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**TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS**

The effects of watching videos with and without English subtitles as a supplementary material to foster the writing productive skill of EFL in a high school: A comparative study

TRABAJO DE TITULACIÓN.

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DEDICATION

This thesis is dedicated mainly to God; to my father Walter Noé Acaro Lojan who from heaven have guided my path; to my mother Wilfrida Jiménez Cueva because she fostered in me the impulse to overcoming and gave me the strength to vanquish adversities. Besides, this research study is dedicated to my sister Katty Marisol Acaro Jiménez for being my unconditional support and a great friend Cristina Elizabeth Ontaneda Pinza for accompanying me on this arduous path and sharing with me joys and failures.

Lorena Mishel

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Lorena Mishel

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ABSTRACT

The purpose of this research was to make a comparison and know the effects of watching videos with and without English subtitles as supplementary material to enhance the productive writing ability of English Foreign Language students. The sample consisted of a total of 56 students, who were divided into a control group of 28 students and an experimental group of 28 students, both groups of students belonged to the second of senior high school in a private institution in the city of Loja. The instruments used to achieve the objective of this research study were a rubric, a pre-test, and a post-test. The methods applied to conduct this study were quantitative and qualitative.

After analyzing the results, the main conclusion is that; videos with subtitles as supplementary material caused a positive effect on the students who belonged to the experimental group since EFL learners increased their vocabulary, which is important for the writing to be more precise and attractive.

Keywords: supplementary material, videos, vocabulary, writing, EFL learners

RESUMEN

El propósito de esta investigación fue hacer una comparación y conocer los efectos de ver videos con y sin subtítulos en inglés como material suplementario para mejorar la capacidad de escritura productiva de los estudiantes de inglés en idiomas extranjeros. La muestra consistió en un total de 56 estudiantes, que se dividieron en un grupo de control de 28 estudiantes y un grupo experimental de 28 estudiantes, ambos grupos de estudiantes pertenecían a la escuela secundaria superior en una institución privada en la ciudad de Loja. Los instrumentos utilizados para lograr el objetivo de este estudio de investigación fueron una rúbrica, una prueba previa y una prueba posterior. Los métodos aplicados para realizar este estudio fueron cuantitativos y cualitativos.

Después de analizar los resultados, la conclusión principal es que; los videos con subtítulos como material suplementario causaron un efecto positivo en los estudiantes que pertenecían al grupo experimental, ya que los estudiantes de EFL aumentaron su vocabulario, lo que es importante para que la escritura sea más precisa y atractiva.

Palabras clave: aprendices de inglés como lengua extranjera, escritura, material suplementario, videos, vocabulario.

INTRODUCTION

English language knowledge is considered as a requirement in many fields because it is catalogued as a crucial skill. Nonetheless, learning a foreign language and mastering the four skills (listening, speaking, writing, and reading) can be difficult and frustrating for the majority of the EFL students. Therefore, the use of supplementary material such as videos with and without subtitles are the great support for the process of teaching and learning in the EFL students' written compositions. For this reason, it is important that language educators know what resources are effective in order to achieve quality training for their students' written compositions. In agreement with Paredes (2015), teachers can create more dynamic and interactive classes through the use of any supplementary material.

Language teachers use a variety of teaching aids to make classroom activities interesting and interactive. Teaching aids are important in the teaching-learning process; however, use of audiovisual clips in the classroom enhances students' receptive skills. (Nalliveettil & Alidmat, 2013).

Nowadays, one of the most effective supplementary material employed in English foreign language classrooms are videos. According to Park and Jung (2017), videos inspire EFL students to have more curiosities within language and culture, and also it increases students' participation. In addition, videos provide students with a real communicative context; that is to say, they have the possibility to perceive accents of native individuals.

It is especially necessary to take into account that the audiovisual materials may or may not contain subtitles. Hence, there are some arguments against and in favor of using subtitles with audiovisual materials in EFL classes. For example, the implementation of videos with subtitles help to reduce stress and fear derived from the lack of knowledge of the language. According to Yaseen (2015), movies allow EFL students to translate words into images; in this way, learners acquire the appropriate use of vocabulary in different contexts of the scene.

Moreover, the use of videos with subtitles plays vital role within the teaching-learning process since they help EFL learners to increase the vocabulary which is essential for the development of writing skill. Soltani and Soori (2015) determine that movies with English subtitles are very effective and help EFL students to improve and expand their knowledge of vocabulary; as a result, it helps students to acquire the foreign language more easily. In the same way, Diglin (2016) mentions that implementing videos in EFL classrooms as a part of learning have a great positive influence on children's writing.

This research study is supported by significant and essential information that has been found in some studies about how videos are useful and important in the teaching-learning process when acquiring a second language. The first study was done by Tunkay (2014) who analyzed the integrated skills approach using feature movies in EFL at tertiary level. The researcher took into consideration one hundred students as a sample. A survey questionnaire was employed in order to obtain the data of this study. The results revealed that the integration of movies helped students improving language competence through observation and especially in the development of fluency and writing ability; at the same time, they increased their vocabulary and acquired the authentic expressions of the second language.

Additionally, another relevant study was conducted by Khorsheed (2017) who investigated about the role of English film subtitles in the learning of vocabulary of students of English as a foreign language. In this study, the researcher took into account thirty one Kurdish students. The data was collected through a questionnaire. The results reported that the use of film subtitles is a way to learn the vocabulary, pronunciation, and comprehension of the speaking language and also to know better their culture.

The last study was handled by Hekmati's, Ghahremani, and Navidinia (2018) who explored the use of movies in English as a foreign language classrooms to develop students' writing skill. This study was carried with fifteen EFL students. As a result of this study, the researchers affirmed that the use of cinema is an excellent strategy for improving the students' writing since they observed the characters carefully and learned new words and phrases which are very useful.

The fundamental purpose of this research study is to know how effective subtitle movies are in schools to produce writings and in this way to clear the following questions: How useful are the videos with and without subtitles as supplementary material to produce writing activities? and How does influence the videos with subtitles in the writing of the students?

This research study was organized in three important chapters. The first chapter which was literature review focused on looking for relevant information about writing topics and videos with and without subtitles as supplementary material. The second chapter which was method consisted of providing information of the setting, participants, and procedure for the development of this study. Finally, the last chapter which was results and discussions focused on detailing in depth the results obtained

The information obtained from this research study will be useful and benefit for teachers and students from different educational establishments because this research shows how useful are videos with and without subtitles as supplementary material to develop writing skill in EFL

students; with the aim that the educational system improves and the classes are more motivating and interesting.

CHAPTER I
LITERATURE REVIEW

The following section covers some relevant information about the importance of writing, its elements, the supplementary material for EFL classes, videos for writing classes, and the influence of videos with subtitles. Some electronic and printed books, electronic journals, and scientific studies are taken into consideration for the development of these themes since they provide valuable information to get a deep understanding these aspects.

Writing is an important skill for English foreign language (EFL) students in order to have success in the educational field. However, if teachers do not motivate EFL learners to practice and improve writing through the use of different resources, they lose their interest completely. Therefore, it is important to know that the supplementary material promotes writing production in EFL students.

1.1. Importance of writing in EFL classes.

Writing is a fundamental area in the learning of a second language. This skill is considered as a reflexive activity since it requires time to think about a specific topic for later analyze and classify any previous knowledge. Writing is a useful tool to communicate with others and express feelings and emotions. According to McLeod (1887), writing is a skill which involves emotional and cognitive aspects of writer.

By the same token, Jaelani (2017) declare that writing is a main aspect for EFL students in order to learn English since it is a way for issuing messages; for this reason, writing is one of the most compulsory skill that must be mastered since through this skill student develop their ideas and express them in writing correctly.

Writing is one of the main key for EFL learners therefore the learners must improve their writing skill. In this way, other people understand and grasp the message what students want to transmit in their writings. Besides, learners through writing express and develop their ideas and even increase their vocabulary. For these reasons, teacher must create an enjoyable atmosphere that stimulate and motivate EFL learners to learn to write. In such condition, there will not be more EFL learners who think that English is so hard to study, especially for those who have low creativity, they will enjoy with writing class.

