



IRAQI
Academic Scientific Journals



العراقية
المجلات الأكاديمية العلمية

ISSN: 2663-9033 (Online) | ISSN: 2616-6224 (Print)

Journal of Language Studies

Contents available at: <https://jls.tu.edu.iq/index.php/JLS>



The Effect of Online Platform Videos on Iraqi EFL Learners' Achievements in Writing Skill at the University Level

Dr. Lateef Ahmed Mohammed Khaleefa*

Department of English, College of Arts, University of Mosul

latif.khaleefa@uomosul.edu.iq

Received: 19/09/2024, Accepted: 8/10/2024, Online Published: 31/10/2024

Abstract

Mastering the English language skills specifically the writing one is not an easy task in spite of theories and models about language learning that have been conducted through centuries. However, the present study is an attempt to shed light on the effect of online platform videos on Iraqi EFL learners' achievements in the second class in writing skill during the second academic semester of 2023-2024. The study targeted (20) subjects, (10) males and (10) females who study writing skill as an academic subject in the second class at the Department of English, College Arts, University of Mosul. The experimental lessons covered (30) hours during (10) weeks for undergraduate students. The adopted tools of data collection are pre-and-post tests and a questionnaire. Additionally, the cooperative learning model proposed by Kagan and Kagan (2009) is adopted. The results

* **Corresponding Author:** Dr. Lateef Ahmed, Email: latif.khaleefa@uomosul.edu.iq

Affiliation: Mosul University - Iraq

© This is an open access article under the CC by licenses <http://creativecommons.org/licenses/by/4.0>



of the study show that students who were exposed to the experiment made progress in writing skill after implementing video-based lessons.

Keywords: Iraqi students, EFL Learners, University Level, Videos, Writing Skill

تأثير فيديو منصات الانترنت على انجازات المتعلمين العراقيين للغة الانكليزية بصفتها لغة اجنبية
في مهارة الكتابة على مستوى الجامعة

د. لطيف احمد محمد خليفة

قسم اللغة الانكليزية، كلية الآداب

المستخلص

إن إتقان مهارات اللغة الإنكليزية وخاصة الكتابة ليس مهمة سهلة على الرغم من النظريات والنماذج حول تعلم اللغة التي تم اجرائها عبر القرون. ومع ذلك، فإن الدراسة الحالية هي محاولة لتسليط الضوء على تأثير مقاطع الفيديو على المنصات الإلكترونية على إنجازات المتعلمين العراقيين للغة الإنجليزية كلغة أجنبية من الصف الثاني في مهارة الكتابة خلال الفصل الدراسي الثاني 2023-2024. استهدفت الدراسة (20) طالباً، (10) ذكور و (10) إناث يدرسون مهارة الكتابة كمادة أكاديمية في الصف الثاني في قسم اللغة الإنجليزية، كلية الآداب، جامعة الموصل. غطت الدروس التجريبية (30) ساعة خلال (10) أسابيع لطلاب البكالوريوس. الوسائل المعتمدة التي استخدمت لجمع البيانات هي اختبارات قبلية وبعديّة واستبيان. بالإضافة إلى ذلك، تم اعتماد منهج التعلم التعاوني الذي اقترحه كاكان و كاكان (2009). اظهرت نتائج الدراسة أن الطلاب الذين خضعوا للتجربة تطورا في مهارة الكتابة بعد تطبيق الدروس القائمة على الفيديو.

الكلمات الدالة: مقاطع الفيديو، متعلمو اللغة الإنجليزية كلغة أجنبية ، الطلبة العراقيون، مهارة الكتابة، مستوى الجامعة

1. Introduction

Richards and Rodgers (2001: viii) state that the learning environment in the class influences the result of the learning output process through employing various learning techniques in English language classrooms are highly recommended. Learners are generally interested and highly motivated in the English learning process when language teachers present different techniques during the class. In addition, Internal or external

factors could create motivations, but basically, motivations come as one has a specific motive, need, or intention

There are many methods by which EFL teachers can adopt to improve students' writing skill. One of them is technology which can play an important and effective role for both teachers and students in all over the world. Language teaching and learning can be more interesting and comprehensible through technological tools if teachers and students utilize these tools appropriately (Sailun and Idayani, 2021: 66). From this sense, the use of audiovisual aids by PowerPoint Presentations (PPT), are highly used in EFL classrooms to support textbooks and communicative activities to enhance student autonomy, communication, and connection to a particular idea.

