1981) model has three characteristics. In the first place, it is structurally classified; each process has its own sub-process. The planning phase includes developing ideas, settings goals, and organizing ideas. At the same time, the reviewing part includes reading and editing. The stage without a sub-process is translating. Moreover, it is organized separately in the three phases planning, translating, and reviewing, and they can take place in any order. Thirdly, the three phases are connected with the task environment and the writer's long-term memory.

Nevertheless, Bereiter and Scardamalia (1987) established a writing model that includes two principal aspects; knowledge telling strategy and knowledge transforming strategy. This model makes a difference between proficient and novice writers. Furthermore, proficient writers use technical writing styles than novice writers. In this way, knowledge-telling strategy alludes to beginner writers and knowledge-transforming strategy to the expert ones.

Moreover, Nation (2009) indicates the importance of looking at writing as a process. The author presents seven sub-processes of writing: considering the writer's goals, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and finally, editing. He also recalls that there is no specific order for each sub-process, being like this the main point to improve writing skills. Additionally, the usage of the sub-process can help the teacher to find out stages in which learners find difficulties.

However, Williams (2003) presents a writing process model known as the phase model. This model includes eight stages of writing: rewriting, planning, drafting, pausing, reading, revising, editing, and publishing. The purpose of each process is to develop an effective written product; as the author asserts, a finished written composition is the result of different stages of development. Even though it is not necessary to develop the whole process to have an adequate written text. The writer points out the importance of the stages such as planning, drafting, and revising.

Although there are several stages related to the process of writing, in some cases, the authors agreed on a few of them, but they have not reached an agreement yet (Bae, 2011). For the purpose of this study, it is important to focus on the five-stage established by Tompkins. It includes prewriting, drafting, revising, editing, and sharing. In the following paragraphs, there is a description of each one of them.

The first writing stage of Tompkins et al. (1984) is prewriting: Getting ready to write. In this first stage, students have the opportunity to think about what to write, and they have to decide the topic of their writing. Thus, students need to have in mind the purpose of their writing and the content depending on the readers. Accordant to Connelly (2012), techniques such as brainstorming, listing, clustering, and freewriting are commonly used in this stage.

The second stage is drafting, in this stage, students move from planning to writing; they start to turn their ideas into sentences, helpful to their compositions. Students do not have to worry about grammatical mistakes, punctuation, spelling, or others because they will refine their text through different drafts (Boardman & Frydenberg, 2008). Moreover, it could

be an excellent opportunity for students to modify their decision about the audience and purpose of their writing. Teachers should provide support for students on the topic and organization of the ideas presented in their drafts (Tompkins et al., 1984).

The fourth stage is editing. Juzwiak (2009) mentions that during this stage, the writer has to check the unity of the arguments and sentences used to support the main idea purposed on the topic sentence because even, great writers can get lost on details that are not relevant to the main topic. Furthermore, writers are going to concentrate on correcting grammar mistakes, spelling, and punctuation. In the same way; Boardman and Frydenberg (2008) add that during the revising stage, the write can check the unity, if there are enough supporting sentences, and if there is cohesion and coherence between them.

The last stage is publishing. In this phase, students share their written texts with a pertinent audience (Boylan, n.d.). It could be published in a written, oral, or visual format. A good alternative for students is to share their papers with a partner or with other members of the school. In any of both vases, the students are getting in contact with a genuine audience. Besides, the author suggests that students' writings never be evaluated but simply share it with the teacher. In case to be evaluated or graded, the teacher must ask the student for the best piece of their writings (Tompkins et al., 1984).

### **The elements of writing**

In agreement with Boardman and Frydenberg (2008), a basic unit composition in a text, such as essays, papers, or researches, is a paragraph. In the same way, Folse et al. (2015) define a paragraph as "A collection of sentences that describe, discuss, or explain one central idea" ( p. 4). Additionally, according to the same authors and others as Oshima and Hogue (2006), and Boardman and Frydenberg (2008) agreed that the three main parts that play an important role in a paragraph are the topic sentence, the supporting details, and the concluding sentence.

According to Oshima and Hogue (2006), a topic sentence presents the central idea of the whole paragraph. In addition to this, the authors affirm that a topic sentence limits the topic of the paragraph and indicates the area to be covered or call as well as the controlling

idea. Both components previously mentioned giving a clear direction of the writer's position in the paragraph. Furthermore, Folse et al. (2015) expose some characteristics of a good topic sentence. Firstly, it has to guide the whole paragraph. Secondly, it has not to include a well-known fact, thirdly it needs to be specific, and finally, it must have a controlling idea.

The second part of the paragraph is the supporting sentences. The role of these statements is to expand, explain or prove what has been mention in the topic sentence by adding extra information with examples (Oshima & Hogue 2006). These sentences provide answers to the questions such as Who? What? When? Where? Why? and How? Folse et al. (2015). That series of questions are helpful to explore the topic (Juzwiak, 2009). Further, as claimed by Folse et al. (2015), the writer must make sure to add enough details related to the topic sentence and its controlling idea, providing reasons, facts, and examples helping to maintain the unity in the paragraph.

Finally, Oshima and Hogue (2006) indicate, the concluding sentence is the last part of a paragraph, and it leaves the reader relevant information to keep in mind. Besides, Folse et al. (2015) assert that the concluding sentence has three main features; it is the last sentence presented in the paragraph, it gives the reader the idea that the paragraph has come to its end. At last, the concluding sentence summarizes the main idea presented at the beginning of the paragraph, or as many other authors suggest, it may offer a suggestion, opinion, or prediction of the topic sentence.

Since the basic parts of the paragraph and their relevance have been presented, it is time to study the interaction and unity among the sentences presented in a paragraph. Folse et al. (2015) expose some elements for a good writing; such as purpose, audience, unity, and coherence. Likewise, Connelly (2012) considers that good writing on the writer's goal, the readers, the discipline and situation in which writing takes place, and the nature of the document.

The first element of a good writing presented by Folse et al. (2015) is the purpose, which is the main reason why the writer composes a specific paragraph. With a clear purpose established writers could stay focused on the main topic and the goal that they are

trying to achieve with their composition. In the same way, McMahan et al. (2016) affirm that some reasons or goals of writing are to express your feelings or thoughts, to entertain the audience (informal writing), to inform about a specific topic or issue, and to persuade the audience to accept an idea or agree on an opinion.

The second element of a good writing is the audience or readers that writers have to keep in mind while writing and even before they start writing (Folse et al., 2015). In addition to that, Juzwiak (2009) expresses that it is necessary to understand the needs and expectations of the audience. Additionally, a piece of advice given by Oshima et al. (2014) is to know the kind, and amount of information the audience needs to know to understand the ideas. Moreover, it is recommendable to use formal or informal writing depending on the audience. For example, in the case of formal writing, do not use contractions.

Unity is the four element necessary to develop a good paragraph. Oshima and Hogue (2006) describes unity as the discussion of the main idea from the beginning until the end of the paragraph. Similarly, Boardman and Frydenberg (2008) indicate that unity means that all the sentences presented in a text are related to the paragraph's main idea or topic sentence. In order to maintain clarity in the text, the information as supporting details should be meaningful and contribute clarity through arguments, explanations, examples, or quotes. In case that any of the ideas presented in the paragraph are not related to the main ideas, it is necessary to write a new and different paragraph (Folse et al., 2015).

Finally, the last element of a good paragraph is coherence. Oshima et al. (2014) argue that a coherence writing "the sentences must hold together" (p. 26). In the same way, Folse et al. (2015) expose that a text has coherence when all the ideas and details presented on it flow logically the main idea. Additionally, Boardman and Frydenberg (2008) claim that coherence is putting the ideas in order, and according to the author, it depends on the type of paragraph that the writer composes. To Boardman and Frydenberg (2008), there are three main paragraphs: narrative, descriptive and expository. In the case of a narrative paragraph, their ideas must be in chronological order. The descriptive paragraphs need to

provide enough explanation of the main topic or object of the text. And in the case of expository paragraphs, their coherence needs to focus on logic and reason.

### **The usage of supplementary material in EFL classes**

Considering that the main objective of language teaching is to develop verbal and oral skills, it is crucial to expose students to authentic material in the classroom because it motivates and encourages them to improve their communicative skills. Furthermore, through authentic material, students are introduced to the natural use of the target language, its culture, situations presented in context, and teachers catch students' interest (Boyaci & Güner, 2018).

According to Akbari and Razavi (2015), the use of authentic material has gained importance with the introduction of the Communicative Language Teaching Approach, which appeared in the 1970s. This approach aims to develop communicative competence, which means that learners master the language and can use it to communicate efficiently in different contexts (Richards, 2006). Because of developing communicative competence, the use of authentic material increased in EFL classes.

Arianie (2017) mentions that the Communicative language teaching approach changed the perspective of syllabus designers because they started to see English as an essential tool to communicate inside and outside the classrooms. Therefore, syllabus designers started to consider learners' needs to communicate in English in real situations.

A second approach that is focused on bringing real material to the classroom is the Authentic Learning Approach. It allows students to put into practice what they have learned in the classroom in real-life situations. This approach is based on authentic tasks and material which main purpose is to use daily-life, student-centered, and interactive tasks (Boyaci & Güner, 2018).

Loaiza (2011) defines authentic material as the stuff produced by native speakers that can be useful for teachers because it presents genuine English language samples. Similarly, Pinzón and Norely (2020) manifest that authentic material is the stuff designed for native speakers for no teaching purposes, which means that this material is not produced to

teach a target language. Additionally, knowing that authentic material is produced by native speakers, there is a considerable amount of it that can be classified into three main categories: audio, visual, and printed materials (Arcentales & Narváez, 2013). Some examples of listening resources are podcasts, radio programs, interviews, and others. In visual material, we have movies, videos, short stories in format of video, documentaries, series, and so on. On the other hand, printed resources involve posters, menus, advertisements, brochures (Arcentales & Narváez, 2013).