Nevertheless, teaching this skill to EFL students is a big challenge for teachers; therefore, they need to consider many aspects. In agreement with Abdallah (2015), the type of writing that is taught depend on the age, level, and interests of the students. At the moment that learners develop writing skill obtain some advantages too. For example, writing allows students to develop critical thinking, reflection, and creativity; at the same time, they enable to expose ideas and opinions. Sánchez and Lewis (2014) state that writing tasks are an excellent way to cultivate

critical thinking skill and creativity. In this way, writing improves the linguistic and presentation skills.

However, when EFL students produce writing, they can face another problems such as the unawareness of some terms. In agreement with Fareed, Ashraf and Bilal (2016), a common problem in writing is the lack vocabulary knowledge. This makes writing more difficult since students need to use appropriate language to structure ideas in a clear way and then reflect it in writing. Additionally, Indrisano and Squire (2000) indicate that a rich vocabulary allows the writer to obtain a wealth of thought on paper; thus, having a solid vocabulary is considered a hallmark of an educated students.

A second problem that makes writing more difficult, it is that EFL students are exposed to the writing rules from early ages without having developed the ability to express their ideas completely. Therefore, teachers must be a guide and provide help to students in the writing, they can use some writings as the following: paragraphs, essays, reports, among others so that students take into consideration these examples and they can produce their own compositions. Liu (2018) establishes that writing not only focuses on the knowledge of vocabulary and grammar but also focuses on the ability to think and develop arguments where the writer proposes and defends his or her point of view on a particular topic.

If there is no writing habit, the student does not develop or improve the quality of writing. Therefore, without practice there is no a good development of this skill. Hence, it is important that in English classes students perform tasks that involve writing more often in order to adopt this ability. According to Popescu, Vida and Constantin (2015), writing paragraphs require an intense effort and responsibility; therefore, the EFL students need to practice their writing a lot in order to it improve considerably.

It is worth mentioning that there are some manners to tackle the problem of discouraged students in writing. One of them is the creative, it is an effective way not only for students but also for teachers in writing courses. In agreement with Senel (2018), creative writing in EFL students provides many opportunities to improve academic perform. In this regard, it is worth mentioning that creative writing refers to an original writing. In other words, the creative writing expresses the feelings, emotions, and ideas allowing EFL students to use the creativity of their mind. Thus, this type of activities boosts self-esteem and contributes to the personal development of students. For this reason, students feel proud and excited to present their original ideas and opinions. Therefore, it can be considered as a factor to increase motivation among students.

Another way to encourage students to write is the following: the teachers must show interest in the students' writings and value effort made by their students showing that educators value the effort of the students, so that little by little their confidence in writing will increase. According to Abdallah (2015), the development of writing skill is a process; therefore, language educators must be patient and tolerant allowing students to make mistakes and ignore grammar rules to produce creative content that reflects the personal expression and personal thinking. Hence, students must be allowed to make many attempts before producing a final version. When students and teachers are very motivated inside the class, the success and academic performance increases. Also, teachers and students must avoid negative factors such as anxiety, fear of making mistakes, and lack of motivation.

Without a doubt, writing is one of the most used means of communication in the day to day since through written language a lot of information is transmitted, ideas are reflected and allows the author to write a content for timely reading of a second person. However, despite being one of the ways for transmitting information commonly used by all, many times we do not give it the importance it has. Although, all people do not have the ability to write, it can be developed through of certain habits that allow to improve its quality in order to facilitate the adequate understanding of it.

1.2. Elements of a good writing.

Writing can be complicated for EFL students if they do not understand the parts of a paragraph and the main elements for writing it. Certainly, knowing the parts of a paragraph and putting them into practice within a text undoubtedly help to divide the ideas and structure the text. These basic parts are the following: topic sentence, controlling idea, supporting sentences, and concluding sentence (Folse, Vestri & Clabeaux, 2009).

Therefore, in order to have an understandable paragraph, it is fundamental to manage the ideas in an organized way and express them in a precise way, so that they are understandable by all. It is necessary to avoid confusing approaches in writing because their content can be misleading therefore, generated misunderstandings.

It is important to mention that to obtain a good text, it is crucial to mention that the writer must select the topic which results for him/her interesting and have the necessary previous knowledge to write it. Any topic generate an interesting discussion, if the following possibilities are considered: that the unusual topic or use a new and original approach. According to Soles (2009), writer has to consider a topic of great importance since this helps produce ideas that can be used to deal with writing; in this way, writing can be successful.

However, to develop a good writing, it is not enough to know the parts of a paragraph, but

also to know the main elements such as purpose, audience, clarity, unity, cohesion, and coherence. These six elements within a text always go jointly so the text has a good organization and a lot of sense. For example: the purpose serves to find the focus of the document which is the point at which all the energy is concentrated. In agreement with Swales and Feak (2009) the purpose refers to the reasons why writers is writing a particular paragraph or essay. Moreover, the purpose helps writers stay on topic and do not lose the main idea; therefore, the writers must understand the purpose they are trying to achieve. The second element of a good writing is the audience, this determines the content that appear in the writing. This is why the audience and the knowledge of the subject should be considered so that the communication is effective. Since the content of the writing (paragraph, essay, speech, among others) has a specific theme that vary depending on the audience to which it is intended. According to Blanchard and Root (2010), audience refers to readers. Put it differently, if the writers have in their mind their audience, it helps them organize better their ideas and support better their arguments. This is why, writers keep the audience in mind when writing each sentence, thus determine whether the text is formal or informal.

Clarity focuses on giving clear and concise to the writing so that readers comprehend it. It is the third element that is when the reader knows the author's statement and purpose. Clarity is important because if it is lost, the writers confuse the reader and make the reader not understand the point of the message. In accordance with Folse, Vestri and Clabeaux (2009), clarity refers to how easy it is for the reader to understand their writing. Good writers explain their point clearly. Clear sentences are not indirect, they convey the message to the reader through a specific and concise language.

The fourth important element of writing is unity. In agreement with Mukminin, Ali and Fadloan (2015), the term unity is related to the family connection all thoughts or ideas to a single theme. In other words, unity means that a paragraph deals with just one main theme. That is, all the sentences: the topic, the supplementary sentences, the detailed sentences and the final sentence, tell the reader about a main theme. If your paragraph contains a sentence or some sentences that are not related to the main theme, then we say that the paragraph lacks unity or that the sentence is out of topic. In like manner, Oshima and Hogue (2006) indicate that unity means that all the sentences are related to the topic sentence and its controlling idea. To clarify it, this element refers to that paragraphs and essays talk about only one main idea from beginning to end. This why, good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.

The fifth element in writing is cohesion which created in aspects such as: word, phrase,

sentence and paragraph, to direct readers' attention to the development of the argument. The cohesion concerns about the semantic relations within written discourse. The content and textual meaning have nothing to do with cohesion. The term cohesion is not related to what a text means, but to the structure of the text in general, its construction (Halliday & Hasan, 1976). In the same way, the term cohesion related to the flow the ideas, phrases, paragraphs, sentences that goes from one to another and linking together your thoughts in order to elaborate a main argument. All the writers mention that each academic written discourse possess a grammatical structure. It is not just consist on compilation of sentence randomly (Colby, 2014). According to Suwandi (2016), the use of cohesive devices helps the union of sentences in different ways through these devices the reader notice the semantic relationship that exists in sentences. Creating cohesion means joining our words, phrases, sentences and paragraphs together, to create a text in which the relationships between these elements are clear and logical for the reader, giving the text flow.