As for the EFL teachers, they progressively tend to use audiovisual tools to assist them in designing effective and interesting courses (Bajramia and Ismailiam, 2016: 503). Brook (2011: 37) says that audiovisual aids play a significant role in language teaching and learning for they promote participants' awareness, present realistic resources, and motivate learners to engage and participate more actively in the courses.

2. Online Platform Videos and Language Teaching

Generally, there are hundreds of online platform videos (henceforth, OPVs) that are available and free on the Internet so that language teachers around the world can adopt these high-quality materials in their writing skill lessons. Many advantages of OPVs are mentioned by many pedagogists. OPVs can produce themes and ideas that create actual and constructive discussion. The materials of OPVs are closely related to real-life improvement of the four basic language skills (listening, speaking, reading, and writing) by way of utilizing the daily and frequent topics, language functions and notions, naturally connected speech, and grammar rules given and produced naturally in these videos. The authentic materials of OPVs can effectively promote learners' productive skills namely speaking and writing. To put it simply, videos make students think of creative ideas, discuss complex topics, learning to be autonomous in expressing their opinions and viewpoints (Sorokina, 2020: 82-3).

POVs can be used in ESL/EFL classrooms by many instructors and/or teachers, which help enhance brainstorming and critical thinking (Bajramia and Ismailia, 2016: 503).

Chang and Huang (2015: 31) mention that OPVs include well-organized presentations about motivating ideas or opinions delivered by native speakers that can enhance students' language learning. According to Bal-Taştan, et al. (2018: 2355-7), the OPVs are considered one of the most outstanding media for their publicity and providing natural and recent content. Teachers can benefit from OPVs in their EFL classrooms by raising learners' interest and excitement about specific topics that may be developed and modified to be more suitable and then can be provided within the course items.

Furthermore, learners can watch OPVs online or offline through electronic devices such as personal computers, laptops, or phones. OPVs involve a great number of themes the writing skills such as their importance in daily life, how to develop them, how to overcome challenges; and learners can choose what they like to watch. Consequently, OPVs help learners listening natural language from native speakers by comprehending spoken words in different contexts, knowing how speech sounds work in connected speech, identifying the meaning of particular vocabulary and phrases, and recognizing the basic grammatical rules of sentence structures. In this sense, learners make use of subject knowledge and their understanding of the English language such as phonological rules and processes, grammar rules, and semantic interpretations of speech.

OPVs contain authentic and interesting material and they comprise a lot of topics on the ins and outs of the writing skill, which present useful and interesting materials for EFL/ESL language teaching, they attract learners' attention and become more motivated with the use of the English language in real contexts. Along with the ideas and themes of the subject matter, learners can communicatively boost their vocabulary, pronunciation, and grammar. Additionally, OPVs help learners express their thoughts and viewpoints about the OPVs' content with the teacher through effective conversations in the classrooms (Kumar & Mohanasundaram (2020: 13), Losada et al. (2017: 90), Gilakjani and Sabouri , 2013: 123 ; and Hamouda, 2013: 114-5). In general, Bajrami and Ismaili (2016) mention that OPVs are considered authentic materials since they are originally shaped by/for native speakers. Sugito et al., (2017), Norhailawati et al., (2019), and Spelleri (2002) assert that learners learn how to decode the rapidly connected speech of native speakers and their fluent pronunciation of words. Moreover, authentic material

videos present real-life language that is culturally and contextually bound. They improve learners' competence in presenting the information and launching pair /group discussions.

It is worth mentioning that OPVs considered one of “extracurricular activities”. Radha and Ali (2024: 127) say that:

“extracurricular activities are defined as those experiences of students which are not planned in the academic curriculum, these activities play an essential role in education and it is approved that they are equivalent to the regular classes to improve learners’ skills”. Regarding the roles of extracurricular activities on EFL and ESL students’ language skills development (Hymes, 1966) noticed that extracurricular activities can enhance the communicative and grammatical competence of the learners in EFL instruction.

3. Statement of the Problem

Ellis (2003: 9) mentions that effective communication language teaching and learning derives from the real practice of using a language, which can be carried out by engaging the learners in authentic language use through real-life situations. Currently, the Iraqi EFL students - at the Department of English, College of Arts, University of Mosul- receive writing skill lessons only, and are not taught English by means of the integrated skills. So, those students do not negotiate the meaning deeply when they perform a writing task in the classroom. Thus, learners preferably practice the integrated language skills namely listening, reading, speaking, and writing simultaneously and interchangeably by adopting a series of OPVs in teaching the writing skill.

