

Conference Paper

Exploring the Effectiveness of Motivational Stories and Videos Shared via Facebook in Enhancing the Writing Skills of English as a Foreign Language (EFL) Students

Exploración de la eficacia de historias y vídeos motivadores compartidos a través de Facebook para mejorar las habilidades de escritura de los estudiantes de inglés como lengua extranjera (EFL)

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Abstract

This study analyzes the development of writing skills through the pedagogical use of motivational stories and videos on Facebook. Participants in this study were students from different parts of the country. Particularly, this mixed-methods research aims to determine how these technological tools help students enhance their writing skills at the same time find out students' perceptions about the use of Facebook. In order to achieve these goals, a Facebook group page was created. The students were then asked to complete different activities, like reading short motivational stories and watching several motivational videos. The intervention lasted for two months. The students' progress was assessed using rubric for measuring their ability to discover the main idea of the stories and videos, reporting the event sequence, using correct grammar and vocabulary, and summarizing information. A survey was conducted to determine students' perceptions about the use of Facebook in this particular context. The results show that the pedagogical use of Facebook was positive since it catches students' attention and helps them develop writing activities collaboratively.

Keywords: *writing, reading, watching, skill, Facebook, pedagogical.*

Resumen

Este estudio analiza el desarrollo de las habilidades de escritura mediante el uso pedagógico de historias y videos usando Facebook. Este estudio se realizó con estudiantes de diferentes partes del país. Particularmente, el propósito de esta investigación es determinar cómo estas herramientas tecnológicas ayudan a los estudiantes a mejorar su escritura y, correlativamente, conocer las percepciones de los estudiantes sobre el uso de Facebook. Para lograrlo, se creó un grupo en Facebook. Se pidió a los estudiantes que completaran diferentes actividades, como leer historias y ver videos de motivación. La intervención duró dos meses. El progreso de los estudiantes se evaluó con una rúbrica para medir su capacidad para descubrir la idea principal de las historias y videos, informar la secuencia de eventos, usar la gramática y el vocabulario correctos y resumir la información. Se aplicó una encuesta para conocer las percepciones de los estudiantes sobre el uso de Facebook en este contexto. Los resultados muestran que el uso pedagógico de Facebook es positivo ya que llama la atención de los estudiantes para desarrollar actividades de escritura de forma colaborativa.

Palabras Clave: *escritura, lectura, observación, habilidad, Facebook, pedagógico.*

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1. Introduction

Social media has been integrated as a learning platform in various educational settings, especially in teaching, and as a tool to engage students in communicative awareness. One of the most used social networks is Facebook, which allows teachers to involve students in active learning to develop different language skills. On account of the fact that writing is one of the most difficult skills for students to learn, it happens that most students feel discouraged about the task of writing. On the other hand, it turns out frustrating for teachers to find out that their mere effort does not motivate students to write; this problem is observed at any age or English proficiency level. Be that as it may, there are many factors that cause students' lack of motivation, starting from topics that are not interesting or relevant for them to monotonous information that does not catch their attention, let alone boosting students to make an effort to write, not even simple English sentences.

Writing is one of the four language skills that every student should master when learning English as a foreign language in Ecuador. Bailey highlights that the purpose of writing is to report what the author has done, answer the author's questions, discuss a specific topic, provide the author's opinion, and synthesize someone's research on a topic [1]. Consequently, teaching writing skills in the digital age is one of the challenges in the teaching process, especially in the context of EFL. Hence, English teachers in our country must catch up with the development of technology to support their process of teaching. When it comes to teaching writing in the 21st century, technology has been playing an important role in the process of teaching and learning because it provides lecturers with another way of teaching writing and makes students more interested in it. Richard expresses that there are several new technical tools and online resources accessible to help students' writing [2]. Facebook does not only have to be used for entertainment; teachers can take advantage of this social network and utilize it to create learning environments for exclusively teaching purposes, considering that nowadays it is widely used by young learners. According to Kabilan et al. [3], EFL teachers must integrate Facebook into their daily teaching process in order to achieve predetermined learning goals and provide meaningful learning experiences since this social network allows for the incorporation of a lot of teaching material, such as videos and stories, carefully selected and adapted to students' needs and ages. Similarly, Yunus and Salehi affirm that Facebook is a powerful tool to improve students' writing skills, especially in brainstorming before actual writing [4].

Research has been done about the use of Facebook for teaching purposes in EFL classrooms. Podoll and Randall state that by combining the use of social networking



sites and the Internet in the teaching process, the role of teachers has changed from helping students learn in physics classrooms to instructing them online, making Facebook appear like one of the most innovative tools to get closer and closer with the learners, no matter how far they could be, since everyone has at least one Facebook account, making it versatile in all senses [5].

Kohan and Pourkalhor mentioned some of the advantages of teaching English through short stories due to the fact that they make reading tasks easier for students; they help students increase creativity, increase cultural awareness, reduce student anxiety, as well as help them feel more relaxed [6]. In fact, these ideas guide the work of teachers through meaningful activities that make a huge contribution to student learning. In addition, Boster et al. confirmed the use of videos in the classroom because video applications have a positive impact on learners' performance both in social research and science [7]. According to Bonk, YouTube is considered an attractive social media platform that contributes to global education [8]. Faculty and staff are increasingly using YouTube to teach English, which has started to be fully utilized. Considering the above issues, this research aims to describe the lecturer's views on the use of motivational videos and stories through Facebook to enhance writing skills in EFL students. This study is guided by the next 3 research questions: How can students improve their quality of writing by using motivational stories and videos? Which one of the two applied resources turned out to be more effective in enhancing EFL students' writing skills through Facebook? And what are the students' perceptions regarding the use of motivational stories and videos to improve EFL writing skills?

Accordingly, with the purpose of motivating students to write and improve their English writing skills, Facebook has been used as a pedagogical tool, using motivational stories and videos as resources to determine which one of them turns out to be more effective, as well as to discover the students' perceptions regarding the use of motivational stories and videos to improve their EFL writing skills, and in this way, to determine if the use of Facebook influences students' motivation to improve their English writing level while working in a collaborative way. The results of this study are presented in three chapters. The first one comprises all the aspects of the literature review. The second chapter, in which the researcher explains the methodology used to carry out the research, and Chapter 3, which states the results and discussion, Finally, conclusions and recommendations are formally detailed at the end of the research.

As for the research methodology, there were no limitations identified in this study since all the participants showed good attitude and commitment in the scheduled virtual sessions when it came to attending the meetings and accomplishing the activities proposed in the eight weeks the research lasted.

Chapter I: Literature Review



1.1. Teaching Writing in EFL Classes.

Teaching writing in EFL classes is fundamental. Although it implies a complex process that requires a lot of knowledge from students in order to translate and interpret the signs and symbols from both texts and videos into writing and to decode meaning from single words, sentences, and clauses in order to understand the whole meaning of a video or a piece of text, Writing skills offer learners a lot of benefits since, through writing, they are able to access knowledge in general from different sources, which at the same time allow students to improve their learning of grammar, vocabulary, and other aspects of language as well as their communication in English. Cain pointed out that this important skill involves the coordination of a series of abilities, strategies, and knowledge to be performed satisfactorily [9].

1.2. The writing process.

According to Kaplan and Grabe, writing is a technique that must be practiced and learned through experience [10]. It can be concluded that students' writing capability refers to the ability to observe or measure the realization or recording of ideas, concepts, or behaviors in the form of essays after observing and measuring the learning process, including knowledge, skills, cognition, emotions, and mental movements.

Among the existing educational media, internet media has become a popular trend. The media is used to deliver the message from the message recipient to the resource. In addition, the internet is a visual medium that can help teachers deliver information in specific ways to help students understand the concepts of learning materials. Internet media is relatively cheap, easy to use, easy to enjoy, and can convey tons of audio-visual information. Sudjana et al. manifest that all kinds of information are poured out through communication symbols, which are expected to inspire and give students confidence and motivation, allowing them to actively participate in the learning process and internalize it [11]. Caulfield holds the position that good academic writing requires effective planning, drafting, and revision [12]. Everyone's writing process looks different, but there are five basic steps to help students organize time when writing any type of text.

1.3. Step 1: Prewriting

The first thing students must do before writing is come up with their own topic for the assignment. Once students understand their topic, they can search for related resources



and collect the information they need. This process varies according to their research field and scope of work. It may involve looking for primary and secondary sources, reading relevant texts (such as literary analysis) carefully, and collecting data using relevant research methods (such as experiments, interviews, or surveys).

From a writing perspective, it is important to take a lot of notes while conducting research. Track the title, author, publication date, and related citations from their sources; the data collected; and the preliminary analysis or explanation of the problem they solve.

1.4. Step 2: Planning and outlining.

Especially in academic writing, it is very important to use logical structure to effectively convey information. Planning ahead is much better than trying to develop a structure after the student has already started writing. Creating an essay outline is a useful way to plan the structure before students start writing. This should help to determine the main ideas that they want to focus on and how they will organize them. The outline is not necessarily final, and it does not matter if the structure changes throughout the writing process.

1.5. Step 3: Writing a first draft.

Once there is a clear understanding of the structure, students can make a complete first draft. This process can be very non-linear. For example, it is reasonable to start writing from the main body of the text. Once there is a clearer concept of the introduced text, they can save the introduction. In order to provide structure for writing, the outline must be used as a framework. Students have to make sure that each paragraph has a clear central focus related to their overall argument. When turning to a different topic, start a new paragraph, as well as use appropriate transition words and phrases to show the connection between thoughts.

1.6. Step 4: Revising

Revision is the key to effective documentation. Here, students must think more deeply about the needs and expectations of readers. The text becomes reader-centered. How much support does each idea need to convince the reader? What terms should be defined for these specific readers? Is the organization of writing effective? Do readers need to understand X before understanding Y? At this stage, the author must also refine



the prose to make each sentence as concise and accurate as possible, as well as to make the connections between ideas clear.

1.7. Step 5: Editing

The last step in carrying out a writing process has to do with checking grammar, mechanics, and spelling. All in all, before printing a document, the last thing the writer should do is spell-check. The writer does not have to edit the writing until the other steps of the writing process are completed.

1.8. Parts of a paragraph

Each paragraph should contain a topic sentence to identify the main idea of the paragraph. The topic sentence also states the author's point of view on the topic. Usually, the topic sentence appears at the beginning of the paragraph. It is usually the first sentence of the paragraph. The topic sentence of the paragraph must be general enough to express the overall theme of the paragraph. But it should be specific enough so that the reader can understand the main themes and main points of the paragraph. Edgar advocates the view that in order to get the most out of a paragraph, the topic sentence should be carefully highlighted, following the next steps [13]:
The Topic Sentence

According to The Write Site, the topic sentence introduces a controlling idea that will determine the content of the paragraph, i.e., what goes in and what is left out [14]. The topic sentence is usually the first sentence of the paragraph and states the main idea, as well as telling the reader exactly what the rest of the paragraph will be about. The topic sentence directs the reader to the content of the paragraph. It sets the following expectations: all the information in the paragraph will be clearly related to its controlling idea, and only information that is clearly related to this control idea will be included in the paragraph.