In the writing, the coherence is the last element. The writing is known as a means of expression in which an ordered thought is expressed but for this to have a good grammatical structure, the coherence must be take into consideration since it governs within written texts. The term coherence concerns about the logic sense and firmness in the written words (Colby, 2014). Basically, coherence refers to the rhetorical aspects of your writing which includes developing and supporting to your argument (for example, developing a thesis statement), synthesizing and integrating readings, organizing and clarifying ideas. In agreement with Cuffey (2015), coherence focuses on giving a logical union to the written text. That is, it connects the written words in an appropriate way adding coherence in the academic work. In the same way, Stirling (2016) states that coherence have reference to the group work that the individual parts of the text develop to communicate a clear and precise message to the readers. That is to say that the written words are transmitted with logic.

Notwithstanding, exist some strategies that can help improve the coherence of writing. For example; brainstorm, this is a technique used to create new ideas. The main objective of this strategy is to solve problems, generate and collect ideas, also propose solutions and perspectives on a topic. Mousa and Smadi (2018) determine that the use of a different method such as brainstorming in EFL students increases the students' abilities and improves the positive interactive relationship between the teacher and the students.

Another strategy that helps in textual coherence is a conceptual map also known as a schema. Because it makes a summary of the document. In this technique, the main idea of each paragraph is written, this helps the writer to become more aware of how to develop an

argument in a coherent way and how to organize his ideas effectively. In accordance with Halle and Sangeetha (2015), mental map is a tool that is used to represent information or ideas in a schematic way that are related to each other. In like manner, Machida and Dalsky (2014) mentioned that concept mapping positively affects students' writing in terms of writing quality.

Moreover, within good writing the use of punctuation is vital. This refers to the different signs used in a written speech to identify different types of pauses or intonations. The correct use of punctuation makes understandable an idea or thought expressed; in the fact, that there is a certain order and certain structure. According to Lynn (2017), advocates that in any language, the punctuation rules play a relevant role in the elaboration of writings. With these signs, it is possible to organize the ideas since the sentences and paragraphs are delimited and consequently they give structure to a text. In the same way, WallWork (2014) establishes that knowledge of the most common punctuation rules allows any writing to contain a perfect and understandable sense. In this sense, it is important to make an effort in its use to facilitate the transmission of ideas.

To conclude, writing ability is very important and students must develop this skill as soon as possible so they can master all aspects of English. This is fundamental for a good educational development. The ability to have a good writing, express ideas accurately and have solid arguments opens many doors in the academic field of any language.

1.3. Supplementary material for EFL classes.

Working in the world of teaching is not an easy task since it requires total dedication. This is why, teachers have implemented supplementary material in their classes to reinforce students' knowledge. The supplementary material are means or resources that facilitate the teaching and learning process. They are used in the educational environment to facilitate the acquisition of concepts, skills, attitudes and abilities. Researchers such as Shu-Mei, Jonas, Tsai and Chuang (2010) indicate that the adoption of supplementary materials improves of learning in students. The objective of supplementary materials is not only to help the student to acquire knowledge easily, but also they serve as a vehicle to engage and motivate the students to pay attention in each class and in this way, the educational content is memorize by them.

At present, the supplementary material has become an essential aspect for the teacher at the moment of impart classes. In accord with Paredes (2015), teachers consider of great importance the implementation of the didactic resources inside the classroom because facilitate the pedagogical conditions so that the student learn to the fullest. Students'

motivation is the engine to continue learning; this is why; teachers consider it important to implement supplementary material. When teachers think about using supplementary material, they should consider the motivation aspect to make a good choice of material. Thakur (2015) states that the supplementary material can include multimedia materials, videos, songs, television programs, comedy, debates, books, stories, anecdotes, newspaper articles, games, among others. It is important to keep in mind that the supplementary material must have the elements that allow a specific learning. It can be seen that there are numerous elements of supplementary material which can be used by educators depending on their preferences.

It should be noted that not any material can be appropriate to facilitate learning therefore teachers must consider some factors to develop or choose the material appropriately. The factors are the following: student age, student level, and the preferences of students. That is, the supplementary material must have the elements that allow a specific learning. For example, a book for the students' perspective can be a very common resource, and at the same time boring for its thick and extensive context. That is to say, the teacher must choose this resource carefully so that teaching is successful. One of the tasks of the teachers is that the resources as the supplementary material that he uses should be based on the preferences of the students. In this way, the teachers can transmit their message in a more clear and precise way. According to Tiernan (2013), students prefer the digestible nature of the video segments because for them the use of these videos help to explain complex concepts more easily and the ideas can grasp correctly.

In the current education, the majority of teachers consider that the use of technology is the better and right choice to teach writing since it is a medium of interest for students, within the technology is the multimedia material, whether videos, programs among others. In agreement with Ljubojevic, Vaskovic, Stankovic, and Vaskovic (2014), integrating video clips in multimedia presentations may increase students' perception. In this way, students can better understand and remember key points of a content. By the same token, Kay (2012) determines that embedding multimedia material as teaching material favors the learning process. Therefore, videos can be a very effective strategy to motive students find a value in learning that can help them in their daily lives. That is to say, the development of educational technology has allowed the exchange of new experiences between those who teach and those who learn. One of these is to incorporate the cinema in the classroom, where learners can see movies and more. When using this type of supplementary material (videos) can provide some advantages. For example; introduce variety, by putting a fragment of a video

every week can break the monotony of the exclusive use of a course book. The fact that it is an occasional support means that students pay more attention and are more motivated. Also, video can be used in a variety of teaching and learning contexts to alter and enhance the experience provided for students. According to Nalliveettil and Alidmat (2013), the use of audiovisual media as a teaching method stimulates thinking and improves the learning environment in a classroom since the effective use of audiovisuals replaces monotonous and routine learning environments. That is, when new and exciting materials are introduced students explore the enchantment with new materials and thus students develop and increase comprehension, experience pleasant learning and can guarantee better motivation and student participation.

It should be stressed that if we want to squeeze and make the most of the resources that cinema gives us in class, it is not enough to put any video and perform activities, because it would be wasting valuable material from which teachers and students can obtain a lot of benefit. Therefore, it is recommended to choose educational video and that the activities are related to the video (everything must have a logic sequence).

1.4. Videos in writing English classes.

Developing the writing skill in EFL students is essential within education system. But, learning this skill requires a lot of patience, effort, and practice; however, many EFL students are less interested in writing. The lack of students' interest towards writing is due to that teachers do not use appropriate methods, techniques, or resources which causes many students to lose interest in learning. In accordance with Olusegun and Sogunro (2017), students feel unmotivated and dissatisfied when they receive a mediocre education since they fail to motivate them what seems like a waste of time. Therefore, for achieving a good development of the students' writing skill, the teacher must always look for new strategies and materials and create a pleasant classroom environment that can encourage EFL students to write. In agreement with Koca (2016), motivation is the engine for students want for continuing learning, if this aspect does not exist, the learning will return complex. Motivation is a factor that have great influence and importance in education and nowadays several resources have emerged to help this aspect. The most important resource is the use of videos that can be of fun content without neglecting the importance of the theory. According to Yükselir and Kömür (2017), the use of videos in the classes can be of vital importance and effective to improve the learning capacity in the EFL students. In addition, videos offer students realistic learning environments. For example, when teachers use a single movie clip, this clip strengthen the practice of English in all their skills:

listening, speaking, writing, vocabulary, and pronunciation. Khan (2015) established that the visualization of videos facilitates the understanding of students, especially in the teaching of languages, which makes them an effective tool for the teaching of languages. In addition, he argues that videos offer a variety of methods and resources to teach the target language, helping students improve their skills.

The use of videos in the EFL classroom is that they offer us possibilities that other media such as audio recordings or books do not provide. For example; learn new vocabulary is an important advantage that videos provide in the teaching-learning process. In agreement with Celis, Onatra and Zubieta (2017), videos are a didactic medium that facilitate the discovery of knowledge and the assimilation of it. At the same time, the videos reinforce the vocabulary that the students possess, which is important for the development of writing skill since acquiring lexical competence means mastering words that can be used within a writing which allow the student to create a more elegant and precise text.