4. Aims and Objectives of the Study

The study aims to investigate the effect of online platform videos on Iraqi EFL university learners' achievements in writing skill.

The current research includes four major objectives. Based on OPVs in teaching writing skill, the second-year students will be able to:

- a. Enhance their writing skill by using authentic material.
- b. Develop the Iraqi EFL students' awareness in comprehending various topics in real life.
- c. Motivate the students by taking entertaining and informative lessons.

- d. Develop other three language skills (listening, speaking, and reading) and other soft skills like communication, problem-solving, and creative thinking, among others.

5. Research Hypothesis

It is hypothesized that:

- a. The lessons of OPVs are considered an effective teaching tool to develop the students' writing skill.
- b. The students will be satisfied with OPVs that aim at enhancing their writing skill.

6. Research Questions

The study is an attempt to find satisfying answers for the following research questions:

- a. Will OPVs improve the second-year students' achievements in teaching writing skill?
- b. What kind of topics and themes should be included in the videos-based experimental lessons of OPVs?
- c. How should OPVs be presented to the students?

7. Literature Review

Videos have been widely adopted and adapted in English language classrooms for developing learners' linguistic abilities of receptive and productive skills. In fact, in many studies, video-based lessons have been broadly designed and implemented in many language classrooms all over the world. However, these studies have various orientations in utilizing videos in language classrooms.

Maslow (1954) states that the learning atmosphere in the classes affects the result of learning output and different learning techniques in EFL classrooms and is highly recommended. In other words, learners are generally interested and highly motivated in the English instructional process by the teacher who presents various strategies and

techniques in the class. The motivational factors can be come from internal or external. Furthermore, Krashen's (1989) input hypothesis focuses on the importance of listening comprehension. It means that listening comprehension is an essential skill for language learning because it makes the ideal atmosphere for language acquisition and the development of other language abilities.

Cakir (2006) investigated the use of videos as an audio-visual technique in FLT classrooms. Mekheimer (2011) studied the effect of videos on whole-language learning in an EFL environment. In addition, TED Talks have been paid much more attention by many researchers in the development of English language skills. Takaesu (2013) studied how TED Talks are used as an extensive listening resource for students who study English for academic purposes EAP. Lialikhova (2014) investigated using of videos in English language teaching and inquiring about how to utilize videos to boost university students in the listening skill.

To enhance the students' speaking skill, Ahluwalia (2018) and Kamelia (2019) adopted the TEDx videos technique to develop English language speaking. In the domain of English for specific purposes ESP, videos were used as a tool in the ELT context at the university level (Radosavlevikj & Hajrullai 2019). Moreover, Rustambekovna & Adambayevna (2020) conducted research on the effect of applying video content in the communicative language teaching approach (CLT).

In the aforementioned literature review, it seems that the technique of utilizing videos in EFL classrooms in all researches above is limited to enhancing either one language skill (listening, speaking, or reading). From this sense, this research is specifically to boost EFL second-year students in the writing skill since it was not tackled the writing skill in the above-mentioned works.

9. Methodology

The study adopts cooperative language learning as a communicative approach to language teaching (Richard and Rodgers 2003, 192). To put it simply, this research paper concentrates basically on exploring the impact of watching OPVs on learners' motivation and enthusiasm for language production and examining how shaping a communicative cooperative learning environment can inspire the students' achievement in writing.

The present work adopts a cooperative learning model proposed by Kagan and Kagan (2009). This model provides students' participation in the learning process. It is a teaching system that indicates small, heterogeneous groups of learners working together to fulfill a common goal and learners work together to learn and are responsible for the teammate's learning as well as their own. Think pair share, Jigsaw, and Debate, among others, are activities and tasks that are effective in the academic context to handle the learners' obstacles through the language learning process (Richards and Rodgers, 2001: 192).

9.1. Population and Sample

The research targets (20) EFL second-year students, (10) males and (10) females, who are between 20-23 years old. They receive writing skill lessons at the Department of English, College of Arts, University of Mosul, in the first and second semesters of the academic year 2023-2024. All the subjects are of urban origin and have almost the same educational level in writing skill, English is their foreign language whereas Arabic is their mother tongue.