1.9. The Supporting Sentences

Supporting sentences: the middle part of a paragraph is called the body, and it consists of sentences that provide more information to explain or support the topic sentence. These sentences are called supporting sentences. There are two types of supporting sentences: primary supporting sentences and secondary supporting sentences. The



primary supporting sentence tells us the topic sentence. Secondary supporting sentences tell us more about the main supporting sentences. To sum up, the supporting sentences are the middle sentences of the paragraph, and they provide details such as explanations or examples that expand or support the topic sentence. Supporting sentences are sometimes connected by transition words or phrases.

1.10. The concluding sentence

A concluding sentence signals the end of the paragraph and reminds the reader of the main idea. To write a good concluding sentence: 1) Begin with a conclusion signal. Conclusion Signals: To conclude, to sum up, In brief, in conclusion, To summarize, In short, indeed, In summary, all in all, It is clear that... These examples show that... You can see that...and so on. A concluding sentence is sometimes used in longer paragraphs to sum up the presented ideas. It expresses the same idea as the topic sentence but in different words.

1.11. Transition Words and Connectors

When it comes to writing academically, it is important to use both transition words and connectors in order to link words, phrases, or sentences since they help the reader progress from one idea (expressed by the author) to the next. Thus, they help build up coherent relationships within the text. Caulfield holds the position that transition words and connectors, also called links or conjunctions, are used to link together different ideas in the text [12]. They help readers understand an argument by expressing the relationship between different sentences or parts of sentences. This structured list of commonly used English transition words can be considered quasi-complete. It can be used (both students and teachers are the same) to find the correct expression. English transition words are indispensable because they not only connect thoughts but also introduce a certain transformation, contrast or opposition, emphasis or consistency, purpose, result, or conclusion in the process of argumentation.

Sugita [15] believes that learning to use transition words can effectively improve students' fluency in written and spoken language. Therefore, the use of conjunctions can enable students to write more relevant information, improve their fluency in writing, and subsequently further develop students' ability to write information, ideas, etc. in English according to the situation and purpose, and use these abilities to develop a positive communication attitude.



Transition words and connectors in a sentence show the relationship between the ideas in the sentence. They can be used between sentences to show the relationship between ideas in adjacent sentences, paragraphs, and even the main part of an academic paper. It is worth noting that although transitions and connectors describe the relationship between ideas, they do not automatically create the relationship between ideas for the reader. The use of transition words and connectors must provide sufficient context in the sentence or paragraph to clarify the relationship.

Example of transitions and connectors:

1.11.1. Illustration

Thus, for example, for instance, namely, to illustrate, in other words, in particular, specifically, such as.

1.11.2. Contrast

On the contrary, contrarily, notwithstanding, but, however, nevertheless, in spite of, in contrast, yet, on one hand, on the other hand, rather, or, nor, conversely, at the same time, while this may be true.

1.11.3. Addition

And, in addition to, furthermore, moreover, besides, than, too, also, both-and, another, equally important, first, second, etc., again, further, last, finally, not only-but also, as well as, in the second place, next, likewise, similarly, in fact, as a result, consequently, in the same way, for example, for instance, however, thus, therefore, otherwise.

1.11.4. Time

After, afterward, before, then, once, next, last, at last, at length, first, second, etc., at first, formerly, rarely, usually, another, finally, soon, meanwhile, at the same time, for a minute, hour, day, etc., during the morning, day, week, etc., most important, later, ordinarily, to begin with, afterwards, generally, in order to, subsequently, previously, in the meantime, immediately, eventually, concurrently, simultaneously.



1.11.5. Space

At the left, at the right, in the center, on the side, along the edge, on top, below, beneath, under, around, above, over, straight ahead, at the top, at the bottom, surrounding, opposite, at the rear, at the front, in front of, beside, behind, next to, nearby, in the distance, beyond, in the forefront, in the foreground, within sight, out of sight, across, under, nearer, adjacent, in the background.

1.12. Similarity or Comparison

Similarly, likewise, in like fashion, in like manner, analogous to.

1.12.1. Emphasis

Above all, indeed, truly, of course, certainly, surely, in fact, really, in truth, again, besides, also, furthermore, in addition.

1.12.2. Details

Specifically, especially, in particular, to explain, to list, to enumerate, in detail, namely, including.

1.12.3. Examples

For example, for instance, to illustrate, thus, in other words, as an illustration, in particular.

1.12.4. Consequence or Result

So that, with the result that, thus, consequently, hence, accordingly, for this reason, therefore, so, because, since, due to, as a result, in other words, then.

1.12.5. Summary

Therefore, finally, consequently, thus, in short, in conclusion, in brief, as a result, accordingly.



1.12.6. Suggestion

For this purpose, to this end, with this in mind, with this purpose in mind, therefore.

2. Technological Resources used in EFL

2.1. Social Networks used in Teaching

The birth of the Internet, especially Web 2.0 technology, has witnessed a shift in the learning paradigm from a top-down system focused on scholars and knowledge to a network approach. Web 2.0 is a term usually associated with social networking, covering a variety of web-based technologies that enable users to contribute, share, and consume information. It usually includes social networking sites (SNS), wikis, blogs, etc. For example, Su and Beaumont bring up the fact that wikis can be used to promote effective collaborative learning and peer evaluation because they allow quick feedback, learning through observation, and simple navigation [16]. In addition, Churchill states that it has also been suggested that integrating blogs with other Web 2.0 applications (such as social bookmarking and chat) can enhance the learning experience of students [17].

SNS are the most popular Web 2.0 application among web users, but few studies have investigated how students and lecturers use or respond to SNS for formal academic reasons. According to Schroeder and Greenbowe, students are more inclined to use Facebook groups and forums than other e-learning tools, such as WebCT [18]. It is important to study how to integrate SNS into e-learning to improve the teaching and learning experience by allowing communication between peers and between students and lecturers.

Thus, it can be formulated that the function of internet media, especially Facebook, in learning is to raise student motivation to learn and as a communication tool in conveying the message to students with more speed and ease of use. How to use Facebook is easy. By clicking the <http://www.facebook.com> site, you can register by filling out the columns of information that are available. The Facebook site is also equipped with a user-friendly search menu by city, workplace, school, and region. As with other social networking sites, on Facebook there is also a feature to add friends, send messages, update profiles, write comments, and so on.

So far, Junco [19] points out that research on the use of SNS in education has mainly focused on the use of a single SNS, such as Facebook or YouTube [20]. No research has investigated the potential benefits of integrating various functions or features of SNS into a single platform to enhance the teaching and learning experience between



students and lecturers. Therefore, the current research has two main goals. First, the research aims to determine the factors that influence the use of SNS in e-learning, especially among students and lecturers in Ecuador. Considering the high rate of SNS usage by Ecuadorians, this is considered appropriate.

Encouraging factors that attract people into the new environment are called pull factors, i.e., when students are not satisfied with the current learning environment, they often look for better options. Clifton and Mann put forward that SNS provide a platform for users to participate in groups or interests, join participation pages and forums, form their own networks, and participate in community formation [20]. Galy et al. suggest that SNSs allow students and lecturers to search for and discover valuable information related to academic matters easily, and hence a considerable amount of time can be saved [21]. It is also important for both students and lecturers to understand the benefits of using SNSs in teaching and learning activities. Finally, social presence is also important, as frequent informal communications with students, including engaging in discussions, replying to emails, and direct communications, are believed to help boost students' morale.

2.2. The use of Facebook for Teaching English

By integrating the use of social networking sites and the Internet in the teaching process, the role of teachers has changed from helping students learn in physics classrooms to becoming instructors and information providers, thus helping students plan advanced learning, plan their careers, and stay on the Internet. Provide additional educational resources on the Internet. Research by DuBois et al. showed that frequent exchanges between mentors and youth mentors doubled the effectiveness of the mentorship program [22]. Therefore, Facebook can create exchange opportunities for discussions between teachers and students.

Voithofer pointed out that teaching and learning specific skills related to educational technology can help students assess the technical and teaching characteristics of educational technology, the social aspects of education technology, and how to keep up with technological progress [23]. Therefore, it is essential for teachers to introduce students to social networking sites and how to optimize the use of these sites to enhance the learning experience. Teachers can provide students with additional training to open a Facebook account and invite students to the Facebook page. They can post learning-related posts and homework, and they can train students to further improve their Facebook skills as a teaching tool. Raman et al. emphasize that teachers can also invite students to post messages related to their courses or something related to



what they learned in class [24]. Efforts to integrate the use of technology, especially Facebook, which is particularly popular among students, will be appreciated by them.

2.3. The Use of Stories to Teach English

Cambridge English (2011) advocates the view that a good story encourages students to turn the next page and read more [25]. They want to find out what happens next, what the main characters do, and what they say to each other. They may feel excited, sad, afraid, angry, or really happy. This is because the experience of reading or listening to a story is much more likely to make them 'feel' that they are part of the story, too. Just like in their 'real' lives, they might love or hate different characters in the story. Perhaps they recognize themselves or others in some of them. Perhaps they have similar problems.

Short stories at the intermediate stages of language learning could be beneficial since literature has the quality of being universal and short stories will allow the teacher to deal with human problems. Very often, class discussions will make a student think, do away with misconceptions that he has gained, enhance an international feeling of understanding many misunderstood concepts, and perhaps even help gain some new perspective on them. Students voice their feelings about many issues and earnestly look for information that could promote a better understanding of the world in which we as human beings live.

Consistent with previous claims, the use of short stories in English classrooms is a way to find ways to stimulate students' language learning because stories bring many benefits to teaching; the language used in these stories is usually understood by students. And help them participate in reading. Similarly, Kohan and Pourkalthor mentioned some of the advantages of teaching English through short stories [6]: "They make students' reading tasks easier; they help students increase creativity, increase cultural awareness, reduce students' anxiety, and help them feel that they are more relaxed; they manage the common language; and they involve fiction" (page 3). In fact, these ideas guide the work of teachers through meaningful activities that make a great contribution to student learning.

2.4. The Use of Videos to Teach English

Rice et al. argues that the demand for the Internet, including websites and applications, continues to grow and is widely used [26]. The use of the Internet in education will have a positive impact on the learning and teaching process, especially in the classroom. However, many researchers have observed the impact of interactive television and



video-based media on students and teachers. Whithaus and Neff found that teachers can use video as a web-based teaching model and provided them with the opportunity to use video as a learning tool [28].

In addition, videos can generate interaction among students who support social teaching. According to the research of Boster et al., video can influence educational achievement in a positive way [7]. Besides, the research emphasizes that there are gaps in the use of clips or videos in the classroom. Consequently, the researchers pointed out that video applications have a positive impact on learners' performance in social research and science.

However, the use of YouTube videos in teaching is very useful and beneficial to teachers who are interested in teaching English. According to Bonk, YouTube is considered an attractive social media platform that contributes to global education [8]. Duffy suggests that faculty members are increasingly using YouTube to teach English [29]. Terantino mentions that videos provide a fun and fast way to access explanations, culture-based videos, and languages from all over the world [30]. In other words, the increasing demands of learning through YouTube can change the learning environment positively.