A second advantage that videos provide us is reflection since videos give students the opportunity to perceive what happens in the scenes of the video. According to Blasco, Moreto, Blasco, Levites and Janaudis (2015), teaching through videos stimulates emotions and encourages the reflection in EFL students. This helps to develop the ability to write since reflection is considered an analysis and in doing so the ideas take on a new dimension. In this way, the movies allow the student to expand their ideas through reflection and therefore make deeper writings.

A third advantage that videos provide is that they present new patterns of behavior, gather knowledge and cultures and show different unknown aspects of intercultural dialogue. In other words, they allow to work non-verbal elements. They can be a sample of great value to observe attitudes, behaviors, gestures, distances between the interlocutors. That is, they increase the possibility of human interrelation through the connection. In accordance with Kabooha (2016), videos improve the students' language learning process and increase their motivation to learn the target language. Through the movies and their characters, the spectators form a general image about some behaviors and attitudes. That is, students can be in direct contact with the language, witness the colloquial expressions of the actors, and get involved with the language in real moments.

The use of videos in turn helps in the development of students' writing since they know other cultures. Therefore, the videos open the students' minds and expand their points of view which is favorable for their writings to be more argumentative. In like manner, Park and Jung (2017) establish that teachers consider visual materials very helpful in effective teaching of

second language culture.

A fourth advantage is that videos develop the imagination and comprehension. That is to say, they offer the possibility for performing comprehension activities much closer to reality than when we expose our students to simple audios. This is why, the potential of visual aids to educate is highly recognized in the teaching-learning of English. In agreement with Macwan (2015), videos beyond being fun also improve the imagination of students, even videos lead for developing critical thinking ability. Obviously, this is a great help in writing since a good piece of text comes from a creative writing that comes directly from the imagination.

It should be noted that videos not only promote reflection, imagination, vocabulary, culture but also expand all the students' thoughts. According to Hekmati, Ghahremani, Navidinia (2018), videos help students to a large extent since EFL students think and find the relationships between events in the texts they read and improve their ability to produce essays. That is, the texts are more organized. Writing as any other skill is a task that demand exigency in language students, therefore, learning this skill through videos is more interesting for them.

1.5. Influence or effects of the videos (movies) with subtitles in the EFL students' writing.

Movies are a key instrument since they attract the students' attention. Besides, movies are very interesting and provide security to students since if these movies have subtitles, learners observe the text and therefore they acquire and promote information more easily. According to Yang (2014), the attendance of subtitles, sounds, dialogues, actions, and graphics on videos involve intermediate or low level students to develop the listening comprehension of English as a foreign language. When scenes are very fast, students get lost. Accordingly, adding subtitles help students feel more secure when viewing videos. In other words, learning a second language through movies is very effective and at the same time simple.

Nevertheless, movies in English as supplementary material can be very innovate and interesting, they can also offer the creation of many activities for both teachers and students. In accordance with Aidinlou and Moradinejad (2016), the incorporation of subtitles provides instant feedback and a positive reinforcement that contributes to create a feeling of confidence in learners that can help them feel ready and motivated.

Watching television has become a common way for receiving information from all over the world and ranks high in the preference of children as a source of new knowledge. It is said

that young people can learn more by watching subtitled programs instead of non-subtitled programs. In agreement with Lekkai (2014), an important advantage of subtitled programs there are at least three different input channels: visual image, soundtrack (including foreign voices), and subtitles. This multisensory presentation of information motivates viewers to understand what is being said and shown on television.

The use of movies with subtitles is increasing given that they open the doors of knowledge and a wide range of learning opportunities and one of them is that students develop writing skill. If the movies add subtitles, they manage to reinforce the language not only in oral but also in visual way. The development of the vocabulary is a necessity within learning-teaching process, especially in writing since the knowledge of a good development of words is the key instrument to develop a high quality writing. In agreement with Soltani and Soori (2015), watching movies in English is a good strategy to improve listening comprehension and increase vocabulary; therefore, it helps students to learn a second language with greater ease.

The supplementary material makes the students acquire and remember the vocabulary immediately. The material is beneficial for the elaboration of an effective writing. In accordance with Sirmandi and Sardareh (2016), the subtitles are an effective factor that influences the development of vocabulary. In the same way, Aidinlou and Moraddinejad (2016) declares that subtitled movies to improve the learning of new words in the long term. Hence, these authors highlight the great impact that this resource have in the learning of new words which it is a fundamental point to encourage the development of other linguistic skills.

According to Casañ (2017), the movies with audio and subtitles in English consolidate reading and listening comprehension. That means, the learning of new vocabulary. When written text is added at the bottom of any movie, the students divide their attention. Put it differently, these subtitled movies provide students two important advantages which are the following: students read the subtitles and visualize the scenes and they listen the characters and relate the words on how they are written and how they are pronounced.

In the same way, movies with subtitles give an opportunity to the students to relate and understand more clearly everything that happens on the screen. According to Kruger, Doherty, Soto- Sanfiel (2017), the subtitle has been considered as an important tool in language learning and language proficiency and comprehension given that the subtitles produce a meaningful identification with the characters. In like manner, Villela (2014) determines that the use of subtitling is a strategy that provides several pedagogical benefits

to EFL students due to it allows a more efficient understanding of the audiovisual contents presented in the language class.

To conclude, the best strategy to promote the learning of a second language in students is to increase the use of movies. For example, fragments of movies with English subtitles. If the students still do not feel safe enough and fear losing themselves during the learning, the subtitles in the movies may be the best option, they are a good step for the learners to adapt gradually to the second language.

1.6. Previous Studies Related to the effects of the watching videos with English subtitles as a supplementary material to foster the writing productive skill of EFL in a high school.

The first study highlighted the importance of supplementary material within EFL classes and benefit for both teachers and students. This study was conducted by Paredes (2015) who developed an investigation whose topic was the supplementary materials by EFL teachers in Ecuadorian high schools. The researcher took into account a sample of 750 students of both genders male and female from public and private schools in Ecuador to carry out this study. The researcher took into consideration the three following variables for the investigation: the students' comprehension; the students' performance in the different activities; and the use of material for the students' motivation during the classes. In other words, if the motivation increases or not when using supplementary material.

As a result of this research, the researcher stated that teachers used supplemental materials in EFL classes because classes become more dynamic and interesting. The teachers affirmed that the understanding of the educational content is achieved successfully if the students are motivated. The students also indicated that they were more motivated if the teacher implemented different flashy resources such as cards, images, songs and videos. Therefore, language teachers should consider the results of this research to delineate successful classes.

The second study focused on the implementation of videos as supplementary material for the development of EFL classes. This study was conducted by Hekmati's, Ghahremani, and Navidinia (2018), who investigated the use of movies in English as a foreign language classroom to develop students' writing skill. The authors used the qualitative method in order to obtain the results. The investigation was carried out in a private language institute in Birjand, Iran, with 15 EFL students who had an intermediate level, they had about 15 years. They pointed out that the group of students were at the same level of language proficiency. The group of students participated in different writing activities.

The investigation was carried out in the following way: volunteer classes were held for twenty sessions, for 2 hours each class. As supplementary material they used the same movies that replaced the conventional books and the didactic materials of the course. The movies were chosen carefully according to their elements and linguistic characteristics. As a result of this investigation, the researcher affirmed that the use of cinema is an excellent strategy for improving the students' writing since they observed the characters carefully and learned new words and phrases which are very useful. The students used all these words to express their own ideas. That is to say, the writing activities took a new place for the students as something attractive to learn if it is with the help of the cinema.

The third study highlighted the importance of using movies as a vehicle for learning a second language. This study was carried out by Lu (2014) who investigated the use of movies as an aesthetic audiovisual device to accelerate the acquisition of a second language. Some teachers and students of PreK - 4th grade were taken into consideration to carry out this study. The sample participated watching some movies which were selected carefully. A short movie was applied to the teachers which had only some important words or keys as subtitles.