9.2. Data Collection Tools

Conducting a pre-and post-test and administering a questionnaire are methods to collect data in this research. According to Mousavi (1999:395), a test indicates a measurement tool used to obtain a specific sample of an individual's behavior and used before conducting the experiment. The comparison of pre-test and post-test in scores is important to measure the amount of progress a learner has made (Ibid: 248, 277).

The test involves different kinds of questions namely True/false questions, multiple-choice questions MCQs, fill-in-the-blank questions, and a question about writing 100-120 words about subjects. The OPVs covered three main questions. The first one is to write on a certain subject; the second question is how to use punctuation marks in a paragraph; whereas the last question is to fill in the blanks. All three questions basically focus on the writing skill. The time limit of the test is (40) minutes and the total mark is out of 100, see Appendix (1).

As for the questionnaire, it is administered to measure students' attitudes and impressions of the OPVs in learning writing skill. The adopted questionnaire that

proposed by Gardner's (1985) model has been adapted by making some modifications to meet the subjects' context in the learning and teaching process. The questionnaire includes (10) items that reflect the learners' attitudes and preferences of the Experimental Group (henceforth, EG) related to OPVs-based lessons for teaching writing skill. Learners have to respond according to the following Likert scale: "Strongly agree, agree, Neutral, Disagree, Strongly disagree". All the closed-ended items should be answered by the respondents by ticking their choices see Appendix (2).

As for the validity of the tools, Heaton (1975: 53) states that validity is to check to what extent the structure and administration of an evaluation tool are accurate and trusted. Content validity according to Pilliner (1968: 32) refers to the relationship between the test content and the objectives and/or goals of the research paper or study. The items of the testing and questionnaire are highly related to the course lessons. Furthermore, they are built to suit the content and the objectives of the study. The items of testing and questionnaire are designed to meet the subjects' requirements, the test and questionnaire forms are exposed to three experts in applied linguistics to review and revise them to be more realistic, appropriate, and applicable.

9.3. Research Procedure

In this study, the experimental design of one group pre-and post-test. Reichardt (2019: 14) and Cook and Campbell (2007: 104) mention that in one-group pretest-posttest design, the dependent variable (e.g. the test scores of subjects' achievement in writing skill) is measured once before exposing the group of subjects to a certain treatment or intervention and once after the treatment process is conducted; whereas the dependent variable is (e.g. the OPVs). To put it simply, Campbell and Stanley (2015: 4) state that in the experimental design of the pretest and posttest of one group, the subjects are tested first under the control condition and then under the treatment condition.

The experiment was conducted during the first semester of the academic year (2023-2024). First, the EG was pre-tested by a number of questions related to the writing skill. Second, the subjects received (20) lessons based on OPVs that are devoted to writing skill. In other words, the EG received the treatment when they were taught the

experimental lessons, see Appendix (4). In each lesson, the video was displayed for the EG twice. After the video was watched by the subjects, they were asked some related questions about the video's contents through engaging them in group discussions. Then, the teacher asked the EG to write a paragraph about what they understood in each video during the lesson. At the end of the experiment, The EG was post-tested and tested on the same questions as the pretest. Finally, the results of the experiment were analyzed by the Statistical Package for the Social Sciences (SPSS) software program to check if there was a significant difference in the subjects' achievement in writing skills between the pre and post-test.

It is worth mentioning that throughout the experiment, the researcher considered the length level of the videos which should be within 4-8 minutes to avoid boredom that students may feel. To consider the subjects' language level, the language understanding of the topic should be suitable for the learners' language level and age for better understanding and comprehension of the content of the topic. Moreover, themes of the topic should be motivating, enthusiastic, inspirational, and encouraging for learners to easily engage in open discussion and give their viewpoints and critiques on the topics. Last but not least, the content of OPVs should not include commercial agendas, religious subjects, political issues, and ethnic and sectarian content.

9.4. Results

The results of the experiment show a statistically significant difference between the mean scores of the EG's achievements in the pretest and posttest. It is observed that the T-test formula for one dependent sample has been used. It is found out that the mean scores of the pretest is (20.30); whereas, the posttest is (82.55). Accordingly, a significant difference is notable in the EG's achievements in writing skill for the account the posttest at (0.05), see Appendix (3). Additionally, the calculated T and the tabulated T are at (55.06) and (2.09) respectively, as shown in Table (1) below:

Table (1): The EG's Achievements in the Pre-and-Posttest.

