The Efficacy of Cambridge Unlock Videos in Enhancing EFL Students' Writing Skills: An Experimental Study at a Saudi University

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ABSTRACT

Technology has brought forth a rapid evolution in education, specifically in language teaching and learning. Integrating audio-visual aids in English as a Foreign Language classes (EFL) has been a common pedagogical practice that embalms students' centeredness, autonomy, interaction, and connectivity in EFL classroom. Many studies hitherto have investigated the importance of visual aids in enhancing different reading, listening, speaking and vocabulary skills in different settings, but no study has concentrated on the effectiveness of videos in enhancing writing skills in the Saudi Arabian context. This study is an experimental investigation of the utility of using Cambridge Unlock *Discovery Education* videos in teaching Intensive English Course (Njl-019) at the English Language Center (ELC), King Khalid University (KKU). It aims at demonstrating the effectivity of authentic videos in enhancing undergraduate female students' writing skills. The study adopts quasi-experimental methodology, with 35 preparatory-year students as an experimental group and 35 students as a control group. The experimental group is instructed to write a paragraph after watching Discovery Education video, while the control group is asked to write the same paragraph without watching the video. The research tools are students' writing samples, students and teachers' questionnaires. The data is analyzed using SPSS program. The main finding of the study is that watching videos related to a topic aids furnishing students with ideas, vocabulary, grammatical structures and boost their inspiration and critical abilities, which consequently lead to better writing performances. Based on the findings, the study concludes offering some implications for EFL teachers for better deployment of visual aids in their classrooms.

Key words: Videos, Writing, EFL, Saudi University, Cambridge Unlock Videos

INTRODUCTION

Videos in Foreign Language Teaching

Videos are amalgamations of moving-talking images with the bimodal input of integrating visual and auditory\verbal encoding modalities. Videos, especially if they are authentic, meaningful, relevant and distinctive, have immense pedagogical implications in foreign language learning. Videos, according to Sherman (2003) can bring the real-world language and culture into the classroom in contemporary, appealing, and dynamic ways. Existing research amply supports the usefulness of videos in EFL\ESL purposes inside and outside classrooms. 21st-centuray higher education students are different from previous traditional students. They are the generation known as (Net-Gen), that has grown up with new information technologies as huge parts of their lives (Tapscott, 2009). Due to this obsession with technology, media and videos have been proved as instructional mediums in classrooms that can to claim back the students' attention from the virtual world to the real-life demands of learning. Research have shown the positive impact of videos on human learning and memory as a strong stimulus for memory and retrieving information. In contrast with traditional teaching material and methodologies, videos proved to lend themselves more likely to storing information and stimulating student's memory, thinking abilities and linguistic proficiency. The major advantages of videos in EFL classrooms are authenticity "language produced by native speakers for native speakers in particular language community" (Gilmore, 2007,), motivation "more enjoyable and entertaining classroom atmosphere" (Mishan, 2005) and cultural aspects "understanding social and cultural aspects of the English-speaking countries" (Harmer, 2007).

Effect of Videos on Writing Skills

Writing is generally accepted as one of the daunting skills to master, especially in foreign language learning contexts. Writing skills are different from the oral skills due to the lack of suprasegmental features and body language that facilitate

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conveying meaning. In second and foreign language learning scenario, the constraining rules of writing requires competency in grammar, structure, vocabulary, punctuation and other rules make writing a complicated and challenging skill. To tackle this issue, studies have been exploring versatile instructional methods which may aid enhancing students' learning and writing processes.

According to language learning theories, the language learning process comprises three key parts: language input (reading and listening), assimilation (internal critical thinking, processing, and memorizing) and language output (speaking, writing and translation). Videos in classroom are the actual realization of these theories. Watching different materials, talking, discussing, and assimilating the linguistic features contained in the video improves listening and speaking and reading and writing skills consciously and subconsciously. Using videos in teaching writing raises students' interest due to their indulgence in more than one variable such as sounds, visuals, effects, movements etc. (Bruce, 2009). It generates interest in science, supports conceptualization through visualization, provides memory cues and connections and clarifies understanding.

Videos in teaching writing assist achieving the three goals as stated by Wang (2015). Firstly, it facilitates the development of EFL language skills by providing students a lot of information, dragging their focus to the video content and improving their comprehensive linguistic competence. This information can easily be retrieved while writing furnishing the students with ideas and vocabulary as well. Secondly, videos cultivate students' competence of intercultural communication as it does not only convey language but the culture of native English speakers. This ultimately make writing more accurate and easier. Thirdly, videos cultivate students' aesthetic values and abilities to appreciate English videos of Artistic values encouraging them to have deep critical thinking. This critical thinking paves the way to better writing skills.