Hutchinson and Water (1987) expose that if teachers want to improve students' language ability using authentic material, it is necessary that those materials meet a number of requirements. The authors argue that authentic resources should contain interesting texts, enjoyable activities that stimulate and encourage students' learning. Additionally, Richards (2001) adds the authentic materials should engage students, providing motivating and useful practices at an appropriate level of difficulty for the students.

In agreement with Richards (2001) claims that there are several reasons to use authentic material in the classroom. The first one is that it prepares learners for real situations in their lives. It covers learners' needs, affects students' motivation positively, encourages teachers to look for different methodologies and strategies, and presents cultural background useful for learners.

Using authentic material in EFL classes allows students to listen and get in contact with the authentic language used by native speakers in a real situation. Moreover, students have the opportunity to listen to different accents, expressions used by native speakers, and learn more about the English culture, something that in books is not presented. It is just gained with exposure to authentic material (Pinzón & Norely 2020).

Despite the fact that the use of authentic material can seem difficult to find or adapt in EFL classes, Arianie (2017) manifests that the internet offers a variety of authentic material sources. Additionally, the same author mentions that authentic material is necessary to motivate students and gain their attention during the classes. Furthermore, students learn new vocabulary, improve their grammar, and teachers create a good learning atmosphere

where students feel comfortable; they perceive teacher interest trying their best to engage them in the learning process.

However, there are some arguments against the use of authentic material in EFL classrooms. Considering the EPI (English Proficiency Index) of the last year, Ecuador is in position number 93 of 100 countries. Our country has a “very low” English level, and its score is equivalent to A1 level according to the Common European Framework. (English First, 2020). Consequently, the lack of English knowledge negatively affects the use of authentic materials in the classroom because students do not know enough expressions, vocabulary, and grammar, which can be reflected in students’ demotivation.

### **Supplementary material to improve EFL writing**

In the previous section have been mentioned some main aspects about the use of supplementary materials in EFL classes. According to Tomlinson (2011), teachers use supplementary material such as newspapers, magazines, videos, podcasts, among others, to develop students' skills that the course book does not address. Furthermore, the author states that most of the time, teachers use this kind of material to produce extensive listening or extensive reading on their students, and also for productive skills such as speaking or writing.

However, Setyowati and Sukmawan (2018) argue that implementing authentic materials for teaching writing is not a problem because having electricity support and access to an internet connection through a smartphone, computer, PC, or any other device is already sufficient to reach teacher learning objectives. Although the use of printed material is not obsolete, even they are still used because of its availability. Based on some previous studies, some materials for teaching writing are fictions, pictures, YouTube videos, and websites.

Setyowati and Sukmawan (2018) developed a study where the researchers asked a group of students to analyze short fictions writing essays. First, students read a short fiction, and then instead of answering questions about their lecture, they wrote essays. The results of the study showed that this activity sharpened students reading and writing skills because

they needed to read deeply and comprehend the reading. Moreover, students improve their critical thinking and research abilities to look for extra information to strengthen their opinions.

Additionally, Styati (2016) researched about the use of pictures and YouTube videos as authentic material to improve EFL students' writing performance. The objective of the study was to see which one of the elements used as authentic material was the most effective. The results of using pictures and videos were not remarkably different, but there was a light writing improvement with the use of pictures. Some other aspects in which students improved were content, organization, vocabulary, language use, and mechanics. Furthermore, their motivation and interest increased.

Sundana (2017) developed a study using authentic materials from magazines, newspapers, and internet articles to teach writing descriptive texts. The findings indicated that using authentic material improves students' writing competence significantly. The learners, moreover, improve the use of grammar, vocabulary, organization. Considering the students' attitude about the usage of authentic material to improve their skills, it can be said that they showed a positive attitude and were likely using authentic resources in their classes.

### **The usage of videos in EFL classes**

Nowadays, technology has grown notably, which has brought many relevant advantages to education, especially to EFL learners. The incorporation of videos and online material allows becoming the learning and teaching process more exciting and outstanding (Bajrami & Ismaili 2016).

The advantage of using videos is that students are exposed to authentic material, which helps them acquire the target language naturally and spontaneously. Moreover, as videos include audio and visual input, it is easy for students to comprehend the content presented (Muslem et al., 2019). Since videos were created for native speakers, this kind of material allows students to learn a lot about cultural backgrounds (Bajrami & Ismaili 2016).

The usage of videos in EFL classes has gained many benefits to EFL students. Some of them are related to the students' improvement in English skills such as listening, speaking, reading, and writing. There are several advantages around the use of videos to develop speaking skills. Muslem et al. (2019) investigated about the use of English video clips to develop students speaking performance. The findings demonstrated a remarkable improvement in students' oral proficiency, pronunciation, accuracy, intonation, fluency, and integration. Moreover, Lin (2016) examined if video-based material could foster L2, and his study demonstrated that video-based material facilitates learners' comprehension and a positive effect on fostering L2 learners' abilities.

Some other studies have focused on using videos to improve listening skills. The researcher Kim (2015) developed a study using videos to improve listening comprehension. The study revealed that using videos was effective and interesting for students. Moreover, it was useful to acquire experience in non-verbal expressions and cultural aspects. Further, Chien et al. (2020) explored the effect of using YouTube videos to improve listening comprehension, verifying the efficiency of this material on improving listening comprehension, concluding that the use of videos and traditional classes could be powerful and useful.

It may seem that videos can improve skills like writing, listening, and speaking, but it is also an effective way to develop reading skills. In agreement with Pelani (2016) results, they determined a positive effect on using animated cartoons to improve students' reading comprehension. Additionally, the author adds that subtitle animated cartoon videos allows students to become active readers who are interested in teaching media. Similarly, Metruk (2018), on his research, found that watching videos with L2 subtitles could lead to improve reading comprehension.

Finally, the use of videos in EFL classes can improve students' writing skills. Several kinds of research have been developed around this topic. A sample of this is the research done by Pratiwi (2011), who used YouTube videos to improve writing skills. By the end of the study, students apply grammar rules correctly, explore the main idea correctly, and write

details related to the main topic. Also, learners use transitions between the paragraph, and their writing was readable and understandable. A second study related to the use of videos to improve writing was developed by Olasina (2017), resulting in a significant improvement in the students' writing performance.

### **Previous studies: importance of using stories/fairy tale in format of video to improve writing**

This research study has some previous and relevant investigations that support the use of stories in video format to improve writing skills of EFL students.

Olasina (2017) developed the first study; it aimed to evaluate the impact on academic writing and students writing skills using YouTube videos. The sample population for this study was forty South African students who belong to a class for disadvantaged students waiting to be admitted in higher education. The students were divided into two groups; the control group, where teachers used traditional teaching, and the experimental group focused on using videos to teach. This study adopted a qualitative approach; group discussions, interviews, and tests were employed in the data compilation. The results revealed that YouTube videos were innovative, playful, and created a stimulating effect on students. In addition, there were notable differences between the writing performances of both groups, showing a better performance on the YouTube facilitated group. At the same time, the use of videos improves the communication experience between teachers and students.

Yuhartanti et al. (2018) conducted the second study to improve writing short stories from the folklore text by implementing audiovisual media in class. The authors used Classroom Action Research to develop this study, which means that it started from planning, application, observation, reflection, contemplation, and actions and activities obtained due to the study. The investigation was carried out in Negeri, Indonesia. To gather the data, the researchers used tests to collect the students' written productions and interviews to know the teacher's perceptions about using audiovisual media to produce short written texts, observations, and recordings. For the development of the study, the researchers used audiovisual based on the students' texts folk story, and then, they asked students to produce

a written short story based on the video they watched. The results showed that audiovisual material in class improved the learning process because it creates a very interactive environment, besides it increased students' participation and motivation to write short stories.

Sarica and Usluel (2016) carried out the third study. It highlighted the effect of digital storytelling on visual memory and writing skills. The participants were 59 students from a primary school in Turkey. They were divided randomly into two groups, the experimental group with 29 students and the control group with 30 participants. After that, two classes of the control and experimental group were formed. The instruments used to collect the information were The "Benton Visual Retention Test" and "Composition (Written Narrative) Evaluation Scale," they were applied as pretest and posttest. The investigation was conducted over 13 weeks, and it was carried out in the following way: Experimental group students discussed with the researchers and professors about the topics they would like to write their stories. Students wrote their narrations in six weeks. After that, they were asked to work on a sheet of paper that included four columns. In the first one, they wrote their narration. In the second one, there were some lines in case students wanted to add other sentences, and the last column was to add the elements they will include in the digital story. For the production part, they used "Microsoft Photo Story" and "Movie Maker" to digitalized their stories. After that, those productions were included on a CD, and it was given to the teacher and authorities of the institution. Finally, students presented their projects to other students, teachers, and the administration of the school. The results obtained show that the implementation of digital stories increases students' visual memory capacity and their writing skills.

Chamba et al. (2019) highlighted the benefits of using authentic materials to foster writing skills in college EFL learners. The participants of the study were 52 students from a B1 level. They were majoring in different degrees at the Pontifical Catholic University of Ecuador (PUCE), being the common characteristic that they all belonged to the PUCE English Language Program. The duration of the study was a semester. For the data

collection, it was necessary to use pretests, posttests, and an opinion survey. To analyze it, the researchers implemented a rubric focused on communicative and linguistic competence. To conduct this study, the researchers assigned 26 students as part of the control group and the same amount students as part of the experimental group. Each group responded to a pretest and posttest at the beginning and ending of the course. The materials used in this study were newspapers, magazines, poems, songs, cartoons, movie segments, etc. During each class was used the engage, study and activate methodology. At the end of the project, students answered a survey to know their perceptions on the progress of their writing skills. Because of the study, students improve their communicative competence (coherence and cohesion), language proficiency, and cognitive skills.