Test	No. of Subjects	Mean Scores	SD	DF	T-Values		Level of Significance
					cal.	tab.	
Pretest	20	20.30	5.69	19	55.06	2.09	0.05
Posttest	20	82.55	8.40				

From another perspective, the results of the questionnaire that is designed to investigate the subjects' attitudes and impressions show that the subjects are satisfied with the proposed OPVs. In other words, most students show their favorable consequences towards the experimental lessons of OPVs. They agree that the OPVs are interesting, entertaining, and informative. They are motivating and encouraging to make the students more confident in writing skill. It is worth mention that two items in the questionnaire get lower agreement by the students. Approximately, half of the students don't agree that the OPVs develop their pronunciation and grammar.

9.5. Discussion

According to the results of the experiment, there is a statistically significant difference between the scores of the pretest and the posttest in the subjects' achievements in writing skill. This shows that the first hypothesis which says that the lessons of OPVs are considered an effective teaching tool to develop the students' writing skill has been confirmed and accepted, as shown in Table (1). As for the second hypothesis which says that the students will be satisfied with OPVs, it is confirmed by the results of the questionnaire, see appendix (2). Furthermore, the results obtained through conducting this study help to answer the research questions as listed below.

1. Will OPVs improve the second-year students' achievements in writing skill?

Through conducting the experiment, the EG has been taught the suggested OPVs lessons. According to the results shown in Table (1) above, there has been a significant difference in the EG's achievement between the pre-and-posttest. Accordingly, implementing the experimental OPVs makes progress in students' achievement in writing skill. They boost students' ability to write properly and effectively.

2. What kind of topics and themes should be included in the experimental lessons of OPVs?

Generally, the topics of the suggested lessons are authentic and reflect real-life situations and there are some lessons include academic material (i.e. adapted material). The following are some topics : “The importance of Writing Skill”, “What is a paragraph”, “How to develop my writing skill?”, “What soccer can teach us about freedom”, “Common mistakes in punctuation marks”, “Transitional expressions or cohesive devices”, and “How to speak English fast and understand natives (Part I)”,

3. How should OPVs be presented to the students?

The approach Cooperative Language Learning (CLL) is considered one of the promoting approaches in communicative language teaching (CLT), which encourages learners to learn a language by using videos as a real means of communication from the very first day in class. The main purpose of CLL is to make learners engaged in a socially structured exchange of information in groups and/or pairs. Basically, OPVs are presented to the students in the class by concentrating on the content of OPVs rather than teaching a language itself (e.g. grammar, vocabulary and pronunciation), and adopting a student-centered approach. Hence, this makes English language input as comprehensible as possible and easy to understand.

To sum up, the video technique in language teaching helps students use a language automatically and practise the language skills integratively in the class, especially when other teaching strategies used such as: note-taking, presentation-giving, open-discussion, and decision-making among others, which make students feel more self-confident and autonomous in thinking. Furthermore, authentic material rather than ready-made enhances students' competencies since authentic material reflects real-life situations. Most importantly, it is significant to cater to the needs and interests of learners and it is better to adopt subjects or topics that learners are interested in.

10. Conclusion

The suggested OPVs are an effective and appropriate tool in language teaching. The main reason behind that is because of the authentic material of OPVs that are exposed to the students in the class. Moreover, the OPVs provide real and interesting content that

students are excited to know more about and encourage them to watch and write. It seems that video-based lessons motivate language learners to communicate effectively not only in the writing skill but also in other language skills. Using various teaching techniques and strategies appropriately is a significant step for language teachers to enhance learners' linguistic-communicative abilities.

11. Limitations

The current study includes some limitations. The sample is (20) subjects from the Department of English, College of Arts, University of Mosul, Iraq. The Experimental design is adopted in this study and questionnaire is administered. The researcher adopted the cooperative learning approach.

12. Recommendations

It is recommended that the writing skill lessons should include authentic material, specifically up-to-date videos, taking into consideration the difficulty of these videos and length of these videos. Adopting the video-based techniques in language teaching process helps students negotiate a language integratively and simultaneously.

13. Suggestions for Further Studies

According to the results and findings of the present research, a similar study is needed to design for first-year students, at the College of Arts, University of Mosul. This study can be developed to teach grammar through videos. Similar research can be applied to improving other language skills such as speaking and listening, since these two skills are a challenge for many EFL learners.