Pedagogically, exposing students to the real and natural use of language through audio and visual media instructional methods has been one of the widely acknowledged methods that helps providing learners with "multi-sensory input that is close to real life communication" that helps improving writing skills. (Ishihara and Chi, 2004, p. 30). Media, both audio and visual, has been one of the poignant solutions that were strongly supported by Gilmore (2007), Kuimova, Uzumboylu and Golousenko (2016), Corbally (2005), Canning-Wilson (200), Cakir (2006) Erfani, Iranmehr and Davari (2011), Mousavi and Iravani (2012), Ismaili (2013) and Duffy (2008) as a powerful source of motivation and English skills comprehension. In teaching writing, using authentic videos that are "as close a match as possible between the language and social context of the input which learners receive in the class room and the language and social context of everyday life" (MacDonald, Badger and White, 2000, p. 253-254).

Cambridge Unlock series and Discovery Education Videos

According to Camridge.org, Cambridge English is one of the leading English Language learning and teaching academic series that combines the experience and expertise of two world-leading departments of the University of Cambridge - Cambridge University Press and Cambridge Assessment English. Cambridge recourses furnish English language learners and teachers from all over the world with real-life English language learning, teaching and assessment through world-class research and a profound commitment to delivering educational value.

Unlock is a five-level academic skills course that combines carefully scaffolded exercises, a comprehensive approach to critical thinking and motivating video. The course offers targeted skills development for students in an academic context. Its principled approach to critical thinking skills supports learners by giving them the tools they will need to analyze information, generate ideas, formulate their own opinions and express themselves effectively in speaking and writing tasks.

Every unit of Unlock opens with a visually stunning and inspiring Discovery EducationTM video (supplied on the Teacher's DVD that is packaged with the Teacher's Book). These are used in every unit to introduce original angles on a range of academic topics. The videos promote discussion, motivate and engage learners, and help to ensure that you are working with materials which lead to real achievements in the classroom.

The critical thinking sections in Unlock are based on Benjamin Bloom's classification of learning objectives (Bloom's Taxonomy). These sections allow your learners to develop the lower and higher order thinking skills that are essential for success in an academic context.

Unlock has been developed using the Cambridge Learner Corpus, Cambridge Academic Corpus, and the English Vocabulary Profile. This guarantees that the language presented to learners in Unlock is both up-to-date and relevant as it is meant to see how English is used, identify common mistakes made by learners at a given level, and get additional information on the vocabulary that should be covered at each CEFR level.

Unlock levels 1-4 contain Discovery Education video, a simple-to-use learning platform that combines dynamic curated curriculum resources with on-demand teaching strategies, personalized for your needs as an educator. This collection of realworld educational content brings excitement and relevancy to the topics you teach, so all students have opportunities to unlock their true potential. Inspiring videos in every unit motivate students to promote discussion and review language learned.

Research Objectives

The objectives that are expected to be achieved by this study are:
1. To experiment and project the use of videos in ESP Writing class
2. To identify the effectivity and adequacy of is using videos in enhancing students' writing skills
3. To determine how using videos can benefit students and teachers.

Research Questions

The study aims at answering the following research questions:

1. What experiment can project the use of videos in ESP Writing class
2. What is the effectivity and adequacy of is using videos in enhancing students' writing skills?
3. How using videos can benefit students and teachers.

Study Context

The study was conducted at King Khalid University, English Language Center, AlSamir Female Campus, Abha, during the academic year 2019-2020 (1440-1441 H). King Khalid University is one of the Saudi government universities, situated in the southern regain in Abha city. KKU hosts more than 73000 students in more than 47 colleges and departments spread in the south region of Aseer.

English Language Center (ELC) at KKU offers intensive and non-intensive courses to set students on the right track towards their professional careers and enrich their cultural background. ELC aims at preparing students to study their academic majors in English by establishing English language courses for academic and special purposes for all students in all colleges and assisting them in using the English language for their own communicative purposes. The center focuses on enhancing and raising the level of students' language skills and keeping students abreast of the global developments in their specialties by familiarizing them with the digital resources and raising the level of educational attainment in the various colleges of the university.