Types of Writing According to Toppr-guides, the style of writing depends upon the objective of writing, mood, tone, and ideology of the writers [31]. For a writer, it is very important to know about these writing styles for proper and effective writing.

2.5. Descriptive Writing

The main purpose of this type of writing is to describe. It focuses on describing a character, a place, an event, an object, or an action. There is a very slight difference between expository and descriptive writing styles. First, the descriptive style is more detailed, personal, and subjective. Then, using figures of speech, the writer makes the readers feel, hear, and visualize the situation the way he wants. Finally, it describes places, people, events, situations, or locations in a highly detailed manner.

2.5.1. Expository Writing

The main purpose of this type of writing is to explain. In expository writing, the author places emphasis on telling or explaining a given topic or subject. This is the most common type of writing. There is no place for the writer's opinion, emotions, biases, or points of view. The main feature of this writing style is to spread information. It has facts



and figures, as well as being organized in a logical order and in proper sequence, and finally, in an expository essay, the subject is explained in a detailed manner.

2.5.2. Persuasive / Argumentative Writing

The main purpose of this type of writing is to convince. It contains the opinions, thoughts, and biases of the author. The writer uses justifications, arguments, and reasons to make the readers agree with his or her points. This kind of writing asks the readers to do something for the situation; besides, it has reasons, arguments, and justifications.

2.5.3. Narrative Writing

The main purpose of this type of writing is to tell or narrate a story. The writer creates different characters and tells the reader what happens to them. The writer uses first-person narration. Narrative writing is mostly personal, imaginative, and self-expressing. Embraces the inclusion of dialogues, the use of metaphor, imaginative language, and figures of speech, as well as the addition of emotional words. Finally, this kind of writing has a beginning, intervals, and endings in its structure.

2.5.4. Previous Studies about the Use of Facebook

Ahmed developed a quantitative, quasi-experimental study about using Facebook to develop grammar, discussion, and writing skills in English as a foreign language for university students [32]. The objectives were aimed at measuring the effect of Facebook on grammar discussion and writing skills in English as a foreign language: ideas and content, organization, voice, and style for university students, also to determine the effect of Facebook on grammar discussion and writing skills in English as a foreign language for university students, and additionally to find if there is a significant difference between the pretest and the posttest scores on the development of the four specific writing skills: ideas and content, organization, voice, and style.

To develop this study, Ahmed first created a Facebook page where students had permission to post questions, leave messages, share profiles, or chat with the teacher and her mates on Facebook. Second, in an online board, students discussed, analyzed, checked, and corrected their classmates' essays and sent their corrections to the teacher for a last correction. Additionally, a class was given to teach students about the proper use of Facebook, practicing on the board to edit the essays posted by their classmates, and discussing grammatical points. Then, the experimental group discussed



grammar and wrote essays via Facebook for a period of three months, while the control group discussed grammar and studied writing in a traditional way. He applied two pretests and two post-tests. The pre-test was to determine the background knowledge that students have about writing and grammar in English, and the post-test was applied to determine how grammar and writing skills improved after using Facebook.

The results showed that using collaborative writing on Facebook helps students improve their writing performance, as well as that Facebook gives a chance to make the learning process funny and easy through the use of commentaries and the creation of meaningful learning environments where students are enabled to comment, discuss with their peers, and give feedback about the writing activities, either synchronously or asynchronously.

Bani-Hani et al. mentioned a research study titled Utilizing Facebook groups in teaching writing: Jordanian EFL students' perceptions and attitudes [33]. In order to investigate the role that Facebook groups play in enhancing the writing performance level and brainstorm ideas at the pre-writing stage of college EFL learners and to find an answer to three research questions, first: to what extent can Facebook groups contribute to the development of writing skills? Second, what difficulties might instructors face in incorporating Facebook groups into their teaching methods? And third, to what extent might Facebook groups have an effect on participants' affective domain?

This study was developed with a sample of 42 students, aged 19 to 25, who took the writing course at a university in Al-Balqa. In this research, they used quantitative and qualitative methods; additionally, they used a survey and a group created by the researcher on Facebook. During the development of the study, the students were incorporated into the group. Next, the participants did activities like brainstorming and writing summaries, followed by another activity where they provided feedback to their peers. In the activities, the researcher acted as the group moderator. The participants followed instructions where they had to sign their accounts and join the group, develop the assigned activity, and discuss, correct, omit, and send drafts to their peers and instructor. Additionally, in order to collect data for the study, students completed a ten-question survey aimed at collecting information about the students' demographics, Facebook accounts, how familiar the participants were with groups, and whether they were joined by additional Facebook groups. Besides, the researchers assigned writing topics, posted them on a Facebook group, then asked students to write on selected topics, share their drafts with their peers, and send their drafts back to the teacher for checking.

The researchers concluded that the majority of students who participated in the study agreed that using a Facebook group for language instruction helps to better develop the



writing skill and assists their language acquisition, especially in the phase of pre-writing. Moreover, the Facebook group helped to reduce the number of spelling mistakes and to develop students' vocabulary. Another conclusion they stated was that half of the students in the group prefer learning in a traditional class instead of using a Facebook group, and they advised the instructors to be aware of the possible distractions that will appear while students use Facebook.

Annamalai conducted a qualitative naturalistic research study exploring the writing approaches in the Facebook environment [34]. Her objectives were to investigate the writing approaches that are applied when teachers and students are given the inflexibility of time, space, and resources. Additionally, she attempted to answer two research questions. The first one was, what types of approaches are adopted when revising narrative writing essays? and the second one was, How do the online writing approaches contribute to the quality of their narrative writing?

Six students who had been learning English as a second language were the subject of study, three of them at intermediate level and the other three at advanced level. The data were collected using Facebook students and teachers's accounts. A total of 36 essays were collected from the student. The teacher assigned the students, in a closed group, the writing of three tasks with a length of 350 words. Additionally, students were instructed to write their essays before and after their interactions with peers and teachers. The researcher periodically downloaded the interactions that teachers and students had on Facebook. Then, those interactions were coded, and their patterns were categorized based on the product, process, and genre approaches.

Furthermore, thirty-six essays were posted on the learner's Facebook platform and photocopied in order to be graded by the raters who used Tribble's assessment scale to grade these essays. It was concluded that the interactions gave priority to product and genre approaches even though time and space were available in the online writing environment. Also, it stated that teachers need to change their pedagogical practices when teaching online and that students welcomed the idea of using the Facebook environment for their writing instruction.

Momani et al. researched the frequency of English language teachers using some internet applications to teach writing comprehension skills [35]. In this inquiry, the researchers aimed to investigate the effect of using internet applications on students' motivation; furthermore, their research expected to answer four research questions related to the use, willingness, motivation, and preferences that teachers and students have about using internet applications in teaching writing comprehension skills.

To collect information for the study, the investigators used a 25-question questionnaire.



The sample population consisted of 32 teachers from intermediate schools in Tabuk City. To answer the research questions, the researchers interpreted the teacher responses to the questionnaires and used a statistical package for social science (SPSS) to do that. After analyzing the obtained data, the researchers concluded that the frequency of using internet applications in teaching writing is high among teachers in Saudi intermediate schools. Moreover, they found that teachers claimed they needed professional development sessions about the use of internet applications.

2.6. Chapter II: Method

2.7. Setting and Participants

This study was conducted with a group of 50 participants who were enrolled in the reading and writing course of the EFL training program. These participants studied English in the distance modality and were thus located in different cities around the country. They belong to the basic English-level framework A2-B1, and their ages range from 18 to 25 years old, respectively.

2.8. Procedure

This study was approached using a mixed-methods approach. In addition, the study lasted approximately two months, during which the students were asked to develop different writing activities by using the social media site Facebook. The research process started with an exhaustive review of literature to collect relevant data about the topic from books, journals, and papers in order to ground the study in theory. First and foremost, a Facebook group was created to upload the activities that the students were going to develop during the intervention, and then a pretest was applied to the participants in order to measure their initial English writing skills. After this, the students were asked to complete the task of writing a comment in the form of a paragraph in the Facebook group. Four stories and four videos were carefully selected and uploaded to the Facebook group, considering the participants' English level.

The intervention was held over two months through Facebook. Finally, after attending the weekly workshops prepared by the teacher through the platform Zoom, in order to provide further explanations and feedback about the topics and the tasks, the participants were submitted to a final posttest, in which they reflected on the outcomes of the interventions as to how to write a paragraph appropriately, fulfilling an overall



paragraph structure, spotting correctly the topic sentence, and using transition words and connectors when necessary.

This research was conducted weekly through Zoom meetings; additionally, a WhatsApp group was created to keep the participants in the loop about the classes and workshops carried out by the researcher. The data collection instruments included a survey applied to students in order to know their perceptions about the pedagogical use of Facebook to develop writing skills in English.

In order to promote the skill of writing by using Facebook, each student was required to read a passage, then they were asked to comment on a summary, give their opinion, or find the main idea within the readings posted by the teacher on Facebook. In addition, YouTube motivational videos were strategically aimed at introducing students to writing. The students were required to, after reading the stories and watching the videos, respectively, post their opinions, summaries, or comments. Subsequently, the students' responses were analyzed to determine how much they had understood, using a rubric to measure the percentage of students' writing grasp.

Concerning the survey, eleven questions related to issues like the use of social media, the time students spent using this media, and the kind of activities that they usually develop through social networks, among other aspects of their academic use, were included. The data gathered was tabulated and analyzed using a combination of qualitative and quantitative approaches.

By and large, the qualitative approach was used to analyze and contrast the information obtained from the activities developed through Facebook, and the quantitative approach was used to analyze the quantitative results in order to present the statistical results by using percentages, which are presented in tables and graphs. Finally, conclusions and recommendations are drawn about the educational use of motivational stories and videos through Facebook for teaching English writing skills to EFL students in Ecuador.

3. Chapter III: Results and Discussion

3.1. Description, analysis and interpretation of results

This section presents an analysis of the use of motivational stories and videos to enhance EFL students writing skills through Facebook. The students' progress was assessed through descriptive paragraphs, which were written based on motivational stories and videos. A rubric was used to measure the students' writing skills. Additionally, a comparative analysis was done in order to determine the effectiveness of both stories



and videos, as well as the students' perceptions. Taking everything into consideration, the participants had to read short stories and watch videos in which they had to identify the main idea of the text, show the overall paragraph structure, and use appropriate connectors and transition words. The information below presents an analysis of the activities performed by students through Facebook regarding reading and writing.

3.2. How can students improve their quality of writing through the use of motivational stories and videos?

3.3. Table 1

Tabla 1

Pre-test and Post-test mean outcomes.

Indicators	Pre-test Mean	Post-test Mean
Coherence structure (CS)	6.0	9.2
Topic Sentence (TC)	4.2	8.8
Use of connectors and transition words (CT)	8.0	9.6
Total	6.06	9.2

Note: Table 1 displays the students' writing skills means in both the pre-test and the post-test.