Hekmati et al. (2018) carried out the fourth study. The study aimed to explore the effect of using movies in EFL classrooms to develop students' writing skills. It was a qualitative study developed in a private institute in Iran. The sample population for this study was 15 intermediate EFL students, in a range age from 15 to 26 years, who voluntarily decided to participate in the research project. The duration of the project was twenty sessions, 2 hours each one of them. Considering that the course did not have any predefined textbook, the use of movies as authentic material replaced the use of conventional books. For the development of the study, firstly, the researchers carefully chose the movies based on the linguistic elements and features. The instruments used for collecting the data were a questionnaire to know the students' perspectives about learning English and their opinion of using movies to learn English. After that, students were involved in the project. First, they were introduced to know vocabulary related to movies genres, and they wrote some simple sentences about the movies they watched and the second phase, the students wrote a deep analysis of the movies, and in the final stage, they wrote texts that were more complex and finally they presented their work to the whole class. In conclusion, the researchers found a potential contribution on using movies to improve EFL students' writing skills.

Kabooha (2016) carried out the sixth study, which aimed to examine the attitudes of teachers and students about the integration of English movies in their class to develop students' language skills. The researchers used a mixed-method approach for this research. The participants of this study were 50 women who belong to the intermediate level; they were students in their Preparatory Year program in an English Institute in Saudi Arabia. To gather the data, the researcher administered questionnaires to know the students' perception regarding the incorporation of movies in their English class to upgrade students' skills. Additionally, it was necessary the application of semi-structured interviews with open-ended to teachers and students. Furthermore, the teachers were asked to write journals including their point of view toward the use of movies in EFL classes. The findings conclude that movies are powerful tools to develop students' language skills. Further, this kind of material could enhance students' motivation to learn the target language.

## **Chapter two**

### **Method**

#### **Setting and participants**

This research took place in a private school in the city of Loja. The investigation sample consisted of 22 female students who belong to the tenth grade of high school, and their age ranges from 14 to 16 years old. This group of students participated in five classes in which were used story tale videos as supplementary material to develop writing skills. It is important to emphasize that the teaching-learning process was through Zoom platform due to pandemic situation.

#### **Procedure**

This is a quasi-experimental study that was conducted through a mix-method approach; that involves quantitative and qualitative analysis. These methods were substantial to follow a well-structured model of collecting, describing, and analyzing the problem and consequently answering the research questions. According to Creswell (2012), the quasi-experimental studies involve not random distribution of the participants into groups, but the researcher is the one who does it because of the availability of the participants or because they cannot be assigned artificially.

This research started with the collection of relevant information on different topics such as the importance of writing for EFL students, EFL students' difficulties in writing, the writing process, the elements of writing, the usage of supplementary material in EFL classes, supplementary material to improve EFL writing, the usage of videos in EFL classes, and recent previous studies. All the topics previously mentioned are part of the literature review.

To the development of the project research, different instruments were designed, which were the following: pre-test, post-test, lesson plans, students' written pieces, a rubric, and a students' survey. The pre-test was organized in two sections; the first one was the objective part which consisted of eleven multiple-choice questions focused on the students' knowledge and perspective about the writing skill in their English classes. On the other hand, the second part was the essay part, where students were asked to write a paragraph about

“Their last vacation.” For this task, students had 20 minutes to write a paragraph of around 30 to 50 words. Eventually, a rubric was used that evaluated the organization, grammar, punctuation, and vocabulary to score the students’ written compositions.

After knowing the pre-test results, some classes were prepared to improve the students’ writing skills with the support of story tale videos as supplementary material. It is relevant to mention that the high school tutor did not specify a list of topics to follow during the five project interventions. Instead, she suggested to cover some basic grammar topics as the simple present or the simple past tense. Moreover, the activities for each class were planned to include some important stages of the writing process, such as prewriting, drafting, revising, and editing.

Before starting with the project intervention, it was necessary to present to the students the structure of the paragraph, the importance of using connectors, and a written practice of a short paragraph in which students wrote about their pets. This activity was not graded, but it was important to do this practice before starting with the project.

In this regard, the classes started presenting the vocabulary that students will find on the story tale videos, for this was necessary to use flashcards, crosswords, and anagrams. After that, the students could watch the video and take notes about some unknown words or important points that will help them write their paragraphs.

Then, after checking and answering some students’ doubts, the prewriting stage was implemented. In this stage, brainstorming was carried out with the learners. The teacher and the students worked collaboratively sharing ideas to write the topic sentence, supporting sentences, and concluding sentences that they could use in their written compositions. After that, the students did the drafting part, using the ideas shared with their classmates, and next, they were asked to check grammar and punctuation but themselves or using the technological tool Grammarly. Finally, they did the editing part by themselves and uploaded their paragraphs on Padlet platform.

Additionally, each class was 80 minutes long in which the steps previously mentioned were followed, and also, the students watched a different story-tale video. In the first class

they watched “Ferdinand,” in the second class “Alice in Wonderland,” in the third class they watched “Aladdin,” in the fourth class “The Beauty and the Beast,” and in the fifth class they watched “Jack and the Beanstalk.” The average running time of each video was 8 to 10 minutes.

Furthermore, as mentioned before, after the video was presented, the learners wrote a narrative paragraph based on the video presented. The minimum length of the paragraph was from 30 to 50 words. It had to contain a topic sentence, at least three or four supporting details, and finally, a concluding sentence. In addition, the same rubric design to check the paragraphs of the pre-test was also used to check the five paragraphs written during the intervention of the project. This rubric evaluated aspects such as topic sentences, supporting sentences, concluding sentences, organization, grammar, punctuation, and vocabulary to award each learner's score. It is important to highlight that the lowest score according to the rubric was one that means below the standards, two means approaching standards, three means the students meet standards, and the highest score four that means above the standards.

Once the project finished, a post-test was applied to determine the usefulness of stories in video format used as supplementary material during the intervention. This post-test was organized in two sections: the objective, similar to the one presented on the pre-test. It consisted of eleven multiple-choice questions focused on the students' knowledge and perspective about their writing skills. Otherwise, the second part was the essay part; students were asked to write a paragraph about “Their last vacation.” For this task, students had 20 minutes to write a paragraph of around 30 to 50 words.

In addition, to know the students' perception about the use of stories in video format to improve writing skills, the researcher applied a survey of twelve questions.

Once the instruments were applied, the students' written texts were analyzed to know whether the stories in video format helped to improve the writing skills of the EFL learners. The information obtained in the pre, post-test and the information obtained in every class was organized and tabulated in Excel, using tables and statistical graphs.

Moreover, for the analysis and interpretation of results, it was important to consider the research questions established at the beginning of the project to know the impact of using story tale videos to improve the writing skills of EFL students. There were designed a figure and two tables to compare the progress of the group of students before, during, and after the project intervention. The first figure is a comparison of the pre and post-test means. In contrast, the first table shows the students' pre and post-test results and the standard deviation of both. Eventually, table number 2 shows the results that were evidenced in the learners within the five classes using different story tales in video format. Furthermore, five more figures represent the students' perspectives about using stories in video format in their English classes.

Finally, based on the project results of using stories in video format, conclusions and recommendations were established.

## Chapter three

### Results and discussion

#### Description, Analysis, and Interpretation of Results

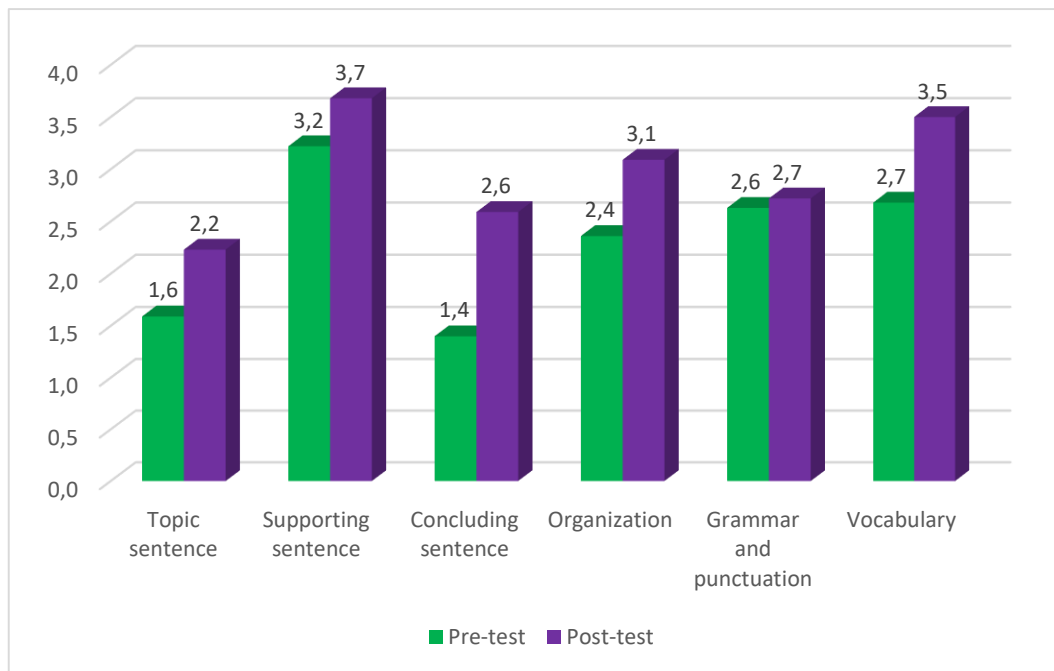
This chapter targets to describe the analysis and interpretation of the data gathered through the intervention carried out in a group of students from a private institution. The first part presents the results obtained in the pre and post-test to determine the impact of using stories in the video format to improve writing and the significant difficulties that students presented when writing a paragraph. Moreover, the second part shows the improvement in grammar, vocabulary, and organization of the students' written pieces. Furthermore, the third part offers the students' perspectives on using stories in video format to motivate them to write. Finally, to support the data analysis presented in this chapter, it was necessary to use relevant scientific information.