At KKU, ESP courses are designed and taught at the ELC during the preparatory year to prepare first year students of Medical & Health Sciences, Engineering, Computer Science, Law and Business departments in their respective fields of specializations, enhancing their employee-level of English and competence in various professional areas. For the students of Health Sciences, ELC offers Intensive English Course (019-Njl) with six credit hours and twenty contact hours, teaching three main subjects: Reading & Writing, Listening & Speaking and English in Medicine. Reading & Writing & Listening and Speaking focus on general language skills, while English in medicine concentrates on Professional English for Medical purposes.

The prescribed textbooks for Writing skills, as shown in Figure 1, are "Cambridge Unlock Reading and Writing 2 & 3" from Cambridge English series, the third edition. The book comprises of eight. Each unit is dedicated to a topic where students start with a watching a video then the Reading part, followed by the Vocabulary part, Grammar, Critical Thinking and finally the writing part. In the Writing section, students are introduced to some basic writing skills then the writing task and practice.

LITERATURE REVIEW

Since the introduction of technology into the domain of education as a pedagogical tool, researchers have been plunging

Figure 1. The prescribe textbook for Reading and Writing for ESP students at KKU

into the various ways of enhancing students' learning through benefiting from computers, the internet and multimedia aids. In ESL & EFL, using videos in the English language classroom has been there for decades in many parts of the modern world, and a huge literature has been published on the significance, methodology, restrictions, recommendations, etc. of integrating videos both as supplementary and as a part and parcel of the Syllabus. However, very little research has been so far done in the Saudi context about using videos in general, and almost none was particularly published on investigating the use of videos in relation to the writing skill.

In 2013, a study on the Usefulness of Audio-Visual Aids in EFL Classroom was conducted at Al-Jouf University in Saudi Arabia. (Mathew & Alidmat 2013). It focuses on how the students perceive the idea of using audio-visual aids in the English classroom, and how they respond to them. 15 undergraduate students, whose major was English Language & Literature, were involved in the study. A questionnaire with 10 questions was used with the samples to obtain their opinions. Both open-ended and closed-ended questions were prepared. The study findings showed that 73.3 % of the students think that there is a need to use audio-visual aids in the classroom as such materials can make learning easier and more interesting. The students who were against using AV aid preferred traditional classrooms where teachers have to do all the teaching. Most students pointed out that English teachers should be equipped with the knowledge of using technology in the classroom as well as having the skill to select AV materials to be used. The findings also refer to how teachers' attitude towards using AV materials affects students' perception and response to AV aids. In other words, teachers have to show positive attitude in order for students to positively benefit from and enjoy the class. Based on the findings, the writer entirely places the responsibility on the teacher to select relevant materials and use them wisely that they boost students learning, motivate them, save classroom time, avoid monotony and boredom and increase retention of information. The study, however, does not probe into how efficient it is to use only materials that are integrated in the coursebooks, although it refers to the need to use relevant materials. As only students participated in the study, teachers' attitudes were analysed through students' responses

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based on their own perspective rather than on teachers' opinion and experience.

Another study was conducted at King Abdul-Aziz University on the Impact of Using YouTube Videos on Learning vocabulary in Saudi EFL classrooms. (Kabooha & Elyas 2015). It included 100 undergraduate female students in the preparatory year intensive English course, as well as 4 non-native teachers. The participants were divided into two groups: controlling and experimental. Students in the experimental group were taught the new vocabulary through using a YouTube video, whereas the other group were taught in the traditional way, using only pictures. To ensure the reliability of the result, the researcher gave a pre- test of Vocabulary Knowledge Scale VKS to both groups. The results were similar, which showed that the two groups were the same level of proficiency and they have the same knowledge of the target vocabulary. Afterword, the research measured the difference between the controlled group and the target group's level of understanding the target vocabulary. The study was conducted throughout a period of 7 weeks and involves a number of tests that measure students' proficiency, knowledge of target vocabulary, improvement before and after vocabulary lessons, as well as their attitude towards using YouTube videos in vocabulary learning. The results seem valid to a large extent.

In 2014, a study on Using Teaching Aids in English classes in Saudi Arabia was published. (Asiri 2014) Referring to the Connectivity theory of *learning by association*, the article studies teaching aids in general, not particularly videos. It also refers to English teachers' attitude towards the use of each type of teaching aids in the Saudi context. It does mention, very briefly though, that teachers view technological aids as the most beneficial.