References

- Ahluwalia, G. (2018). Students' perceptions on the use of TED talks for English language learning. *Language in India*, 18(12), 80-86.
- Azimova S. The communicative approach in English language teaching. *Бюллетень науки и практики*. 2019;5(4): 471–475.
- Bajramia, L. and Ismailia. M. (2016). "The role of video materials in EFL classrooms," *Procedia - Social and Behavioral Sciences*, vol. 232, pp. 502–506.
- Cakir, I. (2006). The use of video as an audio-visual material in foreign language teaching classrooms. *Turkish Online Journal of Educational Technology-TOJET*, 5(4), 67-72.
- Campbell, D. T., & Stanley, J. C. (2015). *Experimental and quasi-experimental designs for research*. Ravenio books.

- Castillo Losada C. A. , Insuasty E. A., Jaime Osorio M. F. (2017). The impact of authentic materials and tasks on students' communicative competence at a Colombian language school. *Profile Issues in Teachers Professional Development*. 19(1):89–104.
- Chang, Y. and Huang, H.T. (2015). “Exploring TED Talks as a pedagogical resource for oral presentations: a corpus-based move analysis,” *English Teaching and Learning*, vol. 39, no. 4, pp. 29–62.
- Cook, T. D., & Campbell, D. T. (2007). *Experimental and quasi-experimental designs for generalized causal inference*. 2nd edition. Cengage Learning.
- Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford University Press.
- Gilakjani A. P. and Sabouri, N. B. (2016). “Learners’ listening comprehension difficulties in English language learning: a literature review,” *English Language Teaching*, vol. 9, no. 6, pp. 123– 133.
- Hamouda, A. (2013). “An investigation of listening comprehension problems encountered by Saudi students in the EL listening classroom,” *International Journal of Academic Research in Progressive Education and Development*., vol. 2, no. 2, pp. 113–155.
- Heaton, G.B. (1975). *Writing English Language Tests*. Second edition London: Longman.
- J. Brook, “The affordances of YouTube for language learning and teaching,” *Hawaii Pacific University TESOL Working Paper Series*, vol. 9, no. 1, pp. 37–56, 2011.
- Kagan, S. & Kagan, M. (2009). *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing.
- Kamelia, K. (2019). Using video as media of teaching in English language classroom: expressing congratulation and hopes. *Utamax: Journal of Ultimate Research and Trends in Education*, 1(1), 34-38.
- Krashen, S. D. *The Input Hypothesis*, Longman, London, 1989.
- Kumar, N., Suresh, & Mohanasundaram, R. (2020). *Innovations and Technologies for Soft Skill Development and Learning*. IGI Global.
- Kurniawati, D. (2016). The Use of Video to Enhance the Teaching and Learning Process of Listening English for University Students
- Kurniawati, D. (2016). The use of video to enhance the teaching and learning process of listening english for University Students. *English Education: Jurnal Tadris Bahasa Inggris*, 9(2), 276-289.
- Lhamo, T. (2021). *The use of TED talk videos to improve ESL speaking skills of Bhutanese sixth-graders* (Doctoral dissertation, Rangsit University).
- Lialikhova, D. (2014). *The use of video in English language teaching: A case study in a Norwegian lower secondary school* (Master's thesis, University of Stavanger, Norway).
- Maslow, A. (1954). *Motivation and Personality*, New York, NY: Harper. Plyes, Thomas and John Algeo. (1997). *English as Inroduction to language*. Harcourt Brave Javanovich.
- Mohamed Amin Abdel Gawad Mekheimer, Ph.D 2011 *The Impact of Using Videos on Whole Language Learning in EFL Context*
- Mousavi, S. A. (Ed.). (1997). *A Dictionary of Language Testing*. Rahnama Publications.