#### **What is the impact of using fairy tale videos to improve the writing skills in high schools?**

To answer this research question, it was necessary to apply a previous test and a post-test to know the students' writing level before and after the project application. Therefore, figure 1 shows the pre and post-test results in detail and emphasizes the significant difficulties students presented when creating a written composition.

#### **Figure 1**

*Comparison of the Pre and Post-test results*



Note. The scores for the pre and post-test were assigned out of 4 points.

The pre-test results show that 54,55% of students are nearly to approach the rubric standards for the topic sentence category. This is because some students did not provide a topic sentence at the beginning of their paragraphs. Instead, they started to provide details around the topic that was established, and this is evidenced in the following example; *“My vacations were a bit boring, because I couldn’t leave the house, however I tried...”* Additionally, other students presented a topic sentence on their written composition, but they were not clear; for example: *“On my last vacations i traveled to Mexico.”* This sentence does not present a controlling idea, limiting the topic to an area to be discussed in the paragraph (Oshima & Hogue, 2006). Nevertheless, one of the students was above the standards because her topic sentence was clearly established, as shown in the following example: *“On my last vacation, my family and I decided to travel to the city of Cuenca, which has some tourist attractions that are totally amazing.”* This is a good topic sentence example because according to Oshima and Hogue (2006), a topic sentence must present the central idea of the whole paragraph.

On the other hand, the post-test results in this section show a positive increase from 1,6 to 2,2 out of 4. After the intervention, it was notable that most of the students improved when writing a topic sentence. 40, 90% of the students presented a topic sentence in the

paragraphs even when it was not correctly established. At least they tried to write it to provide a general idea of their text, as can be seen in the following example: *“My last vacation was not the best but I had a good time.”* Moreover, 27,28% of the students met the rubric standards since they did not write their topic sentence or it was not correctly established. For example: *“My last vacation I traveled to Panama with my mother and my grandmother.”*

Furthermore, 9,10% of students presented a solid and correct topic sentence, as evidenced in the following example: *“My last vacation was great, my family and I went to Quito and it was such a fun trip.”* On the contrary, a 22,72 % of the students still presented problems in writing their topic sentences. They did not include it at the beginning of the paragraph because a topic sentence usually goes at the beginning of a paragraph (Oshima & Hogue, 2006). Thus, it is easy for the readers to know what they will read. Instead, they started providing details, as shown in this example: *“My last vacations were very beautiful, I did many adventures, like enjoying with my family...”*

Regarding the supporting sentences, the students increased from 3,2 to 3,7 over 4. In the pre-test, 50% of the group of students were above the standards of the rubric. The details given in their written texts provided enough explanation about their experiences, as Folse et al. (2015) state. Some details that students included were related to the food they tried and activities they did during their last vacation, as evidenced in the following example: *“We climbed the Rucu Pichincha volcano. It was very fun and tiring. We also climbed the Cotopaxi volcano, they were unique experiences, but we could only get to the first refuge because it was already late.”* Besides, 31,82% of students were close to meet the rubric criteria because the details were not established correctly and did not provide much detailed information in the text. Such as in the next example: *“it was an awesome trip, we also ate typical dishes from each city that we stopped.”*

Nevertheless, 9,09% students were about to meet the rubric criteria because some details in their written compositions did not provide extra information with examples, as Folse et al. (2015) expose as relevant to a paragraph's details. For example: *“but the last time I*

*went to my grandmom's house it was beautiful and fun and I miss that.*" In addition, the same amount, 9,09% of students were below the rubric criteria because the students just included one detail in their texts when it was required a minimum of three or four details.

However, the results of the post-test proved that 68% of the learners were above the standards established in the rubric since those students provide more than three or four well-structured supporting details in their written compositions, for example: "*We did a lot of great and incredible things, walked in central park, went shopping, visited other states and went to many museums.*" These are good details because the supporting details must provide important information about the paragraph's topic, such as presented the main point or events as the student did in her composition (Oshima et al., 2014). Moreover, 31,82% of the students still presented just a few details in their paragraphs, or they were not relevant to their composition, as in this case: "*We watched tv and finally she explained to me how to knit.*"

The results showed that 68,19% of the participants were below the rubric standards in the concluding sentence aspect. They obtained 1,4 out of 4 on the pre-test. However, this number increased positively after the project intervention because the students on the post-test acquired 2,6 out of 4.

Notwithstanding, the pre-test results showed that the concluding sentence was not presented at the end of the paragraph, as Folse et al. (2015) suggest. Moreover, the majority of the texts placed at the end a supporting sentence, as in the following example: "*We also swim in the sea and also at night in the street we saw many lights on the beach.*"

Furthermore, 27,27% of the students were close to meeting the rubric criteria because their conclusion did not summarize, give an opinion or a suggestion of the topic sentence as Folse et al. (2015) state, and it is evidenced in the following example: "*finally made calls with my friends.*" However, 4,54% of the students were above the rubric standards since their conclusions were clearly stated and left the reader relevant information to keep in mind (Oshima & Hogue, 2006). For example: "*Finally, we return to our city after having enjoyed of our journey.*"

On the other hand, on the post-test, 36,37% of the students were above the standards, because they stated clearly their concluding sentence, as indicated in the following example: *"In conclusion, I can say that we had an awesome trip, but i wouldn't back 'cause i would like to have more experiences in other places"* Even though the same quantity, 36,37% of students did not write the concluding sentence at the end of their texts. They still added a last detail at the end of their paragraphs, for example: *"Also, I play with my cousins in the park and I went to shopping with my uncle and my mom. It was funny!"* Besides, 23% of the students wrote the topic sentence. Still, it was not clearly stated, as is evidenced in the following example: *"Finally i came back to Ecuador."*

On the pre-test, the learners obtained 2,4 while the post-test obtained 3,1, presenting a positive increment when organizing a paragraph. 54,55% of the students were about to meet the rubric criteria since their written pieces were missing two or more writing elements, either topic sentences, supporting details, or concluding sentences. On the other hand, 40,90% of the students met the rubric standards since they did not include one of the elements that Boardman and Frydenberg (2008) consider fundamental in a written composition, such as the topic sentence, the supporting details, and the concluding sentence. Although, 4,55% of the students were below the standards because the text had no topic sentence, supporting details, much less a concluding sentence as in the following example: *"I didn't have any vacation so I don't have any history for show you."*

Nonetheless, on the post-test, 63,64% of the students meet the rubric standards since there was still missing one of the main elements of a paragraph in their writing compositions. Additionally, 23% of the students presented their paragraphs following a correct structure with the three main elements considered by Boardman and Frydenberg (2008).

On the contrary, 13,64% of the learners did not include a topic sentence neither a concluding sentence nor provide enough supporting details in their compositions, as in the following example: *"I also went to Riobamba and then we decided to go to Colombia which*

*was also a very fun experience.*” In this example, the student ended the text with this last sentence that does not include a concluding sentence.

Regarding grammar and punctuation, the results indicate that the learners obtained an average of 2,6 in the pre-test while in the post-test acquired 2,7 over 4. In the pre-test, 36,36% of the students were above the rubric criteria since they committed between 0 to 2 grammar and punctuation mistakes. On the other hand, the same percentage, 36,36%, of the learners were close to reaching the rubric criteria because the students presented 5 or 6 grammar mistakes, especially punctuation since they did not use commas and periods correctly affect the correct understanding of ideas (Oshima et al., 2014).

However, 18,18% of the students were below the standards because they presented more than six grammar mistakes, and the most common were spelling, punctuation, and capitalization. Finally, 9,10% of the students met the rubric criteria since they presented from 3 to 4 grammar mistakes in their written compositions.

The most common mistakes were related to punctuation since the students wrote long sentences and did not use commas to separate their ideas, for example: *“on my last vacation I went to Guayaquil I was with my family we had a good time we had a lot of fun we visited several tourist places in the city and in the end we went to our hometown in two days.”* As can be noticed in this example, the student did not use a capital letter to start the sentence, as Zemach and Islam (2006) claim. Also, the learner did not use commas to separate the ideas correctly and give coherence to the text. The correct way would be: *“On my last vacation, I went to Guayaquil. I was with my family we had a good time we had a lot of fun, we visited several tourist places in the city, and in the end, we went to our hometown in two days.”*

Another common mistake was the last period at the end of the sentence. According to Kaufman and Straus (2021), it is relevant to use periods at the end of a sentence. It is not evidenced in the following example: *“I got to know Pablo Escobar's cabin but I really loved my vacations”* Some other mistakes founded in the pre-test were related with the usage of

capital letters and spelling, for example: “*i*” (Correct: I), “*tv*” (Correct: TV), “*beatiful*” (Correct: beautiful), “*journey*” (Correct: journey), “*si*” (Correct: seen).

Regarding the post-test, students did not show an improvement in the grammar and punctuation aspects. They still committed the same mistakes as the beginning. Learners presented problems in this aspect because they wrote long sentences, and did not use commas correctly, for example: “*We couldn't stay a month because my friend got sick and I had to returns to work but I stayed there fifteen days which I enjoyed a lot.*” The correct way would be: “*We couldn't stay a month because my friend got sick and I had to returns to work, but I stayed there fifteen days, which I enjoyed a lot.*” These results are supporting by the contribution of Alhaysony and Alhaisoni (2017). They claim that students are not aware of the grammatical rules and are not motivated to learn them and the difficulties persist.