Table 1 displays the results of both the pre-test and post-test regarding students' writing skills when writing descriptive paragraphs. Students were assessed through the use of motivational stories along with motivational videos posted on Facebook. Special attention was given to the coherent structure, use of topic sentences, and use of transition words.

Evidently, the results obtained before and after the students' engagement in the activities proposed by the researcher showed a clear improvement in the three main aspects in which all of them were put to the test. That is to say, at the beginning, when the pre-test was used to measure their initial skills, it was obvious that almost half of them did not have coherence when they wrote their paragraphs since they lack coherence in their writings. In Table 1, the mean score was 6 out of 10 on account of the fact that, after looking over their comments in the Facebook group, several mistakes were found as for coherence, whereas on the other hand, after six workshops and reinforcement classes, the post-test results spread a mean of 9.2 out of them, which satisfactorily showed that students are able to build coherence when they write a descriptive paragraph.

Another point worth noting is that a lower mean was obtained by the students as for spotting the topic sentence, since they got 4.2, which displayed a poor domain



of how to find out the topic sentence in a paragraph, turning out to be a real issue. This is why the teacher focused his efforts on explaining to them how to identify and shape successfully the main sentence using key words, which at the end of the research proved effective on account of their mean outcome in the post-test, which was 8.8, i.e., in general terms, all students wrote their paragraphs placing the topic sentence where they were taught with logic and accuracy.

By way of conclusion, the last factor to consider is the use of connectors and transition words, namely, both in the pre-test and in the post-test. The surveyed students showed a good domain of the use of these connectors, which are intended to give unity and cohesion to the sentences that form a paragraph. Consequently, the mean in the pre-test was 8.0, and after the six activities and workshops designed to teach them how to use the transition words appropriately, the students at this point obtained a mean score of 9.6 in their writings, fulfilling all the expectations with regard to the appropriate use of connectors when writing a paragraph.

All things considered, the researcher found out that, comparing the results of the pre-test and post-test, the good outcomes were palpable since the Facebook group could help the group of students learn writing both better and more efficiently. Through Facebook groups, users can comment or give feedback on a topic discussed between them, so they can read other possible opinions to enrich their views on a topic. These activities were very helpful for students to improve their writing, because of after six activities along with specific workshops, they were fruitful in their final outcomes. In terms of overall paragraph structure, the results are encouraging since this time most of the students got to write coherent, well-structured paragraphs, and regarding how to write clear topic sentences, the students showed better results since almost all of them got to use them correctly.

In order to develop the pre-test, a story named Love and Ego was uploaded to the Facebook group. The students had to read and get a grasp of the story, then write in their own words a descriptive paragraph about it, as illustrated in Figure 1. The results of this pre-test showed that almost half of the students had good coherence structure in their paragraphs, while less than half of the group could spot the topic sentence. Regarding the correct use of connectors, most students used them appropriately; these first outcomes were taken as a starting point to assist them throughout the time the research lasted.

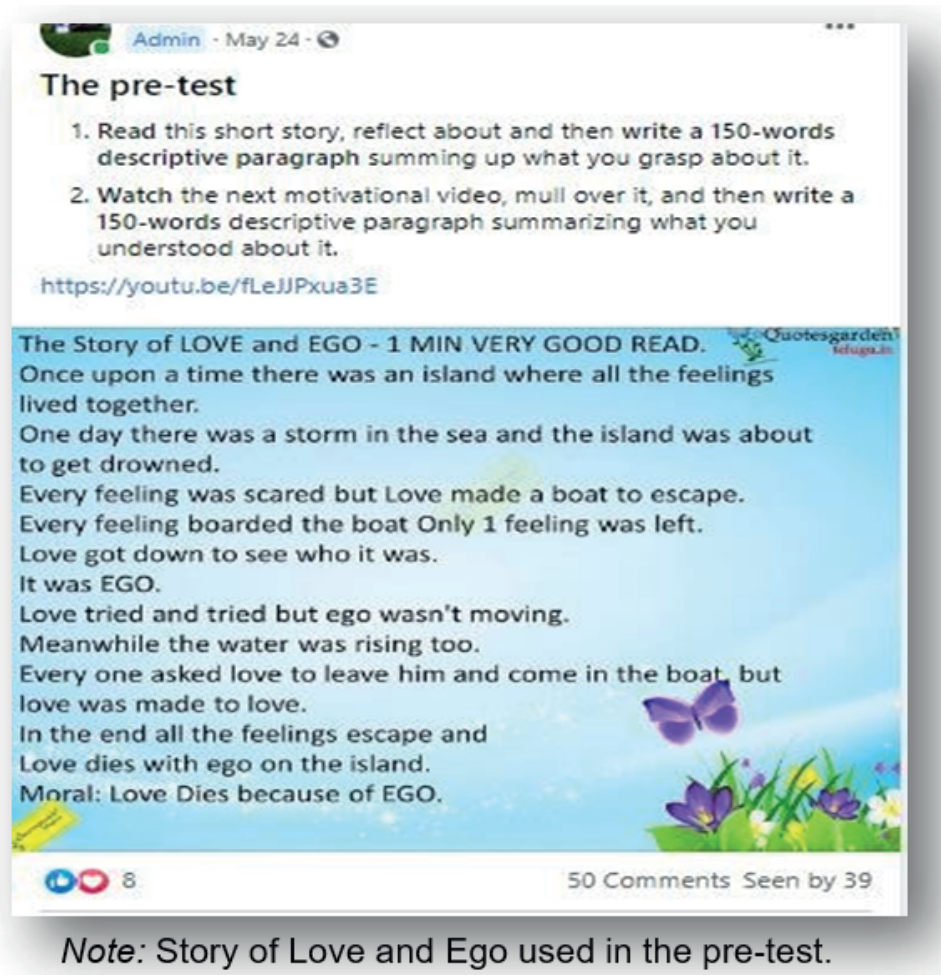


Figura 1

Screenshot of the motivational story used in the Pre-test.

Tabla 2

Pre-test indicators' outcomes.

Indicators	Frequency					
	Yes		No		Total	
	N	%	N	%	N	%
Overall paragraph structure	30	60	20	40	50	100
Topic Sentence	21	42	29	58	50	100
Use of connectors and transition words	40	80	10	20	50	100

Note: Table 2 displays the outcomes of the students' pre-test indicators.

3.4. Table 2

They looked over the two activities of the pre-test and carried out the requested tasks, commenting on Facebook about their insights about what they grasped. It was



also observed that the students were permanently checking the Facebook group not only to do the activities but also to read the comments posted by their partners and the feedback provided by the teacher. In fact, it turns out that the use of Facebook engages students in reading-writing tasks, motivates their participation, and promotes their involvement in the activities by asking their reflections about the required topic. Watching and reading tasks developed the micro and macro skills stated by Brown [36]. Regarding overall paragraph structure, 60% of the students showed to be closely related to the author’s message both in the video and in the story, as for the fact that people have 24 hours per day to develop their activities, and there is no excuse for not fulfilling all that we propose. On the other hand, 40% of the students did not write appropriately according to the signaled rubric. Regarding whether students were able to spot the topic sentence correctly, it has to be highlighted that only 42% of them could use it the way it was expected, while on the other hand, 58% of them did not write it in their paragraphs.

Additionally, as for the use of connectors and transition words, 80% of the participants showed well-defined domain of this requirement. Nevertheless, the remaining 20% showed a lack of good use of connectors to write proficiently in English.

When introducing new information, concepts, and skills to students, teachers always strive to show more and speak less. Instead of trying to simplify the information, expanding the curriculum means finding as many ways as possible to make the key information easy to understand. It is often difficult for new teachers to find ways to expand the curriculum.

Motivational stories and videos can be great tools to help students gain insight into content. It is important to pay attention to the frequency and amount of video teachers use. It is also important to have a clear purpose for using the video or story. Therefore, the activities that were used for these purposes showed that effectively, Facebook can improve the quality of writing using motivational videos and stories.

Tabla 3

Post-test indicators’ outcomes.

Indicators	Frequency					
	Yes		No		Total	
	N	%	N	%	N	%
Overall paragraph structure	46	92	4	8	50	100
Topic Sentence	44	88	6	12	50	100
Use of connectors and transition words	48	96	2	4	50	100

Note: Table 3 displays the outcomes of the students’ post-test indicators.



Finally, students were asked to fulfill the last activities to assess their improvement in the post-test activities, i.e., in the last video, students had to watch a very powerful short motivational video that basically sets a deep message of willpower and self-determination. The topic of the video as well as the main image of the video are powerful and suggest that what they are going to see will help them not just in academic aspects of their lives but also in any hard situation they could find in their lives. This time, the teacher uploaded another infographic about some idiomatic expressions he considered could be useful for them to know. After a brief chat and some examples, the video was finally displayed so they could watch it. Having finished watching the video, the teacher asked some of the participants to tell what their thoughts were about the main message of the video, to which they gave their personal points of view about the importance of not being defeated even in the worst situations.



Note: Motivational video 'I will not be defeated' used in the post test.

Figura 2

Screenshot of the Motivational Video used in the Post-test.



This last activity, 92% of the students did mature and coherent paragraph structure, demonstrating unity and coherence in the development of their comments. On the other hand, just the 8% of them wrote their paragraphs using some structures (including topic and concluding sentences), but supporting points were imprecise or unfocused. In the regard to the other aspect to evaluate, topic sentences, 88% of the participants this time carried out their topic sentences in a coherent and cohesive way, whereas the other 12% wrote acceptable topic sentences but lacked some basic elements to give accuracy to their topic sentences. Finally, in relation to the use of connectors and transition words, an overwhelming 96% of the students used not only the linking words they were supposed to use but also the linking words that the teacher had provided in the previous workshop, while on the flip side, just 4% of them this time wrote their comments partially well, a great advance considering the time and effort that all the participants put into all the activities.

This last activity was part of the post-test that the students had to undergo. The teacher wanted to give a strong message of motivation and willpower, as they were studying English as part of their future careers. Thus, the teacher prepared the last infographic about ‘correlative conjunctions’ and posted it in the Facebook group so everyone could have access to it, as well as send it to them through the WhatsApp group created for this academic purpose. For this Meeting the teacher showcased a picture where there was a man surrounded by several influential words that are supposed to play an important role when it comes down to success. After the acceptance this motivational class had in them, they were asked to write their comments about what they understood about the mentioned picture.

3.5. Which one of the two applied resources turned out to be more effective in enhancing EFL students’ writing skills through Facebook?

Tabla 4

Comparison between Motivational Stories and Motivational videos.

Motivational stories	Mean	Motivational Videos	Mean
Story 1	7.8	Video 1	8.1
Story 2	7.9	Video 2	7.6
Story 3	8	Video 3	7.6
Total	7.9	Total	7.7

Note: Table 4 displays the students’ mean outcomes both in motivational stories and videos.



Note: Story of 'Success' used in the post-test.

Figura 3

Screenshot of the Story used in the Post-test.