Another study investigates how videos can be advantageous in improving the Listening Skill (Hamdan 2015). The study group were 18 students of level 2 English major and it was conducted over a duration of one semester where Unlock 2 was used as the course book. Using a closed-ended questionnaire, Hamdan mainly proves throughout the study that Saudi students are in favour of utilizing videos rather than audios for improving their listening comprehension skill. They think that videos are more effective whereas audios are boring. Hamdan limited his research to students' attitude and refers only to listening in general giving an example of understanding sounds rather than probing into details on improving other language sub-skills like pronunciation, vocabulary, cultural use of the language, etc.

An interesting study on the Impact of Using Youtube In EFL Classroom on Enhancing EFL Students' Content Learning was conducted in Princess Noura University in Saudi Arabia. (Alwehaibi 2015). It experiments by Integrating Youtube videos into a course in Education both inside and outside the classroom. Two groups of second year college students at the department of Curriculum and Instruction in the faculty of Education participated in the study with the total of 91 students. They first studied the theoretical part of the course, then the experimental group was instructed through the use of Youtube videos while the control group was taught in the usual lecture-based method. The results, obtained by giving tests before and after the experiment, clearly indicate significant differences between the two groups. This clearly supports the idea that integrating Youtube videos greatly enhances students' motivation to work on different language tasks and skills including reading, writing, discussion, interaction, and engagement in the learning process.

In their study on Saudi Learners' Attitude Towards Integration of Video-Podcasts in Listening Comprehension, Shahid & Ali argue that using video podcast to improve the listening skill can enhance students' motivation and generate a positive attitude. (Shahid & Ali 2017). 90 English major male students participated in the study. Divided into three groups, each group was assigned to watch several video-podcasts. Afterwards, the participants had to respond to a questionnaire to explore their attitude towards integration of video-podcasts for improving listening comprehension. There were two types of questions in the questionnaire: closed-ended questions and open-ended questions. While the responses to the closed-ended questions support the significance of using video-podcast as a supplement to boost students' positive attitude towards listening comprehension, two points relevant to this current study are mentioned by the researchers when analysing the response to the open-ended questions. First, students' answers support the fact that not only do video-podcasts contribute to listening comprehension, but they also help them improve their English learning in general, and vocabulary learning in particular. Second, the study supports using videos as an initial stage to introduce the content to be taught, no matter what skill is taught. These two points are further supported in the study by referring to literature such as Kalludi et al (2015), Farshi and Mohammadi (2013) and Lowman (2014). Nevertheless, none of the studies mentioned experiments on the benefits of employing videos to enhance students' writing.

A case study entitled "EFL teachers' and students' Approaches in Using Teaching Aids" by Awwad Othman Ahmed (2018) investigated teachers' and students' approaches in usage of teaching aids. It mainly focuses on to what extent teachers use aids in their classes and to reinforce their importance. This case study also tries to verify whether teaching aids activate teaching and learning processes and more specifically, if they make students interactive and effective participants. A questionnaire was used to collect the necessary data. Fifty students and twenty teachers took part in the questionnaire survey in secondary schools in Hasisa locality, Gezira State, Sudan in 2018. The study used (SPSS) to analyze the collected data. Findings demonstrated that teaching aids help in classroom setting and management. Teacher's attitudes and perceptions toward using teaching aids to motivate students are positive since they all find the necessity of using them to improve students' English performance. As a result, teacher should be aware that disregarding of teaching aids impedes learner's motivation. It has been recommended that teachers should systemically design their own teaching aids for effective teaching and learning betterment.

Another study "Using you tube EDU to develop oral skills for EFL students in Saudi Arabia public intermediate schools", done by Al-Anazi, Al-Harthy, Al-Buraidi and Khudair (2013) aims to examine and develop students' oral skills through YouTube videos that contain different aspects of the units. For this study, 4 units of the book ('Say it in English') were chosen. Each unit contains three conversations, two listening practice and one speaking task. Participants were three students age d thirteen. A design template was used to examine their skills listening by a pretest containing a video of conversations that covered all the subjects of their book. After listening and watching the video twice, a listening exam paper with ten multiple choice questions was given to the participants. Then an oral conversation with the participants was conducted where they were supposed to talk and summarize the information about the topics in the video. After gathering the result of the pretest, another program was conducted in which students were supposed to make different types of conversation in all 4 units. The effectiveness of using You Tube EDU was obvious on participants' performance after the program. The three participants showed a great development in oral skills. This technique was able to solve the problem of poor listening and speaking skills and fear of speaking in a foreign language.