On the other hand, students did not present spelling problems after the application of the project. There were a few students who were still forgetting adding a period at the end of their paragraph and writing the personal pronoun “*i*” without capital letters, such for example: “*i would like to have more experiences in other places*” the correct way is: “*I would like to have more experiences in other places.*” This is also supported by the study done by Khan (2011) about the difficulties in English; he found that students face problems in spelling, grammar, and others.

For the vocabulary category, the results indicate that the learners obtained 2,7 in the pre-test and 3,5 in the post-test, which represent positive results after the project intervention. For this category in the pre-test, 13,64% of the learners were above the standards, but 45,45% met the rubric standard, 36,36% were nearly to meet, and 4,55% were below the rubric standards. In contrast with the post-test where 59,10% of the learners were above the rubric's criteria since they wrote at least four or five words related to the main topic. Besides, some students who correspond to the 31,81% met the standards because they presented four or five words related to the main topic, and just 9,09% were approaching the rubric standards.

Moreover, it is necessary to mention that the vocabulary category was essential to consider the details and explanation provided by the students, as in the pre-test, they mention a few details about their vacation they had a low score on this aspect. Still, after the project development, the students wrote more information about the activities and places they visited and did in their last vacation.

Briefly, the aspects that show betterment after the application of videos as authentic material to improve students writing skills were the organization that includes a topic sentence, supporting sentences, and concluding sentence. Moreover, the second aspect that presented positive results at the end of the project intervention is vocabulary. Students start to support their paragraphs, adding more relevant details in their compositions.

**Table 1**

*The students' pre-test and post-test results*

	<b>Pre-test</b>	<b>Post-test</b>
<b>Average</b>	2,31	2,97
<b>Standard deviation</b>	0,49	0,54

*Note.* The scores for the pre and post-test were assigned out of 4 points.

Table one shows the average of the scores obtained from the pre-test and post-test. Concerning the pre-test results, students gathered 2,31 out of 4 before using stories in video format to develop writing skills. In contrast, the post-test results show that the mean score was 2,97 out of 4 after the application of the project. Under these results, it is evident that there was a betterment after applying the stories in video format as the main material to improve writing skills. However, the progress showed with the use of this innovative strategy is not as significant; the progress made by some students after the application of the project cannot be underestimating.

In addition, the current table shows a standard deviation of 0,49 on the pre-test and 0,54 on the post-test, which reflects that after the application of this research, the standard deviation did not low by contrast, it increased, and the scores are more disperse after the usage of stories in video format to improve writing. This is because a few students were

pretty interested in enhancing and considering the feedback and suggestions given by the teacher. In this regard, Wahyuni (2017), in his study about Feedback on writing quality, mentions that students write better when they get feedback, considering the teacher as the source of knowledge, especially when providing feedback to improve writing.

In contrast, others ignored the teacher's advice and just posted their paragraphs because they were part of their final score. Moreover, another factor that could have affected the correct development of the post-test is that as it was not graded, the students did not put enough effort into doing it correctly.

### **Is there any improvement in grammar, vocabulary, and organization when students watch fairy tale videos?**

**Table 2**

*The five classes results*

	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>	<b>Class 4</b>	<b>Class 5</b>
<b>Stories in video format</b>	<b>"Ferdinand"</b>	<b>"Alice in Wonderland"</b>	<b>"Aladdin and the magic Lamp"</b>	<b>"The Beauty and the Beast"</b>	<b>"Jack and the Beanstalk"</b>
<b>Topic sentence</b>	1,86/4	1,4/4	2,1/4	2,6/4	2,5/4
<b>Supporting sentences</b>	2,41/4	2,7/4	3,5/4	3,55/4	3,7/4
<b>Concluding sentence</b>	1,45/4	2,1/4	3,18/4	3/4	3,2/4
<b>Organization</b>	2,45/4	2,3/4	3,1/4	3,4/4	3,7/4
<b>Grammar and punctuation</b>	2,6/4	2,2/4	2,5/4	2,5/4	2,27/4
<b>Vocabulary</b>	3,3/4	3,25/4	3,86/4	3,7/4	3,77/4

*Note.* The scores were assigned out of 4 points.

According to the results of table 2 in the first class, the students obtained an average of 2,45 over 4 on the category of organization. It is relevant to mention that it was necessary to consider the topic sentence, the supporting sentences, and the concluding sentence for this category. Thus, the majority of the learners presented problems establishing their topic

sentences correctly. Such as in the following example: *“Ferdinand is a bull that lives in Spain”* Evidently, this sentence does not present the two important parts that state Boardman and Frydenberg (2008), the topic sentence and the controlling idea. The correct way should be: *“Ferdinand is a bull is a bull different to the rest for the following reasons.”*

Furthermore, in some cases, learners still did not include their topic sentences at the beginning of their paragraphs. In the same way, the students did not add a concluding sentence at the end of their paragraphs; just a few of them attempted to write it. As shown in the following example: *“To conclude, Ferdinand is a good bull he isn’t fierce, who prefers to sit in a cork oak tree instead of fight with a matador.”*

For the grammar and punctuation aspect, the results show an average of 2,6 out of 4 due to the punctuation problems. In many cases, the students wrote long sentences and did not use commas and periods correctly, as you can see in the following example: *“Then some gentlemen were looking for bulls to train and fight then Ferdinando took him to another place and the bullfighter had a flower tattoo and Ferdinando only showed your honey”* In this example, it can be noticed that the student did not add commas instead of that, they wrote long sentences that lost the unity of the text, as Folse et al. (2015) exclaim that clarity refers to how easy is for the reader to understand what the writer is talking about in their composition. Moreover, as well as in the previous example, there is no period at the end of the paragraph, and some other students did not add it.

About the vocabulary covered during the first class, the average score was 3,3. The learners include four or more words presented as part of the vocabulary for this class, such as in the following example: *“Ferdinand lives in Spain. He likes to smell flowers but does not like bullfights. He is not a fierce bull.”*

Regarding the second class, the group of students obtained an overall average of 2,3 out of 4 in the organization category. The learners still presented problems in writing a topic sentence because they did not include it to give a general idea of their paragraph, as suggest Boardman and Frydenberg (2008). This is evidenced in the following example: *“First she saw a strange white rabbit run by her and she decided to follow it”* Additionally, another

common problem was when writing the concluding sentence because there were just a few paragraphs that included a good concluding sentence for a narrative paragraph, such as the next example: *“Finally it was just a dream, Alice had fallen asleep at the foot of a tree.”* In this sample, as Dean (2017) claims, the concluding sentence of a paragraph is essential to express a reflection, analysis, or final, personal, or character emotions.

Regarding the grammar and punctuation, the students presented the same problems as in the previous class. The average score of this class was 2,2 over 4 points. They wrote long sentences, for example: *“she fell into a hole where she founds herself in a room where there is a key to through a small door but she was big to pass out there.”*, the correct way would be adding a comma before but, and also, as it is evidenced in this example, the students presented problems on maintaining the verb tense in the past tense, since they were writing about a past situation. It is also noticed in the next example: *“in the dream she met with a rabbit, and this rabbit take her to a magical world.”* At the begging the student used the verb in the past “met” and then, she writes the verb “take” instead of “took” because the events are narrated in the past tense. According to Hinkel (2003), inconsistent contextual use of tenses represents a common error in academic writing.

Regarding the vocabulary of the second class, the average score was 3,25 out of 4 because the students did not add more than five words related to the vocabulary covered during this class as shows the following example: *“She saw a rabbit pass by with a coat and a watch, she followed it and fell into a hole.”*

In the third class, the learners obtained a general average of 3,2 out of 4 on the organization aspect because they presented advances on writing a topic sentence. In the previous classes writing a topic sentence was the biggest problem. This is supported by Sundrarajun's (2020) contribution, who mentions that writing can significantly challenge native English speakers and non-native speakers. Although, it is evidenced that the students started to have the intention to write a topic sentence, such as in the following example: *“Aladdin is a handsome and intelligent boy.”* Although in any case there were students who did not add this important element in their paragraphs. For example: *“Aladin was a young*

*man who one day Jafar met, he told him that there was a hole where there was a lot of gold and he proposed to enter which Aladin accepted...*” As can be observed in this example, the learner started to narrate the story rather than provide a topic sentence. Additionally, their concluding sentence started to be clearly and correctly established at the end of their written compositions, as evidenced in the following examples: *“In the end, Aladdin and the princess were married and the wizard gave up.”*

In the aspect of grammar and punctuation, students presented the same problems as in the previous classes; they did not use commas correctly. Such as in the next example: *“first Aladdin sees the wizard and the wizard takes him to a cave and they find a lot of gold and a lamp.”* The correct way would be this: *“First, Aladdin sees the wizard, and the wizard takes him to a cave, and they find a lot of gold and a lamp.”* At least this student must use two or three commas to separate the sentences and avoid confusion, as suggest by Kaufman and Straus (2021). Moreover, it is relevant to mention that the students started to write long texts to this point. They added more details related to the story tale watched in class, which negatively affected their punctuation improvement. Because as many details as they presented, more long sentences they used, and the problems related to punctuation increased instead of decrease.

The vocabulary section is evidenced a positive advancement because the students obtained a score of 2,86 out of 4. The learners included more than five words related to the vocabulary covered during the third class. They were no longer just adding words to fulfill the task's requirements, but they started to do it fluently. For example: *“They went to a cave where there was gold, necklaces, coins, but Aladin was looking for a lamp. In that lamp, there was a genie who made Aladin rich, which would drastically change his entire life.”*

Regarding the fourth class and fifth, the scores are pretty similar. In the organization category in the fourth class, the student got a score of 3,4 out of 4. While in the fifth class, they obtained 3,7. As it was previously mentioned, for this category was necessary to consider the topic sentence, supporting details, and the concluding sentence of the

paragraph. Among these categories, the ones in which students presented more difficulties were the topic sentence and the concluding sentence.