Table 3 displays the results of the six activities, which consisted of three motivational Youtube videos and three stories, respectively, attached to the Facebook exploratory group. After the students finished all the activities they were required, the results were more than encouraging because of not only did they show favorable outcomes, but also the motivational stories turned out to have relatively the same efficiency as the intervened students. Table 3 shows the average score that students obtained both in the videos and in the stories, with an average score of 7.7 when using videos and 7.9 when using stories, respectively. It is obvious that both resources are equally effective, with a slight difference in the stories over the videos, and that fact has to do with the predisposition students have with a story in which they have to read and have more



time to look over word by word, while on the other hand, with the videos, they had to be more attentive to try to catch as many words as they could..

Tabla 5

Activity 1 Indicators' Outcomes.

Indicators	Frequency					
	Yes		No		Total	
	N	%	N	%	N	%
Overall paragraph structure	40	80	10	20	50	100
Topic Sentence	41	82	9	18	50	100
Use of connectors and transition words	41	82	9	18	50	100

Note: Table 5 displays the indicators' outcomes of the activity 1.

In this first activity, students were asked to watch a 3-minute-long motivational video titled 'You vs. You'. To start with, they had to watch the video that was posted, like all the other activities, on the Facebook group. Once they had watched, they had to write a 150-word paragraph following the rubric the teacher showed them before when they had their first meeting through Zoom. The video offered them implicit and explicit ideas, which made them think and pick their own thoughts based on their personal experiences. Finally, students were asked to watch the video again on their own. In order to write their reflections about it, they had to comment on the Facebook link on what they understood, as illustrated in Figure 4. In case they had any questions, they were synchronized in a WhatsApp group created exclusively to stay in touch and update the activities.

The results in Table 5 show 57 comments, which means 100% of them took part in this activity. A total of 80% of them reflected mature and coherent paragraph structure since they demonstrated unity and focus at the time of writing their comments. On the other side of the spectrum, 20% of the students wrote their paragraphs with some structure (including topic and concluding sentences), but supporting points were imprecise or unfocused. In regard to the topic sentence, 82% of them expressed a mature and compelling expression of how the theme is revealed through the character, while the remaining 12% wrote satisfactory topic sentences but lacked some elements to make them clearer. Likewise, regarding the use of connectors and transition words, the same percentage: 82% of the students used connectors largely to fulfill their purposes when it came down to writing their comments, while on the other hand, 12% used connectors in an ineffective way.

For this activity, the teacher chose a very motivational story that was going to make students think deeply about the sense of life and about the respect that everyone must show to their parents. This picture was supposed to play an important role in the way



Note: Motivational video ‘You vs You’ used in Activity 1

Figura 4

Screenshot of the Video used in Activity 1.

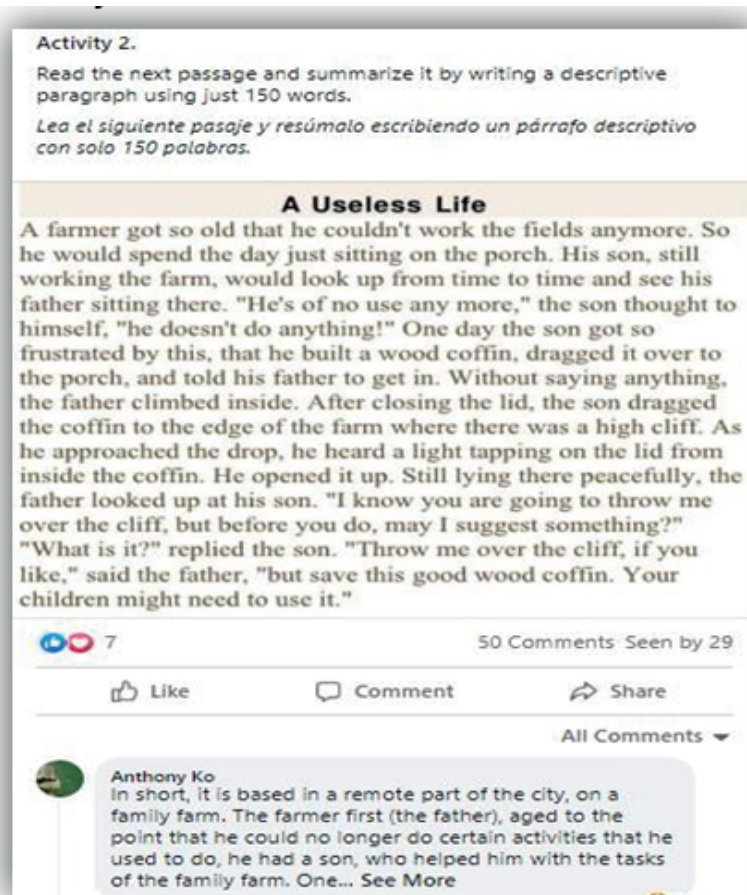
Tabla 6

Activity 2 Indicators’ Outcomes.

Indicators	Frequency					
	Yes		No		Total	
	N	%	N	%	N	%
Overall paragraph structure	38	76	12	24	50	100
Topic Sentence	35	70	15	30	50	100
Use of connectors and transition words	45	90	5	10	50	100

Note: Table 6 displays the indicators’ outcomes of the activity 2

students were going to carefully disseminate all the important aspects of the story. After being instructed about the story, they were asked to write a comment in the Facebook group about what they understood about it. The comments were looked over to see their insights; see Figure 5.



Note: Motivational story 'A Useful Life' used in Activity 2

Figura 5

Screenshot of the Story used in Activity 2.

In Table 6, the results were 50 participatory comments. Thereby, the results evidenced that 76% of the students had clear and precise paragraph structure; all elements required for a good paragraph were present. By contrast, the rest (24%) seemed to have little understanding of the structure of paragraphs. As far as the topic sentence, 70% of the students showed a mature and compelling expression of how the theme should be stated. In reverse, the other 30% of the students displayed unclear or unfocused topic sentences.

By and large, concerning the correct use of connectors and transition words, 90% of the students wrote their comments using connectors that allowed smooth and coherent development of ideas. On the contrary, the remaining 10% of the students used connectors partially to fulfill their writing.

The video motivational object of this activity is called 'Beast Mode', which is a video that lasts around 3 minutes and has closed captions to make it easier for the students to



Tabla 7

Activity 3 Indicators' Outcomes.

Indicators	Frequency					
	Yes		No		Total	
	N	%	N	%	N	%
Overall paragraph structure	35	70	15	30	50	100
Topic Sentence	35	70	15	30	50	100
Use of connectors and transition words	44	88	6	12	50	100

Note: Table 7 displays the indicators' outcomes of the activity 3

break it down. First, the teacher summoned their students to a Zoom meeting in which he explained a workshop about the topic sentence, supporting details, and conclusion sentence. After the class was performed, the teacher displayed the video and shared his screen so that everyone could watch the video at the same time.

“” Then, the students gave their insights about what they had just watched. Finally, the meeting ended with the teacher’s inquiry about the instructions that the students had to follow in order to comply with activity 3. See Figure 6.

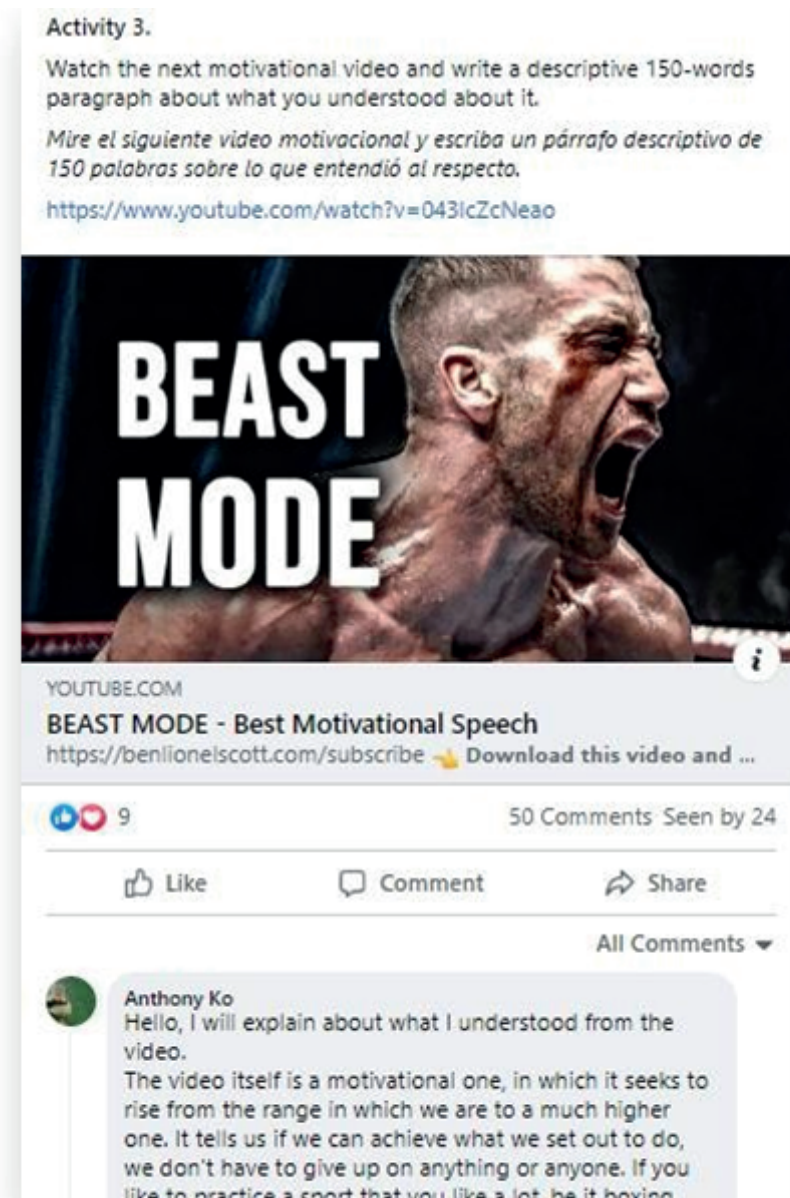
In respect of the overall paragraph structure, Table 7 displays that 70% of the students were so motivated to write competently that they used clear and precise paragraph structure, and all elements of a well-written paragraph were present in their comments. Conversely, the other 30% of the students showed minimal comprehension of paragraph structure.

Apropos of the correct use of the topic sentence, 70% of the students commented satisfactory on their topic sentences, with all the elements that a topic sentence contains.

Contrastingly, the remaining 30% of the participants wrote their topic sentences satisfactorily but lacked some elements. Finally, in reference to the use of connectors and transition words, 88% of the students used the taught connectors largely to fulfill their comments, while on the other side of the coin, the rest 12% of the participants reflected a lack of domain in terms of using connectors and transition words correctly in their paragraphs.

This activity consisted of students giving a descriptive paragraph about a picture posted on the Exploratory Facebook Group. The picture the teacher chose for this activity was a picture of himself in what seems to be a kind of symbolic interchange of personal belongings with a Vietnamese man. Next to the picture is a text in which all the details about it are explained. The name of the picture is ‘my unforgettable day.