The investigation was carried out in the following way: the students were grouped into different classes. Each group was given a movie that lasted five minutes, when each group finished watching the movie they went to discuss and exchanged ideas, then wrote the main ideas of the plot of the movie on a paper. To finish with the activity, the students shared their writings with the teachers to correct and qualify (each group performed the same activity). As a result of this research, the researcher claimed that movies provide many advantages within language classroom. In other words, the advantages of using movies for learning a second language can be vital to develop auditory skills, for the learning of new cultures. In this way, the learners expand their minds and knowledge.

The fourth study encouraged the use of interesting movies to encourage the learning of new cultures. This research was carried out by Rajagopalan (2017) who developed his study on an integrated writing course with videos of movies and cultural festivals from different parts of the world to make the course interesting and more attractive for the students since they considered that the majority of students were reluctant to study English and that when they took a language course it was only to obtain the necessary qualifications. The researcher took into consideration a sample of fifty students belonging to the second undergraduate course in food science and nutrition of a private Japanese university to carry out this research.

The investigation was carried out in the following way: the students were presented for the first time to a writing model. The researcher considered that the practice of writing can be done by answering a questionnaire which consisted of summarizing or paraphrasing the events of a chapter. This writing course lasted fifteen weeks and each week contained ninety minutes. The contents of the course included chapters of reading of *Charlotte's Web* with simultaneous visualization of the film during 20 minutes. Then, the students wrote their own writings based on the different questions. After making a schematization in the classroom, the students elaborated their own texts or paragraph. The learning results were evaluated through the participation of the students and in the development of their writing and also the questionnaire of the class in relation to the movie.

As a result of this research, the researcher claimed that the use of festival movies was a way to eliminate boredom in the English classroom. The students showed a real interest in seeing this type of videos. The use of such activity could not only help to induce the students' interests, but it can also make the students improve their cognitive abilities. Therefore, the author emphasizes that it would be worth considering a course based on festivals from different regions of the planet that incorporate different genres of writing, among other aspects.

The fifth study focused on the use of videos with subtitles as a vehicle for learning new words. This study was conducted by Khorsheed (2017) who developed an investigation with the specific theme of the role of English movie subtitles in the learning of vocabulary of students of English as a foreign language at the University of Soran. The researcher took into consideration a sample of 31 Kurdish EFL students from the English department at Soran University to carry out this research. The participants were 14 men and 17 women. In fact, all the participants were Kurdish students and their mother tongue was Kurdish. The participants were of two classes and their age ranged were between 19-22 years. They noted that all participants were on the same level of vocabulary knowledge based on the Michigan English proficiency test. The participants were selected randomly.

In order to conduct the present study, the participants were gathered in a room with multimedia facilities. To begin with, all the participants watched 21 minutes movie without subtitle, after that; the participants were given a questionnaire related to the selected movie. This treatment was done to find out the participants' improvement in vocabulary learning while they watch the movie without subtitle. And then the participants watched the same movie but with bimodal subtitle, and another questionnaire distributed to find out the participants' attitude towards watching movies with subtitles in vocabulary achievement.

As a result of this research, the researcher affirmed that the use of film subtitles is a better way to improve the vocabulary, pronunciation, comprehension of the speaking language (English language) and also to know better their culture. The participants had an effective impact and achieved a significant improvement in their knowledge of vocabulary after watching the movie with subtitles. Additionally, they affirmed that it also had a great effect of movement within the classroom.

The last study referred to the effectiveness of movies for vocabulary learning. This study was conducted by Soltani and Sonori (2014) who investigated the issue of the effectiveness of authentic movies in learning vocabulary of language students. The researchers used thirty Iranian students of English as a foreign language, who were between 20 and 28 years old, who studied at an English institute in Shiraz, Iran.

The development of this study was as follows: the investigators considered it appropriate to take a sample of 60 students, who underwent an Oxford placement test. Then, the students were classified the results from highest to lowest and in this way they selected the 30 students whose scores were very high and in this way form homogeneous groups. After that, the students were assigned in two experimental groups, each group was made up of 15 students (pedagogical and authentic). For the first experimental group that was the pedagogical group, a pedagogical movie was applied which was classified in three parts. In the classroom the students watched the four parts or sessions with subtitles in Farsi. Then, they saw the second part which was likewise in four parts or sessions with the difference English subtitles. The second experimental group was the authentic group. Like the students in the pedagogical group, the students in the authentic group performed the same activities, that is, they saw the authentic movie equally classified in three parts. Within the class the students watched the film with Farsi subtitles during the first four sessions. And following this the students saw four more parts with English subtitles. Finally, the groups were exposed to the last part of the movie but without any subtitle. Then, the researcher performed a test at the end of the treatment period.

As a result of this research, it was determined that both groups improved their performance and academic performance. In addition, the students increased their vocabulary. In other words, the results of this study showed that movies make students motivate and at the same time had fun; thus, reducing stress and fear of learning a second language.

CHAPTER II
METHOD

2.1. Setting and Participants

This investigation was carried out in a private secondary school in the city of Loja. The sample of the investigation consisted of 56 students who belonged to the second of senior high school, they were divided into a control group of 28 students and an experimental group of 28 students. The participants were all female and their ages ranges between 15 and 17.

2.2. Procedure

This research study was carried out with the collection of relevant and significant information to elaborate the literature review. All information was obtained from electronic books, scientific studies, and printed books. The review of the literature covered five topics such as: the importance of writing, the elements of a good writing, supplementary material for EFL classes, movies in writing classes, and influence or effects of the videos (movies) with subtitles in the EFL students' writing.

The quantitative and qualitative method was applied to obtain the results of this research study. In this study was necessary to combine these two methods in order to follow a structured and systematic model of observation, description, and analysis of the problem and thus provide solutions to the questions. According to Salmi (2016), the application of mixed methods offers positive benefits since the use of different approaches improve the depth and breadth of information gathering which cannot be collected when the methods are used separately. To proceed with the research, different specific instruments were designed which were the following: pre-test, post-test, lesson plans, written work of the students and rubric. The pre-test was organized into two sections: objective and essay part whose questions were focused on to know students' knowledge about writing skill. The objective part consisted of nine multiple choice questions; and for the essay part students were asked to write a paragraph about the topic "My best friend." For this task the students had 5 minutes to write a paragraph of around 30 to 35 words.

After knowing the results of the diagnosis, some classes were prepared with the aim of improving the writing skill of the students and with the support of videos with and without subtitles. It is necessary to clarify that the experimental group was assigned to receive classes with subtitled videos; on the other hand, the control group was destined to receive classes with videos without subtitles. For this reason, it was necessary to develop lesson plans with the objective of making different classes with a specific organization. Fourth lesson plans were prepared, each class contained different activities and topics.

In the first class, the basic parts of the paragraph were taught in both groups of the students, then a fragment of the movie "Wonder" was exhibited and the students took notes with the aim

that the learners could develop a paragraph of at least 35 words. The learners had to take notes of at least 3 words from the movie they saw and then incorporate them into their writings. Then, in the second class, it was carried out with the elements of good writing and with the implementation of a fragment of the film "Everything, everything" 8 minutes long. The students prepared a paragraph of 50 words in which they must incorporate at least 6 words that they observed in the video.

Next, in the third class which was carried out with the opinion paragraph and the implementation of a fragment of the movie "Bad teacher" of 8 minutes. The students prepared a 60-words paragraph in which they must include 10 words they observed in the movie. Finally, in the fourth class which was conducted with the characteristics of the opinion paragraph and the implementation of a fragment of the movie "Jumanji" 8 minutes long. The students prepared a paragraph of at least 70 words in which they had to incorporate at least 12 words that they observed in the movie.

The post-test was organized into two section: objective and essay part whose questions were focused on in to know the opinions of the students after having applied the classes. The objective part consisted of three questions which were very specific and for the essay part students were asked to write a paragraph about the topic "My favorite place". In this way, to know if the students progressed or not in terms of writing skill.

In addition, a rubric was designed to measure the knowledge of writing skill, this instrument was used in all written work done by the learners as well as for the written work of pre-test. Post-test and written activities performed within the classes. This rubric evaluated the level and quality of the written work of the learners in which aspects were considered such as: topic sentence, supporting sentence, concluding sentence, sentence structure, and use of capitalization and punctuation in order to award a score to each of the students.