Alqahtani (2014) conducted a case study titled "Effectiveness of using You Tube on enhancing EFL students' listening comprehension skills" with 26 students from third secondary grade at Al Arqam Saudi Private school for females located in Riyadh taken as participants. This study was done to examine the effect of YouTube as a teaching tool to enhance Saudi EFL students' listening comprehension skills. The sample of the study was randomly selected and divided in two groups the experimental group consisted of 14 students and the controlled group consisted of 12 students. Both of the group participated in an eight-week experiment during the first semester of 2014 and 2015. A pre-test was given to both groups at the beginning of study to make sure that they were equivalent. Afterwards, the experimental group was instructed using YouTube videos while the control group was instructed using the traditional audio method. At the end of experiment, both groups were post-tested on their listening comprehension. The results were calculated using a t-test. YouTube listening/viewing activity presented statistically significant effect on listening comprehension skills of the experimental group's subject. The positive results implied that the use of YouTube videos provided an authentic native speaker setting that is beneficial to EFL learners. You Tube is also regarded as a motivating factor that encouraged EFL students to develop their listening comprehension skills and gained a deeper understanding of the foreign language.

Another study entitled "The impact of using videos on whole language learning in EFL context" by Mekheimer (2008) was conducted to measure improvement gains in aural/oral, reading and writing skills using data from an experiment that was conducted over a period of one academic year. Following an intensive, concentrated exposure to authentic video material accompanying a language skills development remedial program and extensive videos of some selected dramatized famous literary works, students in an experimental group (n=33) demonstrated statistically significant gains over their peers in the control group(n=31) across all skills. Sixty four college students from the English department, college of language and translation, King Khalid University, Abha of EFL participated in the study for two consecutive semesters in the academic year 2007 and 2008. Thirty-three students were subjected to the experimental group which studied a video- based program in English grounded in the CNN videos accompanying the tapestry listening and Speaking, reading comprehension and writing books 1. Thirty-one students were subjected to the control group which were given the same text- bases remedial program grounded in the college's tapestry series books-1 in listening and speaking, reading comprehension, and writing, but without the videos accompanying the books. In listening and speaking, the audio material were used with both the experimental and the controlled groups. The study involved an analysis of the performance of two groups of students: the Experimental class (n=33, mean age=19) was taught the video bases Tapestry 1 across all skills in an integrated, whole language development approach, and a control class (n=31, mean age=20) which completed the same Tapestry 1,only the text bases program minus the videos. Data were collected from pretesting and post-treatment testing, and analyzed by means of t-test, run by the SPSS, version 14. Statistically, though incremental improvements have been detected for all skills, still the differences are clearly bigger for some skills than for others; the differences are more significantly for reading, listening comprehension, writing and speaking, respectively. The researcher noticed that the video-based experimental class was livelier, and the students were more interested in following the lessons attentively, contrary to the other video-less condition. Video-viewing experiences further generated more student-teacher, student-student discussions and students were prompted to keep writing, using vocabulary, and listening journals vis-à-vis their video-viewing experiences. The experimental class participants had significantly improved their aural/oral, writing and reading skills after two semesters of English language learning compatibly. Thus, integrating video-based material with whole language teaching of the language skills of our students in a fashion that ameliorates viewing comprehension can produce an enhanced overall linguistic proficiency in EFL students at university levels.

A research by Mathew & Alidmat (2013). was conducted with 15 undergraduate students at Aljauf University, Saudi Arabia. All the students were native Arab with English language and literature as their major. The study addresses and explores EFL students' perception about the use of audio –visual aids in the classroom as well as EFL students' approach to audio –visual resources in the classroom. A combination of quantitative and a qualitative method was used to address and explore research question. A questionnaire was designed to obtain information on the use of audio-visual aids in EFL classroom. The ten questions (open ended and closed ended) were related to the use of audio-visual aids during English language classroom session. Most of

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the questions were open –ended and students were requested to express their views impartially. It was felt that open ended questions would give more insight by way of activating students' thought processes. The responses of the students are calculated in a percentage and given in tabular and non–tabular format. The findings of the present study reveal that integrating audio – visual resources with the prescribed content has a positive impact on the teaching –learning process in EFL classroom. Students find these resources useful in understanding difficult concepts given in the course books. They feel that use of these aids can increase retention. Students have opinion that English teachers should have the requisite technical knowledge to operate audio-visual equipment during classroom sessions. They feel that teachers need to be educated on the use of these technical aids. In addition to their technical knowledge, English teachers should be trained in the selection and appropriate use of audio-visual resources. Students also pointed out that audio visual aids are recommended for the classroom because it saves the time and labor of the teacher. The findings of the study suggest that using audio-visual as a teaching method stimulates thinking and improves learning environment in a classroom. Students develop and increase personal understanding of the areas of learning when they experience a successful and pleasant learning in EFL class. Findings suggest that students find audio–visual sessions useful and relevant when it has some direct relation to the course content.