Additionally, all the students received clear instructions to look at the picture in detail, read the picture’s description, mull over what that picture stands for, and finally, issue



Note: Motivational video 'Beast Mode' used in Activity 3.

Figura 6

Screenshot of the Video used in the Activity 3.

a comment about what they understood about the mentioned photo. To outline the learning of this activity, it was observed that the picture hooked students' attention, which motivated them to look for more information in the text, which provided a detailed description of the picture. The details of the analysis of this catchy activity are carefully explained in Fig. 7.

Table 8 shows that in Activity 4, there were 50 participation comments. These results evidence that 74% of the students made good use of overall paragraph structure in their

**Tabla 8**

Activity 4 Indicators' Outcomes.

Indicators	Frequency					
	Yes		No		Total	
	N	%	N	%	N	%
Overall paragraph structure	37	74	13	26	50	100
Topic Sentence	40	80	10	20	50	100
Use of connectors and transition words	42	84	8	16	50	100

Note: Table 8 displays the indicators' outcomes of the activity 4.

comments, while in contrast, the other 26% of the students had troubles with the correct employment of overall paragraph structure. Likewise, having to do with the placement of a good topic sentence, this time 80% of the students wrote their topic sentences taking into account the basic but important elements that a good topic sentence contains. Additionally, other 20% did not write their topic sentences satisfactorily; there was a lack of coherence in most cases. Finally, in regard to the use of connectors and transition words, 84% of the students showed excellent use of these linking elements in their comments, while the other 16% did not know how to set the English connectors in an appropriate way.

Tabla 9

Activity 5 Indicators' Outcomes.

Indicators	Frequency					
	Yes		No		Total	
	N	%	N	%	N	%
Overall paragraph structure	37	74	13	26	50	100
Topic Sentence	35	70	15	30	50	100
Use of connectors and transition words	42	84	8	16	50	100

Note: Table 9 displays the indicators' outcomes of the activity 5.

In order to carry out this new activity, a meeting was set up through the Zoom platform. Once the students were together, the teacher started to explain an unusual class about the most useful phrasal verbs (according to him), and after making sure everyone understood these new valuable phrasal verbs, the teacher displayed a video called 'I wish I knew this 20 years ago', an uplifting speech given by Michelle Obama, which is powerful advice that she gave to a group of students of a famous university. Further to this, students were asked to reflect consciously on what they had just watched and write a comment in the form of a descriptive paragraph in the comment section of Facebook (see Figure 8).



Activity 4.
 Read "My unforgettable day", inquire into the picture, then write a 150-words descriptive paragraph explaining your insight about it.
Lea "Mi día inolvidable", investigue la imagen y luego escriba un párrafo descriptivo de 150 palabras que explique su percepción al respecto.

Activity 4.
 Read "My unforgettable day", inquire into the picture, then write a 150-words descriptive paragraph explaining your insight about it.
Lea "Mi día inolvidable", investigue la imagen y luego escriba un párrafo descriptivo de 150 palabras que explique su percepción al respecto.

Erach Gonzalovich January 17, 2019 · 🌐
 This picture is very special to me because it represents a kind of symbolic cultural exchange. In this picture, I am with a friend of mine who I met in an exchange program. He is from Vietnam, and I am from Ecuador. We've changed our perspective on friendship and cultural differences. We could overcome the barriers because both of us could speak in English. It was not hard for us to get to understand each other. I hope all people in all countries could have moments of peace and cultural acceptance. See Like

Juan Herrera and 4 others · 50 Comments 2 Shares · Seen by 33

Like Comment Share

All Comments ▾

Mia Jazmin Ramos Vera
 Respect is one of the most important moral values of the human being, as it is fundamental to achieving a harmonious social interaction. Respect must be mutual and born of a feeling of reciprocity. An example of respect is to accept my opinion but not t... See More
 Care · Reply · Share · 2w · 🤔 1

Erich Gonzalovich Admin
 Mia Jazmin Ramos Vera Mature and coherent paragraph structure, demonstrates unity and focus

Note: Motivational story 'My unforgettable day' used in Activity 4.

Figura 7

Screenshot of the Story used in the Activity 4.

Table 9 indicates that 74% of the participants had a good idea of how to write a paragraph following the steps given in the rubric at the beginning of the workshops. In fact, the video seemed to have that effect on the students' performance. On the other hand, the remaining 26% of the students did not write their paragraphs with the overall coherence that was expected.

Concerning the appropriate use of topic sentences, 70% of the students showcased a mature and compelling expression of how theme is revealed through the character,



Note: Motivational video 'I Wish I Knew This' used in Activity 5.

Figura 8

Screenshot of the Video used in the Activity 5.

whereas 30% of them wrote somehow satisfactory topic sentences but lacked some elements to make them clearer. Finally, in the context of the good usage of linking words, an outstanding 84% of students used proper and varied linking words that the teacher taught them before, which allowed them to write smooth and coherent paragraphs.

To accomplish Activity 6, a powerful picture with a strong message was chosen by the teacher. It was about a famous poem written by an African child that won the Nobel Prize at the time of its release. Once the students were all together, the teacher showcased an infographic picture about the most used linking words and connectors so they could use them in their writings, triggering the approval of the students due to the quality of the content.

After this, they were asked to read the poem several times. The teacher asked randomly what they understood about the poem, so the students gave their insights



Tabla 10

Activity 6 Indicators' Outcomes.

Indicators	Frequency					
	Yes		No		Total	
	N	%	N	%	N	%
Overall paragraph structure	37	74	13	26	50	100
Topic Sentence	35	70	15	30	50	100
Use of connectors and transition words	48	96	2	4	50	100

Note: Table 10 displays the indicators' outcomes of the activity 6.

about it. Finally, the teacher gave them the instructions about activity 6, and they committed to writing it consciously, following the rubric instructions provided not only in the weekly meeting but also in the Facebook group as well. See Figure 7.



Note: Motivational story 'Hands Down Best Poem Ever' used in Activity 6.

Figura 9

Screenshot of the Story used in the Activity 6.

When the students looked at the picture, they alleged that the look of the child caught their deep attention. Therefore, as stated in Table 10, 74% of them wrote clear



and precise paragraph structures, since all the necessary elements to write a coherent paragraph were present in their writings. In opposition, the remaining 26% of the students wrote their paragraphs with some structure (including topic and concluding sentences), but supporting points were imprecise or unfocused. With reference to the use of topic sentences, 70% of the students used mature and compelling expression of how theme is revealed through the character; however, the rest of the 30% of them wrote acceptable topic sentences but lacked some elements to give more emphasis to them. Last but not least, relating to the use of connectors and transition words, an overwhelming number of students, 96%, used their connectors largely to fulfill their purposes. Besides, they used a properly varied variety of these linking words, in part due to the information the teacher gave them in the meeting, while on the contrary, just 4% of them used connectors ineffectively.

Facebook can indeed be used as a tool for enhancing students' writing, since after analyzing the writing activities that the students developed in the Facebook exploratory group created by the teacher to engage students to boost their critical thinking, it was evidenced that having access to different opinions about a specific item is more beneficial than commenting about 7 or 8 different topics.

This collaborative environment encourages students' participation on account of the fact that they mulled over different topics, analyzed both stories and videos, commented, summarized, and shared their ideas and opinions with the teacher and the other participants. The results corroborate that Facebook promotes interest in the participants by engaging them with thought-provoking topics, which, by a variety of attractive topics, keep students motivated to share their thoughts. Moreover, by promoting reading and watching activities through Facebook, students develop their critical thinking due to the context offered by this platform, where participants can post their opinions, contrast, and compare them with other students, as well as accept or reject those ideas by discovering things they did not focus on before.

The activities students developed during the two months in the Facebook group were scored according to writing indicators; each one of these activities was performed twice a week. different times. The teacher considered the students level before preparing and deciding the activities to be used, and he also took into account the grade of complexity of the activities that the students were going to cope with. The post-test was developed to determine how students had progressed while developing writing activities in the Facebook exploratory group. In this last activity, the teacher asked students to write two 150-word paragraphs following the rubric's indications. Based on the results, it is evident that students were challenged to accomplish their best effort, because in the previous activities their attention was focused on the meaning of the words as they



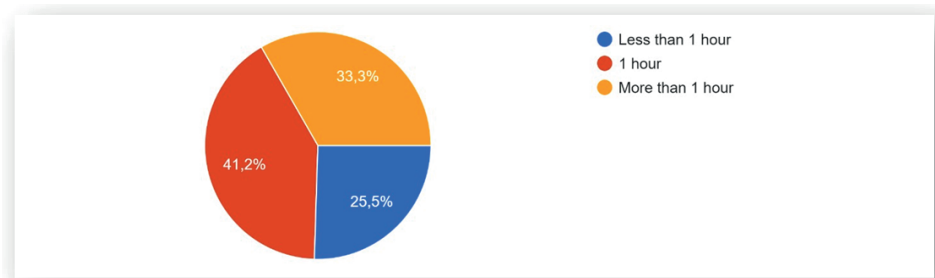
tried to understand implicit and explicit messages in the transcriptions; however, the last activity enclosed all the requirements of the previous activities; therefore, they were ready to carry out the post-test the best they could. When students were instructed to write their summaries, they were instructed not only to organize the words in a coherent text but also to use the vocabulary they previously studied and learned in order to convey a message that included extra information in addition to the ideas from the story and the video. Furthermore, students' progress was observed in their summaries, which showed how they comprehended, summarized others' ideas, and paid attention to information that was implicit in the activities.

Reading is an active process, while watching is a passive process. Compared with watching a video, reading a story requires more attention. This is why the reading process is slow. Although this slowness leads to more information retention, Studies have shown that the human brain retains more information when acquired in the long term. Watching a video is like someone feeding us a message with a spoon. Students do not have to put in too much effort to learn something. Compared with videos, stories are considered more accurate, detailed, and objective. On the other hand, video is a timesaving and more convenient option. Students can watch a video quickly and get more information in a short time. Finally, the human brain likes to visualize things, and a video is a visualization prepared for students; compared with stories, using videos to learn highly complex things is much faster and easier.

3.6. What are students' perceptions regarding the use of motivational stories and videos to improve EFL writing skills?

This section includes the quantitative analysis, description, and interpretation of the results obtained through surveys with a total of 50 participants from different cities in the country, on account of the fact that this survey was carried out online through Google Forms to analyze the development of writing skills by means of the use of motivational videos and stories through the use of Facebook in EFL classrooms in high school.