There were still students that forgot to include a topic sentence at the beginning of the paragraph, as suggest Boardman and Frydenberg (2008). It is evidenced in this example: *“Bella is a young woman who has two sisters and all three live with her father, the father's name was...”* In the previous example, the student delimits the paragraph's topic but did not establish a correct controlling idea because the whole paragraph that she writes is not about Beauty and his family. It is also about her adventure in the castle with the Beast.

On the other hand, some other students established their sentences correctly. For example: *“Belle was a beautiful and brilliant young woman who, after finding herself trapped in an enchanted castle, falls in love with a handsome and kind prince.”* Moreover, the same problems were found in the fifth class.

About their concluding sentences, the students wrote well-structured concluding sentences; as Oshima et al. (2014) stated, a concluding sentence restates what has been written in the topic sentence. The students obtained 3 in the fourth class and 3,2 out of 4 in the fifth class for this category. Compared with the previous classes, at this point, the students wrote strong topic sentences, for example: *“Finally, the enchantment was broken, they were married and were very happy forever. And we must never forget that beauty is not only on the outside”* in this concluding sentence, the writer does include not only the end of the story but also a personal opinion or thought that the story left to her. Whereas on the concluding sentences of the fifth class, there were in the same way such good concluding sentence's as in the following example: *“At the end of this story, those things helped Jack and his mother to have a better life and they lived happily for a long, long time.”*

In the aspect of grammar and punctuation, the learners obtained an average of 2,5 in the fourth class, while in the fifth class, they obtained 2,27 over 4. The most common mistakes were related to the correct use of commas and periods, such as in the next example of the fifth class: *“He stole it then he took a violin guy and took it away but the ogre was very furious so he chased him and went down with him but he cut the beanstalks and so*

*it ends.*” For these sentences, it is necessary to use commas before words like, but, and so to separate the sentences that have their own subject, as suggested by Zemach and Islam (2006). The correct way is: *“He stole it, then he took a violin guy and took it away, but the ogre was furious, so he chased him and went down with him, but he cut the beanstalks, and so it ends.”*

Furthermore, the students presented problems on overcapitalizing words, for example: “Cow” or “COW” (Correct: cow), “Hen” (Correct: hen), “Ogre” (Correct: ogre), and according to Kaufman and Straus (2021) the common nouns do not need to be capitalized. According to Alhaysony and Alhaisoni (2017) in order to avoid grammar problems, it is necessary to have adequate grammar practice.

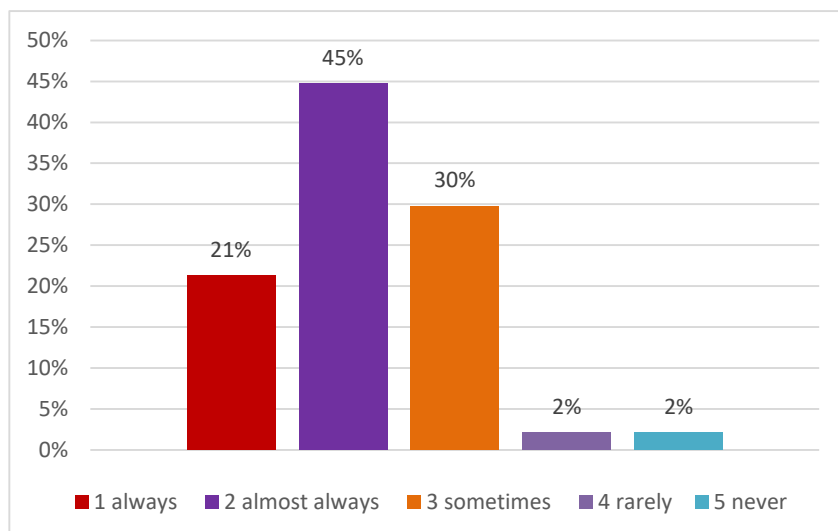
The last aspect which was focused this research on was vocabulary. Regarding the fourth class, the students had 3,7, and in the fifth class, they obtained 3,77 over 4 points according to the rubric since their written texts include a large amount of the vocabulary presented in the video.

According to the scores analyzed in this section, it can be concluded that the biggest improvement that students obtained during the development of the project was in the category of vocabulary, with an average of 3,57. Moreover, the second aspect with the highest score was organization. This evidences that the use of stories in video format is helpful to improve writing skills, just in the same way as in the study conducted by Olasina (2017). Finally, the aspect in which there was minor improvement was on grammar and punctuation. As previously presented, the students wrote long sentences and did not use commas and periods correctly.

**What are the student’s perceptions about using fairy tale videos to motivate them when writing?**

**Figure 2**

*Students’ feelings when developing writing activities in English class*



As can be observed in graph 2, the results are positive because 21% of students manifested that they always like to work in the writing activities during class; in the same way, 45% mentioned almost always. However, 30% of the participants manifested that sometimes they like to participate in these activities, and only 4% of the students do not like it. This result is divided between rarely and never. And this is evidenced in the writing activities that students developed in each class and participated actively. Also, the teacher gave learners continuous feedback in their production to improve aspects such as grammar, punctuation, and spelling for the following classes.

Moreover, the material used was authentic. It allows students to get ideas to produce their written pieces and listen to different accents, expressions used by native speakers, and learn more about the English culture, which is not presented in books. It is just gained with exposure to authentic material (Pinzón & Norely, 2020).

### Figure 3

*Students' motivation when using stories in video format to produce written pieces*

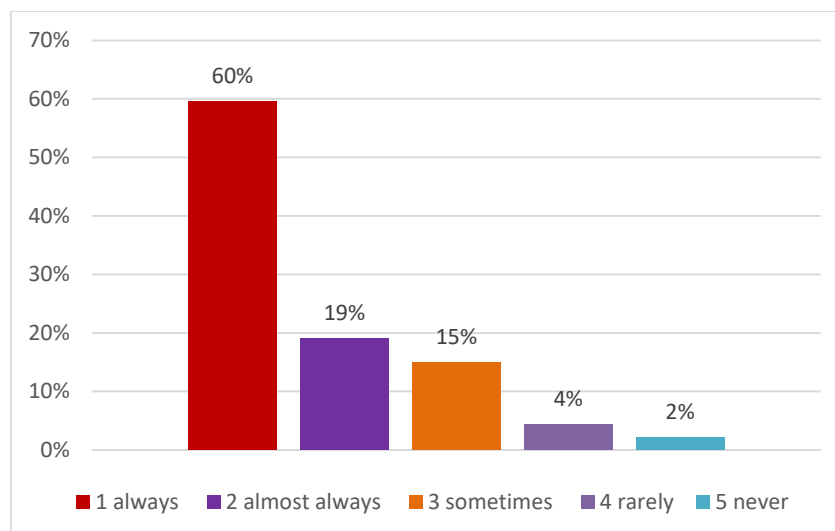
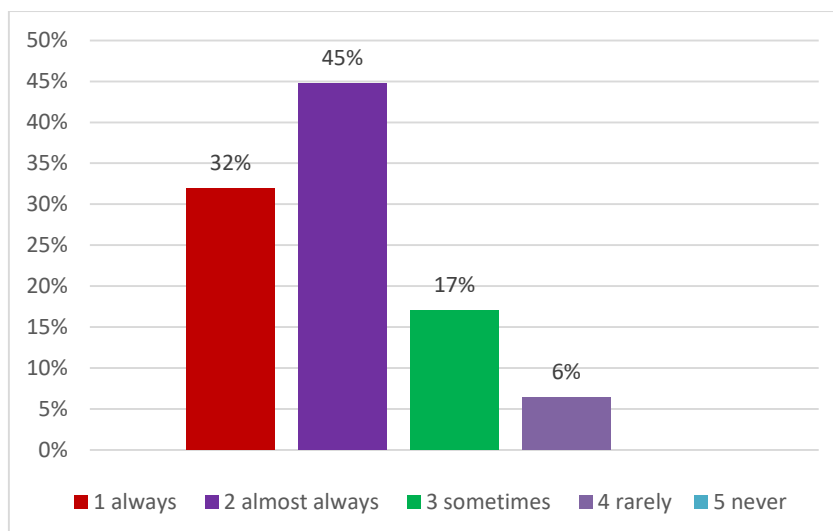


Figure number 3 aims to determine the student's feelings when developing writing activities using video format stories. The results show that 60% and 19% of the students had a positive attitude about using videos in their English classes to produce writing. In accordance with Styati (2016), who used YouTube videos as authentic material to improve EFL students' writing performance, the researcher noticed that students' motivation and interest increased positively.

Besides, 15% of learners demonstrated that they sometimes like to develop writing activities by using story tales in video format. This percentage is supported; bear in mind that some students did not want to answer the teacher's questions after the video presentation to structure the paragraph. This is supported by Asadifard and Koosha (2013), who mention students do not get involved in writing activities unless they have to. Finally, 4% of students rarely liked to use fairy tale videos, and 2% did not like to use this strategy in their classes. And this was evident in the short amount of students who presented their paragraphs on time.

#### **Figure 4**

*The usefulness of story tales in video format to improve students' writing skills*



*Note.* This graphic is based on the students' survey about their perspectives of using story tale videos.