Altogether, the aforementioned studies have amply proven the vitality and practicality of videos in enhancing Saudi EFL learners' language skills on school and university levels. Most of these studies dealt with the impact of using videos on Listening and speaking skills and vocabulary. No study till date has undertaken the role of videos in enhancing writing skills especially in teaching Professional English to Health Sciences preparatory year students, and more specifically in King Khalid University. Furthermore, no study has probed the practice of Cambridge Unlock Discovery Education videos in a Saudi EFL context. This research endeavors to fill this vital gap by focusing on Cambridge Unlock series videos in teaching writing skills, its extent, effectivity and implementation. By this, the study t hopes to participate in the body of knowledge and extend further investigation in the related field.

METHODOLOGY

Research Design

This research adopts quasi-experimental method by Gay et al (2012) which involves two groups with different treatments, namely experimental group and control group with pre-test and post test procedures. Both groups underwent a pretest process where they were taught about the topic, motivated and explained about the task then instructed to write. After that, the posttest was implemented after different treatment of both groups; the control group was instructed to write about the same topic without watching Discovery Education video while the experimental group was exposed to the video then asked to write a short paragraph about the topic again. The

data was taken from pre-test and post-test writing tasks that was evacuated upon a well-defined criterion of the four writing components which included ideas, vocabulary, grammatical structure and motivation. The research uses an analytical scale for rating the writing task as set by Jacob et al in Weigle (2002). The scores of the students' writing task were calculated and computed into SPSS statistic version 21. Then, it concluded the data to prove the research hypotheses.

Data Collection

The data is collected from a pretest and posttest writing test that was given to both control group and experimental group. The procedures of the data collection comprise two phases:

a. Pretest:

The purpose of the pretest was to measure and define students' ability to write about a topic without visual aids. In this case, the students themselves had to brainstorm ideas and vocabulary to write about the topic. The teacher first introduced the general topic, explained the task, gave the time required to write the paragraph and finally asked them to submit the work.

b. Posttest:

The objective of the posttest was to identify and signify students' writing abilities after being exposed to the video. The teacher first introduced the general topic, explained the task, showed the video on the class projector, gave the time required for writing asked them to submit the work.

Data Analysis

Data in this research was collected from students' writing in pretest and posttest taken from both control and experimental group. The tests were scored based on the four writing components using the analytic scale of rating test by Jacob et al. in Weigle (2002). After that, the raw scores of students were computerized into SPSS statistic program version 21 to find out descriptive statistics. After that, the result of the data analysis was concluded to answer the research questions and prove its hypothesis.

RESULTS AND DISCUSSION

Data collected from students writing tests were scored and analyzed through SPSS 21 and the result is depicted in the following Tables 1.

The Table 2 above clearly shows the difference between the scores of control and experimental groups in both pretest and posttest tests. The maximum score of the pretest control group was higher than that of the experimental group, while the minimum scores were equal. This indicates the writing abilities of the control group were better than those of the experimental group as these scores were gained before the treatment. After the treatment, the table shows an improvement in the scores of both groups with the experimental who

Table 1. Descriptive statistics of the writing test result of control and experimental group

Group	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	35	.5	8	2.986	2.012
Post-Test Experimental	35	3	10	7.069	2.184
Pre-Test Control	35	.5	9	3.722	2.330
Post-Test Control	35	1	9	4.139	2.126

Table 2. Independent sample test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.048	.831	-.963	10	.358	-.9500	.9867	-3.1484	1.2484
Equal variances not assumed			-.883	1.337	.507	-.9500	1.0761	-8.6509	6.7509

was taught with authentic videos getting higher scores than the control group. The last column shows the standard deviation that demonstrates the similarity of the students' abilities. The data shows that the students' scores in the control group are more similar than the students of the experimental group.

The reading of the t test raw as shown above clearly indicates that the significant level is smaller than the standard alpha level. (p=05). Thus, there is a significant statistic variation in the student's scores in the control and experimental group.