The information reflected in Figure 1 indicates the frequency of participants' use of social networks. It is seen that 41.2% of them spend at least 1 hour surfing the net on their social networks. On the other hand, 33.3% of the students use their social networks more than 1 hour a day, whereas the other 25.5% use their social networks less than 1 hour per day. It means that most of the students spend some part of their time looking over their social networks daily, which clearly puts forward the very fact that there is a big chance for teachers to propose to their students a variety of online activities, which

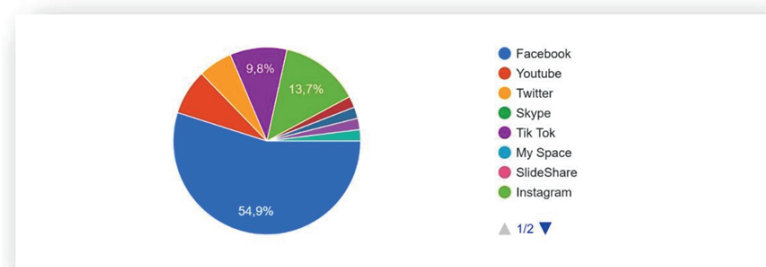


Note: From Students perceptions about the use of Facebook, students' questionnaire, by Guaman, 2021

Figura 10

Daily usage of Social Networks.

could be accomplished by the students throughout the day when they find time to use their preferred social networks, especially Facebook.



Note: From Students perceptions about the use of Facebook, students' questionnaire, by Guaman, 2021

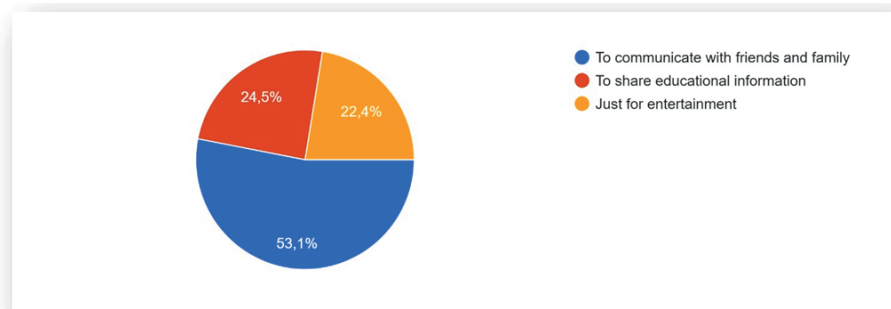
Figura 11

Favorite Social Network.

Figure 11 shows that 54.9% of students use Facebook, in contrast to 13.7% of students who prefer to use Instagram instead. On the other hand, 9.48% of students use Tiktok for academic purposes. 4% of the students use Youtube, 3% of them use the social network Twitter, and finally, 2% of the students use Whatsapp. This shows that students are involved in using social networking sites, especially Facebook and Instagram.

The results suggest that in this technological era, teenagers are always in contact through social media, texting, updating their profiles, posting thoughts in their personal accounts, checking friends' status, and receiving feedback from their contact list. Regarding the use of social media, Rideout et al assert that younger people spend more than 10 hours and 45 minutes consuming media, which occurs through mobile devices [37]. This idea supports the fact that there is a great possibility to use social media to send reading tasks through web sites that use platforms like mobile devices, computers, tablets, and the internet to be accessed.

Regarding the purposes why students interact on social networking sites, 53.1% of them answered that they use them to communicate with their friends or family,



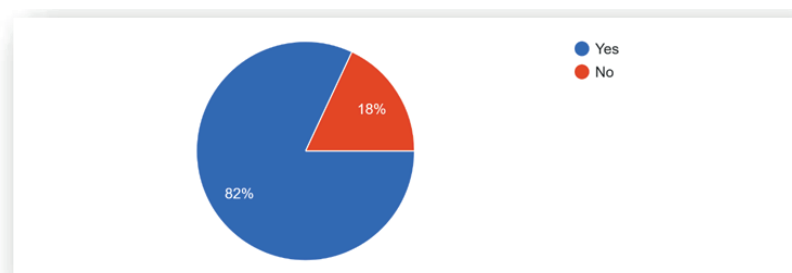
Note: From Students perceptions about the use of Facebook, students' questionnaire, by [Guaman](#), 2021

Figura 12

Use of social networks.

while 22.4% of students use them for entertainment. The rest, 24.5% of students, use these social networking sites to share information and knowledge. This results in evidence of the different uses of social networks near to pedagogical use when students share information and also for communicative purposes when they interact with others, improving their interpersonal relationships. This issue shows that social media are very popular at the moment for staying in contact with the rest of the world, being updated about the news, and transmitting knowledge from one place to another.

3.7. Figure 13



Note: From Students perceptions about the use of Facebook, students' questionnaire, by [Guaman](#), 2021

Figura 13

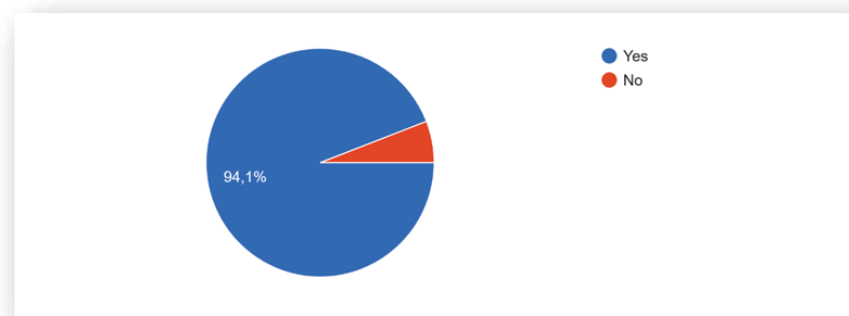
Facebook for educational purposes.

As it can be seen in Figure 13, when students answered this question, they proclaimed that 82% of them felt motivated to learn English as a foreign language through the use of Facebook in order to improve their knowledge of the language. On the other hand, 18% of students do not like the use of Facebook to learn English. These results might be because they spend most of their time connected to the web, especially on social networks, with the objective of spending time watching videos and pictures. This



environment is very engaging because of its usefulness in a variety of affairs. Harmer states that motivation is some kind of internal drive that pushes someone to do things in order to achieve something [38].

The interactive activities promoted by teachers invite them to share their opinions with classmates and also to know the opinions others have about the same topic. On the contrary, students who mentioned they do not feel motivated to learn English through Facebook will attribute this point of view to the uses they give to this site; maybe they spend the most time testing, posting, and looking at their Facebook status. However, this platform has importance in their daily activities and will be used as a technological tool to acquire English as a foreign language in a different way.



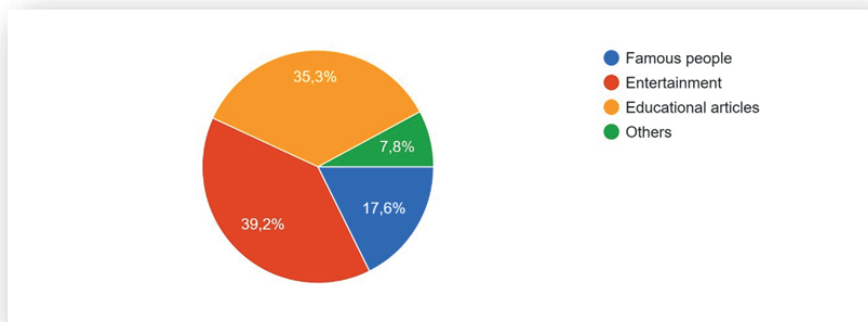
Note: From Students perceptions about the use of Facebook, students' questionnaire, by Guaman, 2021

Figura 14

Facebook's usage.

As it can be seen in Figure **14**, 94.1% of the students mentioned would like their teacher to use social media in order to teach English as a foreign language, whereas just 5.7% of them expressed the opposite. In this way, teaching and learning seem to be a process that is more efficient and interactive in order to develop the expected language skills. As stated before, the activities developed by the students included reading stories, watching short videos, and commenting on them after understanding them.

Regarding the use of stories, authors like Ceylan propose that short stories open students' perspectives, enable them to think why instead of how, show them how other people live, let them compare their own culture with others, develop their literature enjoyment, and fulfill their wish of reading more stories [39]. In this case, the teacher takes into account those thoughts by presenting short stories to students in a Facebook group and obtaining motivated students who are happy, developing several activities, commenting, and engaging in meaningful learning tasks while improving their English level and developing their critical thinking.

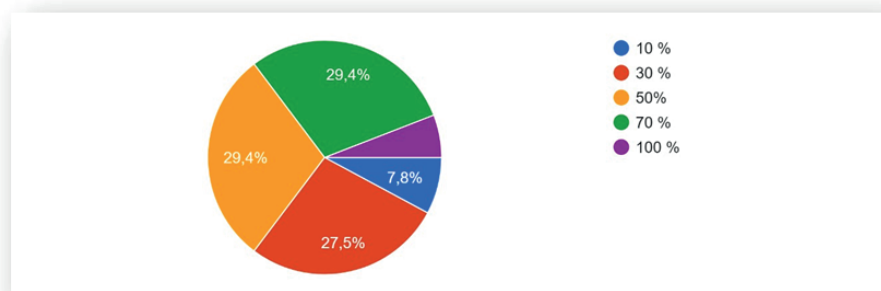


Note: From Students perceptions about the use of Facebook, students' questionnaire, by Guaman, 2021

Figura 15

Students' preference articles.

Figure 15 shows that 39.2% of students prefer reading entertainment topics, whereas 35.3% of the students prefer topics related to educational articles. On the other hand, 17.6% of them prefer topics about famous people, and finally, 7.8% of the surveyed students prefer other topics like sports, music, or technology. Taking into account these preferences, teachers have to consider the benefits of social networks to develop writing activities and, focusing on students' preferences, offer them a variety of topics and tasks to develop their cognitive reasoning.



Note: From Students perceptions about the use of Facebook, students' questionnaire, by Guaman, 2021

Figura 16

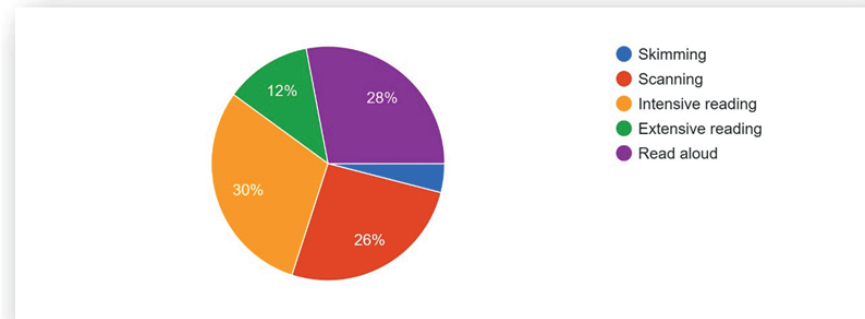
Percentage of English comprehension.

Figure 16 shows how much information students understand from any topic they choose when they find the article in English. 30% of the students surveyed asserted that they understand fifty percent of the articles; moreover, 28% of them understand seventy percent of the articles when they surf the net.

Furthermore, 26% of the students claim that they understand the thirty percent of the articles they look over; additionally, 10% of students explain that they understand one hundred (the whole) of the articles when they read it or watch it, while 6% of students understand only ten percent of the article they do. These results about students



understanding levels are attributed to the different English levels that they possess; therefore, these outcomes will be observed in their comments, where they show the understanding and vocabulary they have acquired.