Once these instruments were applied, the students' written works were meticulously analyzed to determine whether the videos with or without subtitles helped to effectively develop the writing of the EFL students. The information collected was ordered taking the topics of the classes that were offered. Afterwards, the data obtained were tabulated using excel tables to perform the corresponding analysis.

In the last stage, which was the analysis of the results, it was very important to take into account the topic, the general objective, and the research questions related to the effects of the videos with and without subtitles in English for the development of effective writing in the EFL students. Three charts were designed to analyze and compare the progress of the two different groups of students. The first chart included information of the results of the pre-test which was important in

assessing students' prior knowledge of writing skill. The second chart showed the results and advances that were evidenced in the learners within the classes using different themes and fragments of movies with and without subtitles, also in this chart the strengths and weaknesses of the written works of the students were taught. The last chart included information about the posttest in which was determined whether or not students improved their level of knowledge in writing ability. The results of these charts allowed knowing the percentage of each group of students.

CHAPTER III
RESULTS AND DISCUSSION

3.1. Description, Analysis, and Interpretation of Results

This chapter describes the analysis of the intervention which was carried out in two different group of students in a private institution. The information was obtained from the different instruments applied in this study such as, pre-test, post-test, and the written tasks of the students. The analysis of the information gathered emphasizes the comparison of the use of videos with and without subtitles as supplementary material and the influence of these on the writing of the students of the control group which used the videos without subtitles and the experimental group which used the videos with subtitles.

The application of the previous test was important to know the students' perceptions and also to evaluate the previous knowledge about the writing skill. Therefore, chart 1 shows the result of the Pre-test which allow to know students' knowledge about their writing skill. This chart compares the results of the pre-test between both groups of students and emphasizes what were the biggest difficulties that students had when creating a paragraph.

Chart 1. Results of Pre-test in the experimental group and the control group.

| Category | Above standards 4 | | Meets standards 3 | | Approaching standards 2 | | Below standards 1 | |
|------------------------------|----------------------|---------------|----------------------|---------------|----------------------------|---------------|----------------------|---------------|
| | Experimental group | Control group | Experimental group | Control group | Experimental group | Control group | Experimental group | Control group |
| Topic sentence | 21.4% | 21.4% | 53.6% | 57.1% | 25% | 21.4% | 0% | 0% |
| Supporting sentence | 7.1% | 7.1% | 17.8% | 17.8% | 46.4% | 39.3% | 28.6% | 35.7% |
| Concluding sentence | 14.3% | 21.4% | 57.1 | 57.1% | 28.6% | 21.4% | 0% | 0% |
| Sentence structure | 7.1% | 14.3% | 35.7% | 32.1% | 57.1% | 53.6% | 0% | 0% |
| Capitalization & punctuation | 7.1% | 7.1% | 32.1% | 35.7% | 53.6% | 57.1% | 7.1% | 0% |

Source: writing activity from second year of senior high school.

Author: Acaro Jiménez, Lorena Mishel.

For the category of topic sentence, the results showed that the majority of the students from experimental group and the control group met the criteria of the rubric since the control group obtained 57.1% while the experimental group obtained 53.6%. This is why, the topic sentence provided by the students was recognizable as evidenced in the following example; *"Alison is my best friend since childhood."* Also, 25% of the students of the control group and 21.4% of the

experimental group were close to reaching the standards of the rubric, because the topic sentence was present but was not clear; as for example: "Andrés is one of my friends," as seen in this example, this is not an effective topic sentence since it does not have controlling idea which is fundamental to limit the topic on which it is going to be written. Nevertheless, 21.4% of students from control group and the experimental group were above the standards of the rubric because the topic sentence they presented was clear and firm with respect to the subject, as shown in this example: *"My best friend is my mother because the love and support she gives me is unconditional."* This is a good topic sentence because according to Jones and Farness (2002), indicated a topic sentence must contain a word or phrases that help guide the flow of ideas in the paragraph.

Regarding the supporting sentence, 46.4% of the students of the experimental group and 39.3% of the students of the control group were close to meeting the criteria of the rubric. This is why, some details of their written work were not in a logical or expected order, so they distracted the reader, as evidenced by the following example: *"Carmen always helps me with my duties even if I do not see much."* Besides, 35.7% of the students of the control group and 28.6% of the experimental group were below the criteria of the rubric because many details of their texts were not in a logical order or expected order so the writing did not make sense, as in this case: *"My best is always for me and that's why it always helps me."* Nevertheless, 17.8% of students from the control group and experimental group met the criteria of the rubric since the details were in a logical order, but presented little information, such as: *"With my best friend we have many things in common so we are always together."* In addition, 7.1% of students of experimental group and the control group were above the criteria of the rubric because they presented interesting ideas in a logical order, for example: *"When I have a problem, my mother gives me advice so I can overcome these difficulties."* This is a great model of supporting sentence since according to Folse, Muchmore-Vokoun and Vestri (2010) the good supporting sentence are related to the topic sentence and its controlling ideas.

About the concluding sentence category, the results showed that most of the students from control group and experimental group satisfied with the criteria of the rubric since both groups obtained 57.1%. This is why the conclusion was recognizable and tie almost all the ideas, as evidenced in the following example: *"My mother and I share a very special bond and therefore I trust her unconditionally."* Moreover, 28.6% of the students of the experimental group and 21.4% of the control group were close to meeting the criteria of the rubric because the conclusion was not clear as for example: *"Andrea it's very good."* However, 21.4% of students from control group and 14.3% from experimental group were above the criteria of the rubric since the

conclusion was strong and left the reader with a solid understanding such as: *"Daniel is my best friend because he is someone who completes me and balances my life."* This is conclusion well thought out since Folse, Muchmore-Vokoun and Vestri (2010) indicated that the concluding sentence is the last sentence of the paragraph that gives a logical conclusion to the whole writing.

For the sentence structure, 57.1% of students from control group and 53% from experimental group were close to meeting the criteria of the rubric, this is why some sentences they were not well constructed as evidenced in the following example: *"Karina and I has much things in common."* On the other hand, 35.7% of the students of the experimental group and 32.1% of the control group met the criteria of the rubric since they did not present many errors in the construction of the sentences. While 14.3% of students from control group and 7.1% from experimental group were above the criteria of the rubric because most of their sentences were well structured.

About of capitalization and scoring, 57.1% of the students of the control group and 53.6% of experimental group were close to reaching the criteria of the rubric since the students made around 3 or 4 errors of capitalization and punctuation. On the contrary, 35.7% of the students of the control group and 32.1% of the experimental group met the criteria of the rubric since they made between 1 or 2 errors of capitalization and punctuation. In addition, 7.1% of the students from both the experimental group and the control group were above the rubric criteria because their score was good so their writings were easy to read. In contrast, 7.1% of students in the experimental group were below the standards of the rubric because their writings showed more than 4 capitalization errors, especially punctuation as can be seen in the following example: *"She and I will always be, good friends."* In agreement with WallWork (2014) mentioned that knowledge of punctuation rules allows any writing to contain a perfect and comprehensible meaning, so it is important to have knowledge of them.

According to the results that were extracted from the preliminary test of the both groups of the students, it is highlighted that both the experimental group as well as the control group coincide in the same strengths and in the same weaknesses, that is, both groups of students had large difficulties to perform aspects of the paragraph such as: support position, sentence structure and capitalization and punctuation. Although it is important to note that, the students were able to correctly perform aspects such as: position statement and conclusion. This means that the students did not know how to structure a paragraph. Since a good paragraph should always contain basic parts that are composed of: topic sentence, controlling idea, supporting sentence and concluding sentence (Folse, Vestri & Clabeaux, 2009).

Therefore, it is concluded that both groups of students were in the same conditions of knowledge about writing skill, since the results show that there is no significant difference in grades because the experimental group in the preliminary test obtained an average general of 2.2 out of 4 and the control group obtained an average general of 2.3 out of 4. Determining in what conditions of knowledge were both groups of students was a key point to verify if more ahead in the classes with the implementation of the videos the students' progress or not.