The study confirms the positive effects of utilizing authentic videos in teaching English as a foreign language in line with the learning theories in MacDonald, Badger and White. 2000, Stempleski 2002, Duffy, 2008, Bruce, 2009, Santagata and Guarino, 2010, Eick and King, 2012. The findings of the study support the existing literature on the effectivity of videos in teaching English and fills the gap of the validity of these videos in teaching Writing to Saudi EFL female non-specialist students. It proves that Saudi female students studying English for professional purposes. It elucidates that videos if related to the course contents proves to be a vita educational enabler and complementary tool to enhance all the components of writing skills.

Videos as Source of Motivation and Interest in Writing

According to Rather (as cited in Ahmed, 2018), audio – visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. Lynch and Anderson (as cited in Ahmed, 2018) indicated that teaching aids could be helpful in the learning process since they are stimulators, motivators, and focus points in which the learner's attention is concentrated. Hanley, Herron, Wen, and Weyers (as cited in Mekheimer, 2011) showed that videos acted as interesting and motivating tools to accompany audio or written inputs, thereby aiding comprehension and production of foreign language input/output.

With reference to the Data Statistics Table, the Experimental Group shows high motivation with 66%. Their video – based writings exhibit a good grasp of the topic which stimulated their ideas through visuality. They provide difficult output in a simple way to understand multiple contents. The students showed more concentration and attentiveness in following the instructions. Thus, the videos help learners become more interactive and interested in learning. This is clear in their writing as they suggest some healthy alternatives of sugar, such as honey, fruit and fresh juice. Only 6% were less motivated and showed lack of involvement in learning through visual aids.

Videos as Source of Comprehension And Organization In Writing

Butcher (as cited in Ahmed, 2018) believed that teaching aids helped targeting more than one sense at the same time, therefore they raised the learners' comprehension. With pictures, the concepts or ideas presented are not just words; they are visual images. According to Burrow (as cited in Ahmed, 2018), teaching aids could be of a great use in supporting a topic. In Chacko's view (as cited in Ahmed, 2018), good learning resources could help solve certain language barrier problem as they provided accurate visual image and made learning easier for the students.

Audio – visual resources contributed to the clarity of information presented by allowing students to visualize. These resources enhanced students' receptive skills, they were seen with improved imaginary and application skills, and they were able to articulate and co- ordinate their ideas more effectively. As indicated by the statistics, 63% of the students' writings are clearly relevant to the topic of the video. Similarly, the writings are well – organized and well – linked as the topic was logically developed by first stating the problem, then discussing its effects and finally suggesting solutions.

Lynch and Anderson's study (as cited in Ahmed, 2018) illustrated that teacher-learning situation could be changed

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if there were many types of teaching aids used in teaching English. Using teaching aids is an important factor to facilitate the comprehension of both written and spoken words in teaching-learning situation. ***"This vocabulary learning is going to be measured by productive use, video is certainly facilitative."*** (Gomathi, Geetha and Raa, 2017, p. 112)

Videos as Source of Vocabulary and Grammar for Writing

Vocabulary is another variable which illustrates the effectiveness of the visual aids on the writing skill. The video helped the learners use a wide range of precise, proper vocabulary which convey the meaning and deliver the ideas clearly. The video assists almost 68% of the learners in retention of the concepts and improved the students' vocabulary mastery in spite of making some spelling errors. Examples of food industry – related vocabulary used in their writing are: *added, natural, ingredients, labels, campaigners, products, customers, companies*, etc.

Lavinia (2018) agrees that "***Visual aids engage learners with the help of attractive, stimulating resources. The combination between verbal and visual content helps retain the desired items and increases the chance of the right use of certain words, structures, sentences or other types of verbal content.***" (p. 318)

The analysis shows 68% of the students were stimulated through audio-visual aids by making the discussion more realistic. These aids helped them to speak and express their ideas using correct sentence structures. The exposure through these resources supported them to acquire new grammar structure and forms. The video also promoted the learners' skill to use grammar inductively.

Their writings illustrate a considerable percentage of sentence complexity. They write in a variety of structure as they make compound sentences with *and, but, so* as well as complex sentences with *when, that* and *because*. They were able to produce a higher percentage of acceptable sentences despite the existence of some grammatical errors which must do mainly with subject-verb agreement and the use of uncountables. However, they mostly use quantifiers, adjectives properly. This can be exemplified in the use of such quantifiers as *some, any, a lot of, many* as well as adjectives, like *healthy, unhealthy, harmful*. They also utilize tenses accurately. They use the simple present tense which is the accurate tense for describing a problem and suggesting solutions.