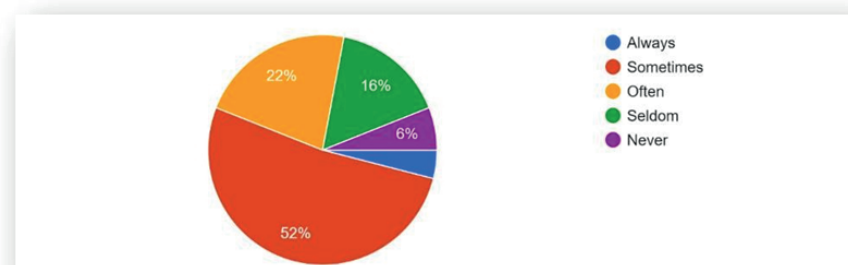


Note: From Students perceptions about the use of Facebook, students' questionnaire, by [Guaman](#), 2021

Figura 17

Strategy used to read texts.

Figure 17 puts forward the strategies the students used in order to perform their readings. Students claim that 30% of them engage in intensive reading, whereas 26% of students prefer to use the scanning strategy. On the other hand, 28% of students prefer the read-aloud reading strategy; 12% of students prefer the extensive reading strategy; and the rest, 2% of students, prefer the skimming strategy. Based on students' responses to the teacher's tasks posted on the Facebook platform, you can notice that students are familiar with the topics and do not require much effort in reading because they use all different kinds of strategies in order to get the most out of the articles they are interested in.



Note: From Students perceptions about the use of Facebook, students' questionnaire, by [Guaman](#), 2021

Figura 18

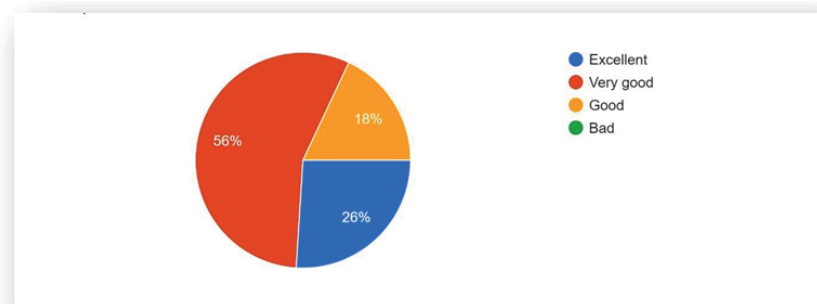
Frequency students comment on Facebook.

Figure 18 points out that the surveyed students are not fond of commenting on Facebook, since 52% of them assert that they sometimes comment on articles that they like, whereas 22% of the students argue that they often comment on Facebook.



On the other hand, 16% of the participants seldom write comments when they like something in particular. Additionally, 6% of the students emphasize that they never leave a comment. Finally, just 4% of the students claimed that they always write a comment in their preferred articles posted on Facebook.

Ayres suggests that with more and more pages and people to follow on Facebook, the exploration turns out to be pretty crowded for the users of this well-known social network [40]. Consequently, most people tend to skim through posts quickly and do not read long-winded posts or write comments. Teachers have to find catchy ways to motivate students to write and participate in the activities they plan to put forward, e.g., in order to get the participants to carry out the activities, the teacher designed a completion certificate for every active student. It goes without saying that the students were really eager to finish the workshops and get their certification. A little bit of extrinsic motivation along with their willpower have proven effective when it comes down to getting fast and good outcomes, as in the case of this study.



Note: From Students perceptions about the use of Facebook, students' questionnaire, by [Guaman](#), 2021

Figura 19

Students' perception about learning English through Facebook.

Figure 19 points out that 56% of students consider that the utilization of Facebook is very good for educational purposes. Moreover, 18% of the students consider Facebook a good tool in educational fields. On the other hand, the remaining 26% of them reflected that the use of Facebook for educational purposes is excellent for learning English. Thus, the results from the students' participation suggest that students benefited from Facebook to develop writing skills on account of the fact that their interactions were periodically on time and constantly checked by the teacher. It is evidenced that students perceive Facebook as a good tool to learn. In this context, Hajin establishes that it is positive to use Facebook groups as teaching and learning tools, mainly because of the free cost of creating a Facebook account and the possibility of implementing it in our educational field [41].



The Facebook-based teaching materials used for writing skill development in this study meet acceptable standards. The average score of the students' posttest was 9.2, which showed that from the perspective of the three components of the product: overall paragraph structure, topic sentence, and use of connectors and transition words, the overall performance turned out to be positive according to the results.

Taking everything into consideration, during the two months the study lasted, it was shown that Facebook can significantly improve students' performance and students' interest in writing. Besides, based on the analysis of the questionnaire, the researcher concluded that the participants strongly agreed with using stories and videos through Facebook as a pedagogical tool to write in English.

Last but not least, it was concluded that there are many appropriate and applicable strategies for teaching how to write successfully in English, harnessing the independent variables of Facebook, stories, and videos, respectively. Conclusions

Writing in English has always been a challenging task for students of all levels, not to mention the hard work teachers must do to keep students fulfilled with overall writing activities. During the development of this research, it was proven that students can exceedingly improve their quality of writing by adding a social network like Facebook along with stories and videos to their learning process of writing in English. That is to say, the researcher could evidence that by involving students in accomplishing attractive activities harnessing online technological tools, the quality of students' writing not only improved but also the desire to take part in this new kind of ludic classes rose.

So as to carry out this research, stories and videos were posted on Facebook to determine which one of them turned out to be more effective in enhancing the participants' writing skills. Surprisingly, these two resources are equally effective, but the stories were slightly better than the videos because of in the stories, the students had to read, and therefore, they had more time to look over word by word. On the other hand, with the videos, they had to be more focused on capturing as many words as possible, with less time to figure out the meaning of the whole context. Anyway, both resources proved to be effective.

Both teachers and students had positive perceptions regarding the use of Facebook as a pedagogical tool to improve their writing skills, which could be effectively checked in their active participation, quality of response, and interaction in all the different activities. Be that as it may, the pedagogical use of stories and videos through Facebook boosted students to improve their English writing mastery, as shown in the written comments, reflections, and summaries; moreover, another point worth noting is that Facebook and the activities used in this research showed to be useful not only to



enhance their writing skills, which was the purpose of this study, but also to improve their reading and listening as well.

Recommendations

When teaching writing, it is important to consider the interest, age, and level of the students when it comes to choosing topics and activities. It is not enough for students just to write reflections; it is also important to provide them with a wide range of motivational material so that students not only improve their skills but also experience different strategies while using the target language.

It is advisable to provide learners with attractive reading and watching strategies in order to facilitate their comprehension; moreover, it is important to check how much students can understand by asking them to write summaries and comments, as well as by answering questions or any kind of activity where they could be able to integrate the four skills.

English teachers should address the time students spend on Facebook for teaching and learning purposes, encouraging them to engage in various activities to develop their English language skills, especially writing, on account of the fact that not all students like writing.

It is useful to incorporate Facebook in classes to enhance reading and listening comprehension through the incorporation of motivational stories and videos by asking students to reflect on them and write comments about what they understood. That is to say, it is better to plan activities and questions to provoke debates in which students feel engaged in academic discussions and hooked on using Facebook to express their own points of view.

Finally, English teachers should use additional sources like videos, conferences, readings, stories, and news with relevant topics to teach English in a more dynamic and stimulating way. It goes without saying that students will become more and more motivated to learn the long-awaited English language and, eventually, to improve their learning process.

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Appendix

3.8. Annex 1: Student's questionnaire



3.9. UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Dear students.

The objective of the present survey is to collect information about the pedagogic use of Facebook to develop writing skills in English as a foreign language. Your identity will be unknown to the researcher.

Please, provide your information.

Age_____ Gender: Female () Male: ()

Please, mark X in the option you consider necessary

1. How often do you use Internet?

- Everyday
- Weekly
- Twice a week
- Seldom
- Never

2. How long do you spend on Social Networks daily?

- Less than 1 hour
- 1 hour
- More than 1 hour

3. What is your favorite Social Network?

- Facebook
- Youtube



- Twitter
- Skype
- Tik Tok
- My Space
- SlideShare
- Instagram

4. What do you use social networks for?

- To communicate with friends and family
- To share educational information
- Just for entertainment

5. Do you use Facebook for educational purposes?

- Yes
- No

6. Do you use Facebook?

- Yes
- No

7. What kind of information do you like to look for?

- Famous people
- Entertainment
- Educational articles
- Others

8. When you find something that you like in English, what is the percentage of your comprehension according to your knowledge?

- 10 %
- 30 %
- 50%
- 70 %
- 100 %

9. What strategy do you use to understand the text you like in English?

- Skimming
- Scanning
- Intensive reading
- Extensive reading
- Read aloud

**10. How often do you comment on articles that you like?**

- Always
- Sometimes
- Often
- Seldom
- Never

11. What is your perception about the use of Facebook for educational purposes?

- Excellent
- Very good
- Good
- Bad

Appendix 2: Pre-test

Admin · May 24 · 🌐

The pre-test

1. Read this short story, reflect about and then write a 150-words descriptive paragraph summing up what you grasp about it.
2. Watch the next motivational video, mull over it, and then write a 150-words descriptive paragraph summarizing what you understood about it.

<https://youtu.be/fLeJJPxua3E>

The Story of LOVE and EGO - 1 MIN VERY GOOD READ. Quotesgarden.com
Once upon a time there was an island where all the feelings lived together.
One day there was a storm in the sea and the island was about to get drowned.
Every feeling was scared but Love made a boat to escape.
Every feeling boarded the boat Only 1 feeling was left.
Love got down to see who it was.
It was EGO.
Love tried and tried but ego wasn't moving.
Meanwhile the water was rising too.
Every one asked love to leave him and come in the boat, but love was made to love.
In the end all the feelings escape and Love dies with ego on the island.
Moral: Love Dies because of EGO.

👍❤️ 8

50 Comments Seen by 39



Appendix 3: Post-test

Exploratory Group

Activity 8.
Look at the picture, and reflect on what success means to you.
This is a motivational picture, in which the central word success is surrounded by several attitudinal words which are required to get success. Students will have to think over the picture and write a 150-words summary, highlighting their personal insights about the message this picture conveys.
*Mire la imagen y reflexione sobre lo que significa el éxito para usted.
Esta es una imagen motivacional, en la ... See More*

Danixa Lopez and 4 others 50 Comments Seen by 27

Like Comment Share

Appendix 4: Rubric



Tabla 11

Features	1 Level	2 Level	3 Level	4 Level
Overall paragraph structure	Little understanding of structure	Some structure (including topic and concluding sentences), but supporting points may be imprecise or unfocused	Clear and precise paragraph structure, all elements are present	Mature and coherent paragraph structure, demonstrates unity and focus
Topic Sentence	Unclear or unfocused topic sentence	Satisfactory topic sentence, but lacking some elements	Clear expression of how character reveals theme, includes author and title	Mature and compelling expression of how theme is revealed through the character
Use of connectors and transition words	Connectors not obvious or ineffective	Connectors partially fulfill their purposes	Connectors largely fulfill their purposes, varied and properly used	Connectors allow for smooth and coherent development of ideas, varied and properly used