- Neda Radosavlevikj & Hajrulla Hajrullai (2019) Using Video Presentations In ESP classes (A study conducted at the language centerskopje, Seeu).
- Nokelainen, P. (2006). An Empirical Assessment of Pedagogical Usability Criteria for Digital Learning Material with Elementary School Students. *Educational Technology & Society*, 9(2), 178-197.
- Norhailawati M. et al. (2019). The Power of Social Networking Sites: Student Involvement toward Education. *International Journal of Evaluation and Research in Education*, 8(3):549–556.
- Pilliner, A. (1968). *Subjective and Objective Testing: Language Testing Symposium A Psycholinguistic Approach*. London: Cambridge University Press.
- Radha, E. M., & Ali, W. I. (2024). The Role of Extracurricular Activities on Kurdish EFL University Students' writing skill performance. *Journal of Language Studies*, 8(6), 125-146.
- Reichardt, C. S. (2019). *Quasi-experimentation: A guide to design and analysis*. Guilford Publications.
- Richards, J & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. New York, NY: Cambridge University Press.
- Rustambekovna, A. F., & Adambayevna, K. I. (2017). The Effectiveness of Applying Video Materials in Communicative Language Teaching. *Higher Education*.
- S. Bal-Taştan, S. M. M. Davoudi, A. R. Masalimova et al., (2018). "The impacts of teacher's efficacy and motivation on student's academic achievement in science education among secondary and high school students," *Eurasia Journal of Mathematics, Science and Technology Education*, vol. 14, no. 6, pp. 2353– 2366.
- Sailun, A. and Idayani, B. (2021). "The effect of TED Talks video towards students' speaking ability at English study program of Fkip Uir," *Perspektif Pendidikan dan Keguruan*, vol. 1, pp. 65–74.
- Sorokina YS. (2020). Ted Talks: Enhancing Student Engagement And Mastering Public Speaking Skills. in Проблемы и перспективы развития современной гуманитаристики: лингвистика, методика преподавания, культурология, 254–258.
- Spelleri M. (2002). From Lessons to Life: Authentic Materials Bridge the Gap. *ESL Magazine*, 5(2): 16– 18.
- Sugito S, Susilowati SME, Hartono H, Supartono S. (2017). Enhancing students' communication skills through problem posing and presentation. *International Journal of Evaluation and Research in Education (IJERE)*. , 6(1):17–22.
- Takaesu, A. (2017). TED Talks as an extensive listening resource for EAP students. *Asian-Focused ELT research and practice: Voices from the far edge*, 108, 2017204.
- Tilwani, S. A., Vadivel, B., Uribe-Hernández, Y. C., Wekke, I. S., & Haidari, M. M. F. (2022). The impact of using TED talks as a learning instrument on enhancing Indonesian EFL learners' listening skill. *Education Research International*, 2022(1), 8036363.

Appendix (1)

The pre-and-posttest

Answer the following questions:

1. In 80-100 words, write a paragraph on:
 “Has Social Media Ruined Communication?”

2. Rewrite the following short paragraph using capitalization and punctuation marks:
education assists society in the psychological and mental nourishment and maturation of an individual without education a person cannot develop intellectually and cannot progress skills and abilities to work education boosts the empowerment and awareness emancipation of society without education society will be politically economically and socially backward education is what serves to make a country forceful competent powerful and strong and take it forward education is therefore very important for every individual person and as a whole for every society and nation so, education must be available to all the children and youth of a nation without any prejudice and discrimination

3. Fill in the blanks:
 - A. The paragraph consists of three main parts: -----, -----, and -----.
 - B. -----is the sentence that expresses a point of view or a conclusion.
 - C. ----- are the sentences that give the details on the topic.
 - D. ----- is the sentence that has the main idea of the paragraph.
 - E. Cohesive devices are defined as -----.
 - F. Punctuation marks are defined as -----.
 - G. The most common pre-writing techniques are -----, -----, and ---.
 - H. There are five processes of writing : -----, -----, -----, -----, -----, and ---.

Appendix (2)

Gardener's (1985) model

Questionnaire of students' attitudes and impressions on OPVs

Dear Students,

I am Lateef Ahmed Mohammed Khaleefa from the University of Mosul, College of Arts, Department of English. Since my research in the language teaching area, this questionnaire aims to find out about your attitudes and reflections on "The Effect of Online Platform Videos OPVs on Writing Skill". You can help me by answering this questionnaire. Please, tick your own opinion (strongly disagree, disagree, neutral, agree, strongly agree) in front of each statement.