After knowing the results of the pre-test, it is now important to analyze each part of the written activities of the students within each given class. Therefore, chart 2 shows the results of the four classes that were carried out and the written works elaborated by the students. In addition, this chart compares the general average obtained in each class of both group of students and emphasizes what were the biggest difficulties students had when writing a paragraph.

Chart 2. Results of students 'general score of each class.

| | Class 1 | Class 2 | Class 3 | Class 4 |
|--------------------|----------|--------------------------|---------------|-----------|
| Movies | "Wonder" | "Everything, everything" | "Bad teacher" | "Jumanji" |
| Experimental group | 2.4 /4 | 2.5 /4 | 2.6 /4 | 2.9 /4 |
| Control group | 2.3 /4 | 2.4 /4 | 2.5 /4 | 2.7 /4 |

Source: writing activity from second year of senior high school.

Author: Acaro Jiménez, Lorena Mishel.

According to the results of this chart in the first class, the students of the experimental group in their written work obtained a general average of 2.4 out of 4 because the learners presented problems in the supporting sentence since some ideas of their writings were meaningless, organization and in some cases the information presented was irrelevant, as shown in the following example: "The child's friends in the film was very friendly and they left it alone," as you can see in this example the sentence does not contain important information and the idea is not organized by what has no logic. According to Oshima and Hogue (2007), the organization is an important pattern in a paragraph, since it divides the ideas so that the text is understandable.

In addition, the learners of the experimental group presented some punctuation problems, in many of the cases the students used the commas and periods in parts that did not need it, so ideas were cut, as you can see in the following example: "In this city, we find places, such as museums, parks and libraries." In this example it can be noted that students use excessive

commas so the message of the sentence is confusing. WallWork (2014) punctuation rules are essential since these signs allow texts or writings have a logical sense. However, it is useful to mention that this group of students presented in their written tasks an advance in aspects such as topic sentence.

On the other side, the control group in this class obtained a general average of 2.3 out of 4 because the students presented problems in the sentences of support because their writings lacked of relevant information and their ideas were not well organized, some of the students presented information that was not related to the topic, as evidenced in the following example: "My friends are very important because they are true friends." Moreover, in some cases the words were misspelled or poorly expressed as can be seen in the following examples; "fryend" (correct: friend), "family" (correct: family), "gays" (correct: guys), "tiem" (correct: team). One of the reasons why this group of students did not have a good spelling is because the learners wrote some words or phrases as they were listening in the movie. That is, the students wrote the pronunciation of the word since this group did not have the opportunity to see the written text as well as the opposite group. In the same way, the experimental group presented some scoring problems because their writings lacked these signs. Nevertheless, this group also progressed in aspects such as topic sentence.

Regarding the second class, the experimental group in their written work obtained an overall average of 2.5 out of 4 because their written paragraphs presented a strong thopic sentence, as shown in the following example: "Maddy is a teenager with a serious illness and can not leave her house like a normal girl." In addition, their concluding sentence are strong, for example: "Maddy teaches the public that we should value life, enjoy our family and everything that surrounds us." That is to say, the students presented unity in their writings as they focused on the subject. Folse, Vestri and Clabeaux (2009) indicated that unity means that all the sentences are related to the topic sentence, and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.

However, it is important to mention that this group of students presented in their written tasks problems with punctuation, especially with a commas.

In the case of the control group in the second class, the students obtained a general average of 2.4 out of 4 because in their written work they presented topic sentence and concluding sentence strong. However, the spelling problems were evident since this group of students wrote the pronunciation of the word, as shown in the following examples; "norse" (correct: nurse), "disiz" (correct: disease), "bactiria" (correct: bacteria), "wordl" (correct: world). In addition, this

group of students continued to present punctuation problems because periods, and commas were not correctly located within the context.

In the third class, the students of the experimental group obtained a general average of 2.6 out of 4 because they presented advances in knowledge of vocabulary and in the position of support because their ideas were more understandable, there were more organized and logical arguments. According to Cuffey (2015), coherence focuses on giving a logical union to the written text. That is, it connects the written words in an appropriate way, adding coherence in the academic work. Nevertheless, the students had difficulties in punctuation, since they placed especially the commas in incorrect parts of the writing. According to Lynn (2017), the commas play an important role in the writing of the writings because with these signs it is possible to have a more formal writing.

In the case of the students of the control group in the third class, they obtained a general average of 2.5 out of 4 since some of the students presented written tasks clearly and organized. Folse, Vestri and Clabeaux (2009), clarity is important to understand the paragraphs. Good writers explain their point clearly and transmit the message with ease. However, this group had difficulties in punctuation and spelling.

Regarding to fourth class, the students of the experimental group obtained a general average of 2.9 out of 4 because their writings were improving in aspects such as, topic sentence, supporting sentence, concluding sentence and vocabulary. One of the reasons why the students were improving was because they were already acquiring writing as a habit. According to Popescu, Vida and Constantin (2015), the writing of paragraphs requires an intense writing effort and; as a result, the writing ability improves considerably. However, they still present certain punctuation problems.

On the other hand, students in the control group obtained a general average of 2.7 out of 4 since their written work improved in topic sentence, supporting statement and concluding sentence. However, the learners in their written tasks still lacked punctuation and had bad spelling, as evidenced by the following examples: "*gerl*" (Correct: girl), "*frendship*" (correct: friendship), "*conversetion*" (correct: conversations), "*whit*" (correct: with).

According to the results of table 2, movies with and without subtitles had some similar advantages because both groups of students in each class progressed. However, the students of the experimental group with the help of the films with subtitles improved specifically in spelling and vocabulary, while the control group did not obtain any improvement in these aspects.

According to Aidinlou and Moradinejad (2016), the subtitled movies improve the learning of new words in the long term.

Taking into account the results of chart number 2, it is time to analyze the final test that was applied to the students of EFL. Therefore, chart 3 shows the results of the subsequent exam, which was important in determining whether the students improved or not their level of knowledge in writing ability.

In the same way, this chart compares the results between both groups of students and highlights what were the biggest difficulties and strengths that the students had when creating a paragraph. In order to know the effects of watching videos with and without English subtitles in the development of student writing.

Chart 3. Results of Post-test in the experimental group and the control group.

| Category | Above standards 4 | | Meets standards 3 | | Approaching standards 2 | | Below standards 1 | |
|------------------------------|----------------------|---------------|----------------------|---------------|----------------------------|---------------|----------------------|---------------|
| | Experimental group | Control group | Experimental group | Control group | Experimental group | Control group | Experimental group | Control group |
| Position statement | 60.7% | 53.6% | 39.3% | 46.4% | 0% | 0% | 0% | 0% |
| Support for position | 21.4% | 10.7% | 64.3% | 64.3% | 7.1% | 21.4% | 0% | 3.6% |
| Concluding sentence | 67.8% | 42.8% | 28.6% | 50% | 3.6% | 7.1% | 0% | 0% |
| Sentence structure | 25% | 10.7% | 60.7% | 64.3% | 14.3% | 25% | 0% | 0% |
| Capitalization & punctuation | 14.3% | 14.3% | 60.7% | 46.4% | 25% | 39.3% | 0% | 0% |

Source: writing activity from second year of senior high school.

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For the category of the topic sentence, the results showed that most of the students from experimental group and control group were above the criteria of the rubric since the experimental group obtained 60.7% while the control group obtained 53.6%. This is why the topic sentence they presented was clear and firm with respect to the subject, and it invited the reader to know more about their writing, as shown in this example; *"My favorite place is Vilcabamba since it is a very cozy place."* In addition, this example of the topic sentence is complete because it presents both parts the main idea and the controlling idea. According to Folse, Muchmore-Vokoun and Vestri (2010), a controlling idea shows which direction the writing

will take, thus capturing the reader's attention. Furthermore, 46.4% of the students of the control group and 39.3% of the students of the experimental group met the criteria of the rubric since the thematic sentence provided by the students was recognizable as it is evidenced in the following example; *"My favorite place is Quito because it's a very big city."* This means that the two groups of students from both the experimental group and the control group progressed significantly in this category compared to the results of the pre-test.