Figure 4 demonstrates that 32% of students agreed that story tales in video format always helps them improve their English writing skill. Furthermore, 45% of the learners indicated the usefulness of using stories in video format in the development of writing skills. These results are supported by Pratiwi (2011), who used YouTube videos to improve writing skills. By the end of the study, students apply grammar rules correctly, explore the main idea accurately, and write details related to the main topic. Although, 17% of the students show a neutral position, and they claim that sometimes this strategy is helpful to improve their writing. Finally, 6% do not find the stories in video format as applicable to improve their English language skills.

#### **Figure 5**

*Students' perspective of the usefulness of stories in video format to improve listening/speaking and reading/writing skills*

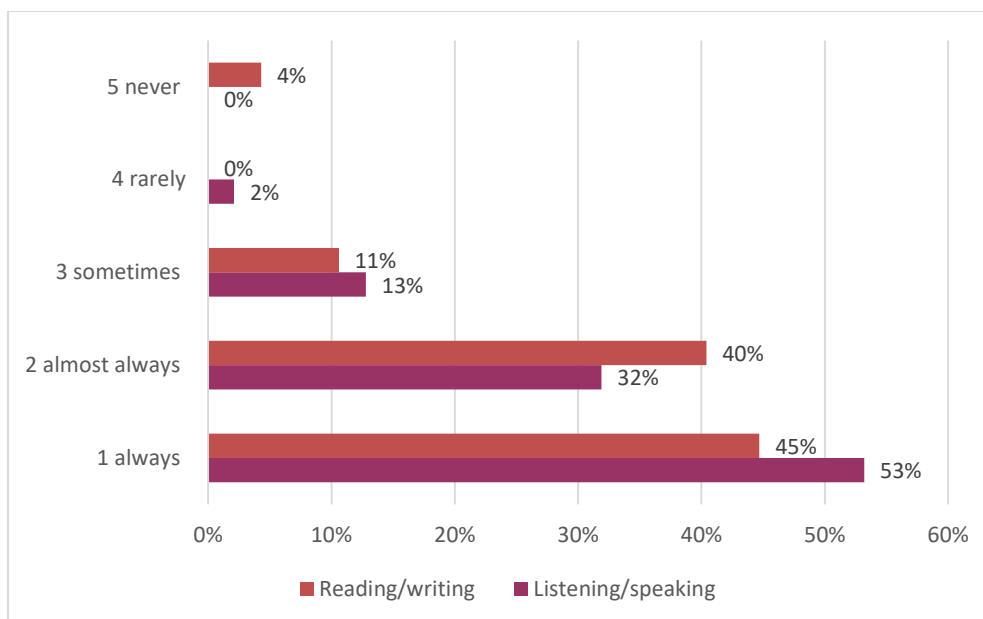


Figure 5 reveals that 53% of the students claimed that video format stories always helped them improve other English subs skills such as listening and speaking; in the same way, 40% of the learners marked almost always. These results are validated by Lin (2016), who examined if video-based material could foster L2, and his study demonstrated that this kind of authentic material facilitates learners' comprehension and create a positive effect on fostering L2 learners' abilities.

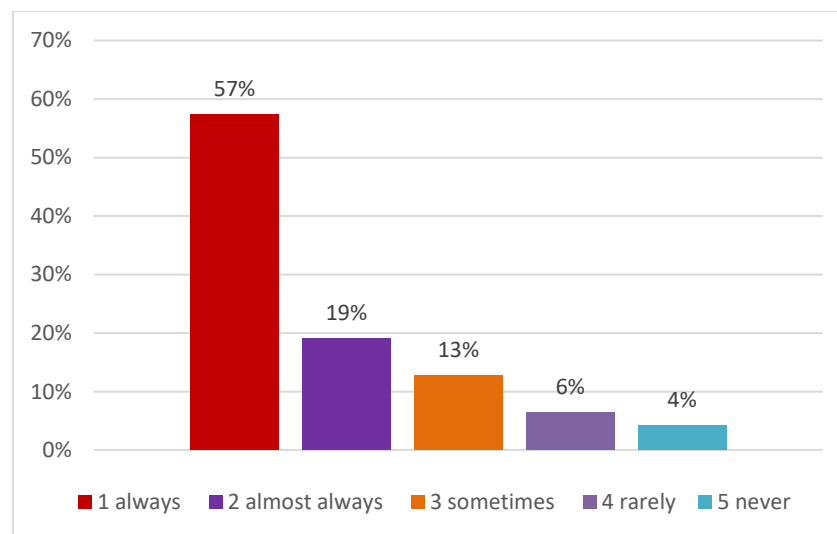
Unlike the main skill in which this project was focused, in this case, writing, for this aspect, 45% of the learners consider that the use of stories in the video format was always helpful to improve reading and writing skills, added to this 40% mentioned almost always. These results are supported considering the impact of the research led by Pelani (2016) that determined a positive effect on using animated cartoons to improve students' reading comprehension.

In addition, 13% of the students mentioned that this strategy sometimes helped them improve their listening and speaking skills. In comparison, 11% indicated that stories in the video format improved reading and writing skills. Besides, 2% of the learners claimed that stories in video format are rarely convenient to enhance their listening and speaking skills. Furthermore, 4% of the students argued that they never found helpful the stories in video format to improve reading and writing skills. During the research field, it was evident that due

to the insufficient amount of time, there was not enough time to develop all the steps in the writing process, as suggests Williams (2003), which are rewriting, planning, drafting, pausing, reading, revising, editing, and publishing. In that way, the students had to do the revising and editing part by themselves, hence their opinion on the lack of usefulness of stories to reading and writing.

**Figure 6**

*Students' enthusiasm to continue using stories in video format in upcoming classes*



The last figure shows that 57% of students always would like to continue using stories in video format in their English classes, and 19% of them mentioned almost always. According to the active participation in the activities presented in the three last classes, students demonstrated that they enjoyed the learning atmosphere created using stories in video format to improve their writing skills. Also, this information is supported by Sundana (2017), who used authentic material in English classes and noticed that students showed a positive attitude and were likely to use authentic resources. Besides, 13% of the learners agreed that they sometimes would like to use story tale videos in their classes. These percentages are validated during the activities' development because some students mentioned that it was not easy for them to follow up on the video presented. In the same way, 6% indicated that rarely and 4% never would like to use this kind of authentic material in their classes. These results can be related to the low English level in our country (English

First, 2020), which can negatively affect vocabulary understanding and expressions presented on understanding story tale videos.

## Conclusions

After implementing fairy tale videos with high school students to improve writing skills, the results indicate that it was positive for the learners. It was noticeable a slight improvement in the students' writing skills and their motivation was enhanced too. Students' achievements are evidenced in the scores obtained in the pre and post-tests.

The innovative strategy of using stories in video format helped the participants improve mostly in the aspect of the organization because most of the participants could write paragraphs that included a topic sentence, supporting sentences, and a concluding sentence.

After implementing stories in video format, students increased vocabulary because, as evidenced in the students' writing productions, they used expressions and vocabulary presented on the videos.

It is necessary to mention that the students after the intervention project, students showed improvement on the simple past tense since the videos narrated the events in this grammatical tense. Further, it was easy for them to write their texts using the simple past.

Stories in video format were a good strategy according to the students' perception because it was also evidenced active participation when presenting their compositions and their constant interaction in their English classes.

Even though listening was not the main skill of the study, the students showed a good management of listening skills because they understood most of the stories, which was perceptible when they wrote their paragraphs.

## **Recommendations**

English Educators should use stories in video format as authentic material in EFL classes to innovate and create a participative atmosphere in their classes. In this way, they can avoid using traditional and monotonous English resources.

Educators should integrate fairy tale videos in EFL classes to help students improve their writing skills, especially the organization of their paragraphs in aspects such as topic sentences, supporting sentences, and concluding sentences.

When incorporating story tales in video format, it is essential to bear in mind that previously the video projection, the students should check some words that they may not know to easily follow up the story presented and include those new words in their written texts.

It is beneficial for teachers to apply story tale videos as authentic material to improve students' writing skills because through this technique, they just not gain a positive impact in their writing skills, but they will also get better at managing the past tense since most of the story tale videos are narrated in the past.

It is recommendable to use the stories in a video format because it can create a good atmosphere in the classroom and activate the students' participation positively, and so that the students can show constant improvement in their writings.

The usage of fairy tale videos is beneficial to the listening skills of the EFL learners because they can follow up the story easily; for that reason, it is recommendable for teachers to use this kind of supplementary material in their English classes.