The kinds of mistakes present in their writings are:
i.   Verb forms: Using infinitives instead of (-ing) forms. "*If we keep eat these foods without modify our lifestyle.*"
ii. Incorrect use of uncountables: "*juices, sugars*"
iii. Incorrect use of quantifiers and demonstrators:
     "*These amount of sugar is very dangerous.*"
     "*They don't know how many sugar in this food.*"
     i.   Subject-verb agreement errors:
     "*Sugar are harmful for body.*"
     ii. Tense formation:
     "*The company is makes a different types of food.*"
     "*They must to put a little amount of sugar.*"

One factor behind boosting these grammatical and vocabulary structures in the experimental group after watching the videos is the subtitling of all Unlock Discovery Education videos. A subtitle is a printed translation of foreign-language dialogue at the bottom of the screen, as in a television broadcast or film. Video subtitling is the process of adding text to a video material (Nario et al, 2019). The study shows that subtitled videos are effective input enhancement providing enhanced and modified input to learners in order to maximize the benefit of the input itself. This textual enhancement helps the embedded target grammatical structure to be easily noticed due to learners' attraction and attention towards it. According to Atkinson (2011), the items which were once noticed were truly learned. The development of the noticing hypothesis views the conscious noticing of grammar structures as a prerequisite in Second Language Acquisition (Atkinson, 2011). Schmidt (as cited by Zhang, 2015), also argues that for learning to take place, there must be constant noticing of input.

Videos as Source of Critical Thinking for Writing

Snyder & Snyder and Scholastic's study (as cited in O'Brien, 2013) provided the concept of critical thinking being important for students as it taught them how to think rather than what to think about any subject or issue they dealt with while they were able to effectively solve the issue.

The data shows 43% of the students' critical thinking to be high along with 57% average. The students' writings indicate that integrating audio-visual resources with the prescribed lesson have a positive impact on their learning process. These sources develop and increase personal understanding of the areas of learning as well as removing abstract concepts. Critical thinking is a creative exemplification of the effectiveness of the visual aids on the writing skill as it stimulates the students' ideas and help them develop their thoughts in a well-organized logical manner

Their writings attain a high degree of critical thinking as they start with introduction of the problem which is adding sugar to manufactured food and then move to the effects of the problem in a cause-effect relationship as they refer to obesity, blood pressure, heart diseases and finally end with suggestions and solutions to the problem engaging in another thinking pattern which is problem solution. For instance, they suggest a number of alternatives for added sugar, such as honey, fruit and fresh juice. Likewise, in the process, they give their opinions which enrich their writing with both objectivity (facts verifying their opinion) and subjectivity (their opinion or comment). Irfaner's study (as cited in O'Brien, 2013) gave the idea that the lack of critical thinking skills utilized within the classroom greatly diminished the students' chance for success.

CONCLUSION

Notwithstanding the continual updates in educational technologies specifically in EFL scenarios, videos have been one of the most potentially utilized and effectively proved. The research investigated the effectivity of using videos in

enhancing writing skills to female Saudi preparatory year students. The results have shown a powerful impact of the Unlock Discovery education videos on the cognitive, psychological, productive in enhancing writing skills which has been reflected in the results of the pre-tests and post-tests of the study samples. There are certainly some factors behind the effectiveness of Unlock Discovery Education Videos in the scenario of EFL teaching whereas many other videos may not work especially in regard to writing skills. The pre-reviewing, while-reviewing and post-reviewing strategies that the videos encompass at the beginning of each unit in both Reading and Writing and Listening and Speaking textbooks works effectually to build together the student's psychology, cognition and production. The meticulous choice of the content of the video, its authenticity, its occupation of the whole subconscious realm of the students learning skills, its relativity to the topic and sequential consistency in developing the skills from prediction, outlining, discussing, brainstorming, writing, and assessing have been proved vital and effective in upgrading students' writing skills. In this regard, these videos comply with Duffy's guidelines of maximizing effective learning in EFL classrooms that includes segmenting videos so their time should not prolong, picture Off and sound Off techniques, previewing, focus, note taking, tasks and assessments (Duffy, 2008). By complying to these strategies in using videos in classrooms, teachers will be able to make the teaching and learning process of writings skills more attractive and enjoyable is by applying an excellent method or strategy as well as involving engaging media in the learning process confirming the learning theory in Çakir (2006) that supports all styles of visual presentation for their positive contributions to language learning as long as they are used at the right time, in the right place.

The research, based on the findings and discussion, hopes to pave the way for EFL teachers across the globe to pedagogically utilize the video technology in their classrooms specifically in teaching writing which is always a aunting task, and looks forward for further studies in the field of knowledge.

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