Items	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %
1. English lessons with videos are interesting and entertaining.	0	0	2	8	90
2. I learn more English vocabulary during English lessons with videos.	2	3	5	15	75
3. I learn more how to pronounce words appropriately during English lessons with videos.	0	17	20	16	47
4. I get more knowledge on various topics when my teacher uses videos.	0	0	1	7	92
5. Watching English videos is useful in learning language.	0	1	3	8	89
6. Videos in English lessons help me to gain confidence in writing about various topics.	0	0	0	6	94
7. Videos in English lessons develop my style of writing.	0	0	6	9	85
8. Videos in English lessons improve my English grammar in writing.	12	20	8	17	43
9. Face expressions and body language in video lessons help	0	0	12	16	72

me to maintain my interest and concentration in writing practice.					
10. Videos in English lessons inspire me to know about the content of the video.	0	0	0	4	96
11. Videos in English lessons make me more interested in doing written tasks.	0	0	6	12	82
12. Videos in English lessons help me to understand how certain words and expressions are used in real life.	0	5	8	16	71
13. Real-life contexts in videos help me to learn about English-speaking cultures.	0	0	0	6	94
14. Video lessons help me understand basic information about how to write a paragraph.	0	0	4	6	90
15. Watching videos has a beneficial effect in pre-writing skill.	0	0	0	3	97

Thank you

The researcher: Lateef Ahmed Mohammed Khaleefa

April 9, 2024

Appendix (3)
The EG's Scores in the Pre-and-Posttest

The EG's Pre-test		The EG's Post-test	
Subjects' No.	Score %	Subjects' No.	Score %
1	19	1	73
2	22	2	85
3	10	3	68
4	22	4	83
5	21	5	87
6	29	6	92
7	20	7	90
8	28	8	95
9	16	9	81
10	28	10	90
11	26	11	92

12	19	12	87
13	18	13	84
14	10	14	70
15	25	15	91
16	17	16	82
17	24	17	74
18	13	18	69
19	15	19	75
20	24	20	83

Appendix (4)

The Experimental OPVs Lessons

1. The Importance of Writing Skill
<https://www.youtube.com/watch?v=4SGPnR3UIr0&t=57s> (3.32) minutes
2. What is a paragraph
<https://www.youtube.com/watch?v=JQRoAiVyR0k> (4.06) minutes
3. The structure or the organization of the paragraph
<https://www.youtube.com/watch?v=GuRXNNbRTXI> (8.34) minutes
4. What is the topic sentence, supporting sentences, and concluding sentence? (2.9) minutes.
5. How to develop my writing skill?
<https://www.youtube.com/watch?v=tzSo-ZCSJLU> (6.41) minutes
6. Practice: a YouTube on Choosing a topic "how to be educated" "Languages"
<https://www.youtube.com/watch?v=eYHQcXVp4F4> (3.33) minutes
7. Brainstorming strategies in writing
<https://www.youtube.com/watch?v=HSufG-AIQYo> (2.55) minutes
8. Parts of speech
<https://www.youtube.com/watch?v=0l69KEx7GQo&list=PLgsGpHY12wUbIbNkdrIRxvSfLzt4jRC80> (6.11) minutes
9. What soccer can teach us about freedom
https://www.ted.com/talks/marc_bamuthi_joseph_what_soccer_can_teach_us_about_freedom?subtitle=en (5.32) minutes
10. Is remote work better than being in the office?
https://www.ted.com/talks/mark_mortensen_is_remote_work_better_than_being_in_the_office_it_s_complicated (7.25) minutes
11. Common mistakes in writing a paragraph
<https://www.youtube.com/watch?v=uiPL2DJEfAM> (6.40) minutes
12. Common mistakes in punctuation marks
<https://www.youtube.com/watch?v=C69M7QmFcLk> (4.43) minutes
13. Transitional expressions or “cohesive devices”
<https://www.youtube.com/watch?v=6JEAB6gmfhU> (7.35) minutes
14. Forget Wi-Fi. Meet the new Li-Fi Internet
https://www.ted.com/talks/harald_haas_forget_wi_fi_meet_the_new_li_fi_internet (7.24) minutes

15. What's your leadership language?
https://www.ted.com/talks/rosita_najmi_what_s_your_leadership_language (8.16)
16. How to speak English fast and understand natives (Part I)
<https://www.youtube.com/watch?v=MiebCHmiszs> (6.37) minutes
17. Speak English Fluently Rule 3
<https://www.youtube.com/watch?v=qVytE24xNQ8> (5.10) minutes
18. Six Tips to Improve Your Writing Skills
https://www.youtube.com/watch?v=nY9whiO_hB8&t=58s(5.19) minutes