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## **Appendixes**

**Appendix 1: Student's pre-test**

**Appendix 2: Student's post-test**

**Appendix 3: Rubric**

**Appendix 4: Student's survey**

## Appendix 1: Student's Pretest



### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja  
Titulación de Inglés

#### Student's Written Pre-test

<b>Name of institution :</b>		
<b>Age of the student:</b>	14, 15, 16	
<b>Gender:</b>	Female	
	Male	
<b>Grade:</b>	10 <sup>th</sup> grade EGB	

- **Objective:** to pick up relevant information about the impact of using stories in format of videos to improve EFL writing skills in high school students
- **Instruction:** to choose the correct answer

#### Students' perspective about writing in English classes

- 1. Do you consider writing important in your English classes?**
  - a) Yes
  - b) No
- 2. Do you feel motivated to write in your English classes?**
  - a) Yes
  - b) No
- 3. Do you write texts as English assignment?**
  - a) Yes
  - b) No
- 4. Do you consider that writing is easy for you?**
  - a) Yes
  - b) No
- 5. What kind of authentic material would you like to use in your English classes to develop writing?**
  - a) books
  - b) magazines
  - c) Stories in format of video

- d) Stories in printed format

*Why?*

- a) *Because in books there are interesting information and details*
- b) *Because magazines are attractive with colorful pictures*
- c) *Because stories in format of video are entertaining and call my attention easily*
- d) *Because stories in printed format present the text and bright-colored pictures about it*

**6. Select the videos that you prefer as material to produce EFL writing**

- a) Videos that are part of the text book
- b) Videos about any topic
- c) Story tales in format of video

**Knowledge about writing:**

**1. Select the option that best define what is a paragraph**

- a) It is written piece that contains sentences about an specific topic
- b) It is a compilation of ideas about different topics
- c) It is a set of words that have relation between them

**2. What are the part of a paragraph?**

- a) Grammar, vocabulary, and organization
- b) Supporting ideas, topic sentence, and concluding sentence
- c) Coherence, cohesion, and conclusion

**3. Circle the kind of paragraphs that you know**

- a) Opinion
- b) Descriptive
- c) Persuasive
- d) Narrative

**4. What is the best definition that fits for a narrative paragraph?**

- a) A descriptive paragraph is used to compare similarities and differences
- b) A descriptive paragraph is used to define a concept
- c) A descriptive paragraph is used to narrate an event

**5. Read the following paragraph and then match the correct parts of the paragraph**

Three main problems that affect our city are in the peripheral urban sectors. One of those problems is the lack of sewage; many neighborhoods in the urban sectors do not have access to sewage, although they constantly pay taxes to the municipality. Another problem is the lack of weighted streets, in the rain times it causes problems for the people who live in these zones,

makes it difficult to go to their workplaces and schools. Additionally, there are places that present geological faults and landslides, provoking many houses' destruction. Finally, the problems mentioned previously have not been attended and the people still living in those conditions, without sewages, lack weighted streets, and landslides that affect especially to those who live in the peripheral urban sector.

a. The lack of sewage; many neighborhoods in the urban sectors do not have access to sewage.	1. _____ topic sentence
b. There are places that present geological faults and landslides, provoking many houses' destruction	2. _____ first supporting sentence
c. Finally, the problems mentioned previously have not been attended and the people still living in those conditions.	3. _____ second supporting sentence
d. The lack of weighted streets, in the rain times it causes problems for the people who live in these zones.	4. _____ third supporting sentence
e. Three main problems that affect our city are in the peripheral urban sectors.	5. _____ concluding sentence

- a) 1b, 2a, 3d, 4c, 5e
- b) 5a, 4b, 3c, 2d, 1e
- c) 1e, 2a, 3d, 4b, 5c

#### 6. Write a narrative paragraph about your last vacation

*You have to include at least four sentences using the past tense.  
Use a topic sentence, supporting details and concluding sentence  
The length of your paragraph must be from 30 to 50 words*

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## Appendix 2: Student's Post-test



### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja  
Titulación de Inglés

#### Student's Written Post-test

Name of institution :		
Age of the student:	14, 15, 16	
Gender:	Female	
	Male	
Grade:	10 <sup>th</sup> grade EGB	

- **Objective:** to pick up relevant information about the impact of using stories in format of videos to improve EFL writing skills in high school students
  - **Instruction:** to choose the correct answer
1. **Select the option that best define what is a paragraph**
    - a) It is written piece that contains sentences about an specific topic
    - b) It is a compilation of ideas about different topics
    - c) It is a set of words that have relation between them
  2. **What are the part of a paragraph?**
    - a) Grammar, vocabulary, and organization
    - d) Supporting ideas, topic sentence, and concluding sentence
    - e) Coherence, cohesion, and conclusion
  3. **Circle two characteristics of a narrative paragraph**
    - a) A narrative paragraph has a topic sentence, supporting details and a concluding sentence.
    - b) A narrative paragraph describes different situations that happened to someone and it does not matter the chronological order.
    - c) In the body sentences of a narrative paragraph we include the events of the story in chronological order.
  4. **What is the best definition that fits for a narrative paragraph?**
    - d) A descriptive paragraph is used to compare similarities and differences
    - e) A descriptive paragraph is used to define a concept
    - f) A descriptive paragraph is used to narrate an event
  5. **Read the following paragraph and then match the correct parts of the paragraph**

Three main problems that affect our city are in the peripheral urban sectors. One of those problems is the lack of sewage; many neighborhoods in the urban sectors do not have access to sewage, although they constantly pay taxes to the municipality. Another problem is the lack of weighted streets, in the rain times it causes problems for the people who live in these zones, makes it difficult to go to their workplaces and schools. Additionally, there are places that present geological faults and landslides, provoking many houses' destruction. Finally, the problems mentioned previously have not been attended and the people still living in those conditions, without sewages, lack weighted streets, and landslides that affect especially to those who live in the peripheral urban sector.

f. The lack of sewage; many neighborhoods in the urban sectors do not have access to sewage.	6. _____ topic sentence
g. There are places that present geological faults and landslides, provoking many houses' destruction	7. _____ first supporting sentence
h. Finally, the problems mentioned previously have not been attended and the people still living in those conditions.	8. _____ second supporting sentence
i. The lack of weighted streets, in the rain times it causes problems for the people who live in these zones.	9. _____ third supporting sentence
j. Three main problems that affect our city are in the peripheral urban sectors.	10. _____ concluding sentence

d) 1b, 2a, 3d, 4c, 5e

e) 5a, 4b, 3c, 2d, 1e

f) 1e, 2a, 3d, 4b, 5c

## 6. Write a narrative paragraph about your last vacation

- *Your paragraph must have at least 70 words.*
- *Your paragraph should have the basic parts of the paragraph (topic sentence, supporting details and a concluding sentence)*
- *Your paragraph should contain connectors*
- *Your paragraph should have the events written in chronological order.*

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## Appendix 3: Rubric

<b>Single Narrative Paragraph Rubric</b>					
	<b>1 Below standards</b>	<b>2 Approaching standards</b>	<b>3 Meets standards</b>	<b>4 Above standards</b>	<b>Points</b>
<b>Topic Sentence</b>	The topic sentence is missing	The topic sentence is not established correctly. It does not name the topic of the paragraph and a specific thought or feeling about it.	The topic sentence is presented but is not clear. It names ambiguously the topic of the paragraph and a specific thought or feeling is not clearly stated.	The topic sentence is clearly stated and presents. It names the topic and a specific thought or feeling about it.	
<b>Supporting sentences</b>	The supporting details are not related to the main idea	It includes just one supporting detail that tells what happened in the story	There are two supporting details that tell what happened in the story	Student write three or more supporting details that tell what happened in the story	
<b>Concluding sentence</b>	The concluding sentence is missing.	The concluding sentence is not established correctly. It does not show clearly how the story ends, neither tell the reader what the writer learned, nor the writer does not share his feelings about the story	The concluding sentence is presented and somewhat clearly. It states how the story ends, and tell the reader what the writer learned, or share his feelings about the story	The concluding sentence is clearly stated and show how the story ends, tell the reader what you learned, or the writer share his feelings about the story	
<b>Organization</b>	In the paragraph, there is not topic sentence, and concluding sentence. The supporting details are not clearly established.	In the paragraph, is missing two or more writing elements either topic sentence or supporting details. The details are almost clearly established.	In the paragraph is missing one of the main elements of a paragraph. The details are nearly clearly established.	The paragraph presents a topic sentence, supporting details and a concluding sentence. The details are in a correct order.	
<b>Grammar and punctuation</b>	The paragraph presents more than six grammar mistakes, capitalization, punctuation, spelling, subject verb agreement,	The paragraph presents five to six grammar mistakes, capitalization, punctuation, spelling, subject verb agreement, or	The paragraph has 3-4 grammar mistakes, capitalization, punctuation, spelling, subject verb agreement, or incorrect use of capital letters.	The paragraph has 0-2 grammar mistakes, capitalization, punctuation, spelling, subject verb agreement, or incorrect use of capital letters.	

	or incorrect use of capital letters.	incorrect use of capital letters.			
<b>Vocabulary</b>	There is not vocabulary related to the main topic of the paragraph	There are a couple of words related to the main topic of the paragraph	There are at least four or five words related to the main topic of the paragraph	There are more than five words related to the main topic of the paragraph	
<b>TOTAL</b>					4/4

## Appendix 4: Student's Survey



## UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Titulación de Inglés  
Student's Post-Survey

<b>Name of institution :</b>		
<b>Age of the student:</b>	14, 15, 16	
<b>Gender:</b>	Female	
	Male	
<b>Grade:</b>	10 <sup>th</sup> grade EGB	

- **Objective:** to pick up relevant information about the impact of using stories in format of videos to improve EFL writing skills in high school students
- **Instruction:** to choose the number that best fits your opinion. Consider the following scale:

<b>1</b>	<b>ALWAYS</b>
<b>2</b>	<b>ALMOST ALWAYS</b>
<b>3</b>	<b>SOMETIMES</b>
<b>4</b>	<b>RARELY</b>
<b>5</b>	<b>NEVER</b>

	<i>AFFIRMATIONS</i>	<i>SCALE</i>				
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1	I like to develop writing activities in my English class.					
2	I like to use story tales in format of video in my English classes.					
3	The use of story tales in format of video motivates me to write in my English classes.					
4	The implementation of story tales in format of video helped me to improve my writing skills.					
5	The use of story tales in format of videos allows the active participation of all students, unlike traditional classes.					
6	The usage of story tales in video format are easy to understand and use.					
7	The use of story tales in format of video helped me to improve my grammar skills (sentence structure, punctuation, correct use of verbs).					
8	The implementation of story tales in format of video helped me to improve my vocabulary (I learned new words).					

9	The use of story tales in video format helped me improve my organization when writing texts (paragraphs).					
10	The usage of story tales in video format helped me improve my listening/speaking skills in the English classes.					
11	The implementation of story tales in format of video helped me to improve my reading and writing skills in English classes.					
12	I would like to continue using story tales in format of video in my future English classes					

**Thanks for your collaboration!**