Regarding the supporting sentence category the results showed that 21.4% of the students in the experimental group and 10.7% of the students in the control group were above the rubric criteria because they presented Interesting ideas for the reader and were in logical order as evidenced in the following example; *"In this city there are many places to visit among them the most important is half of the world, where you can take many photos and you can observe some experiments on gravity."* Instead, 64.3% of students from both the experimental group and the control group met the criteria of the rubric since the details were in a logical order, as indicated by the following example: *"Salinas is very attractive since you can enjoy the beach."* However, 21.4% of the students in the control group and 7.1% of the students in the experimental group were close to the criteria of the rubric, this is why some details of their written work were not in a logical or organized, so they distracted the reader, as the following example shows: *"This city was dangerous because it is very large"*. Additionally, 3.6 % of the students of the control group were below the criteria of the rubric because many details of their texts were not in a logical order or expected order, so the writing caresses sense, as in this case: *"I believe it would be nice to live here every day."* This means that both groups progressed in this category positively compared to the pre-test, especially the apprentices evolved in terms of the organization of ideas. However, it should be noted that the group of students from the experimental group exceeded the control group. According to Cunningham and Zibulsky (2014), writing are ideas that must be well structured or organized; in contrast this ability grows over time and with practice.

For the concluding sentence, the results showed that 67.8% of students from experimental group and 42.8% of students from control group were above the standards, since the conclusion was solid and left the reader with a solid understanding, as evidenced in the following example: *"Salinas, without a doubt is one of the best places in Ecuador since you will have a lot of fun."* In addition, this example close all ideas. According to Kelly (2002), a concluding sentence should sum up the main idea of the paragraph.

In addition, 50% of students from control group and 28.6% of students from experimental group and were meeting the criteria of the rubric. This is why the conclusion was recognizable and

linked almost all the ideas, as evidenced in the following example: *"Mexico has been one of the best places I have ever met in my life."* On the other hand, 7.1% of the students of the control group and 3.6% of the students of the experimental group were close to the criteria of the rubric because the conclusion was not clear, such as , *"Baños is an important place and very touristy."* This means that both groups of students made progress compared to the pre-test, especially the experimental group.

About the structure of the sentence, the results showed that 60.7% of the students of the experimental group and 64.3% of the control group met the criteria of the rubric since they did not present many errors in the construction of sentences. On the other hand, 25% of the students of the experimental group and 10.7% of the control group were above the criteria of the rubric, because most of their sentences were well structured. However, 25% of students of the experimental group and 14.3% of students of the control group close to the criteria of the rubric, this is why some sentences were not well constructed as evidence in the following example: *"This place is much large and interesting."* This means that most of the students in both groups progressed significantly compared to the pre-test.

Regarding the capitalization and score, the results indicate that 60.7% of the students of the experimental group and 46.4% of the students of the control group met the criteria of the rubric since they made between 1 or 2 capitalization and score errors. On the other hand, 14.3% of the students from experimental group and the control group were above the rubric criteria because their score was good, so their writings were easy to read. However, 39.3% of the students in the control group and 25% of the students in the experimental group were close to reaching the criteria of the rubric because the students made around 3 or 4 errors of capital letters and especially of punctuation since they did not use the periods and commas of correct form.

According to Ayafor (2015), the incorrect punctuation can lead to a misinterpretation of the writer's messages, since the reader can interpret the writing in an erroneous way. This means that both groups of students in this category progressed minimally compared to the pre-test.

According to the percentages of post-test, it is evident that the experimental group and the control group had notable changes in the notes of their written tasks in comparison with the work done in the pre-test. However, the results of the experimental group were quite remarkable, this is because the written work of this group of students reflected the progress they had in aspects such as, topic sentence, supporting sentence, concluding sentence, vocabulary and spelling. In other words, in the writings of this group the basic parts of a more elaborated paragraph were evidenced. In addition, positive progress was highlighted in the organization of ideas since each sentence was better structured and better written. According to Ginty, Hawkins, Kurzman, Leddy

and Miller (2016), the structures can vary and vary widely, a piece of writing must have a structure and an organizational pattern to make sense of the wording. In the same way, Hekmati, Ghahremani, Navidinia (2018), movies help students to a large extent since EFL students think and find the relationships between events in the texts they read and improve their ability to produce essays. It is also important to emphasize that this group of students increased their vocabulary since they saw the videos with subtitles and in each class they acquired words from the contexts of the movies. As indicated by the researchers Sirmandi and Sardareh (2016) the subtitles are an effective factor that influences the development of vocabulary. In the same way, Casañ (2017) indicated that the movies with audio and subtitles in English consolidates reading and listening comprehension; consequently, the learning of new vocabulary. Although this group of students presented some positive changes, a negative aspect was also evidenced, which was the punctuation since many of them used the period and especially the commas in places that did not need.

In comparison of the results of the control group, this group of students also had notorious changes compared to their pre-test. This is because this group of students improved in aspects such as topic sentence, supporting sentence and concluding sentence. Nonetheless, learners presented a big problem in spelling since the majority students wrote the pronunciation of the words. Besides, it is essential to emphasize that some students did not perform the writing activities as requested, because they were not able to incorporate words from watched movies. Students indicated that they found it difficult to capture or hear the phrases or words of the movies without subtitles. In addition, it is important to note that this group as well as the experimental group also presented problems of punctuation, in this case they did not palliate these signs in any part of their writing.

The results of this research emphasize that videos with and without subtitles as supplementary material were useful for both groups of students because there is a notable difference between the pre-test and the post-test. Given that in the pre-test the students of the experimental group had a general average of 2.2 out of 4 and the control group an average of 2.3 out of 4. On the other hand, in the post-test the students of the experimental group they had a general average of 3.1 out of 4 and the control group a general average of 2.8 out of 4. To support this analysis, it is important to mention that according to the results of pre-test perception, 71.4% of the students of the control group and 67.9% of the students of the experimental group selected the movies as the supplementary material that they would like to implement in English writing classes because they point out that movies are a motivating and interesting resource. While 17.9% of the students in the control group and 17.9% in the experimental group students selected the books

as the supplementary material they would like to implement in English writing classes because they point out that the books are more interesting and have more content. And 14.3% of the students in the experimental group and 10.7% of the students in the control group selected the articles as the material they would like to implement in English writing classes because they indicate that they are more informative.

The comparison between the general averages of the experimental group and the control group was not very significant. However, learners who used the videos with subtitles had a better progress especially in improve spelling and the increase of vocabulary. In accordance with Villela (2014), the use of subtitling is a strategy that provides several pedagogical benefits to EFL students since it allows a more efficient understanding of the audiovisual contents presented in the language class. On the other hand, the group of students who used videos without subtitles did not progress in spelling and vocabulary. This is summed up in the fact that videos with subtitles are a real stimulus for students to acquire knowledge more easily.

According to Kruger, Doherty, Soto- Sanfiel (2017), the subtitle has been considered as an important tool in language learning and in language proficiency and comprehension given that the subtitles produce a meaningful identification with the characters.

Regarding to students perceptions, it is important to mention that 71.4% of students from the experimental group prefer videos with subtitles because is a very useful resource to English writing classes; meanwhile, 28.6% of students said that videos with subtitles were little useful in their writing class. According to Yang (2014), subtitles in movies are an important tool for understanding the foreign language because students can acquire new phrases in English with their writing, almost unconsciously. In addition, in the control group 42.9% of students said that videos without subtitles were little useful for writing classes, 35.7% of students said that videos without subtitles were nothing useful and 21.4% of students pointed out that videos without subtitles were very useful in writing classes.

CONCLUSIONS

According to the results obtained, it is evident that the use of videos with subtitles became useful to learn new vocabulary in EFL students because subtitles present new words and expressions that expand students' background which in turn becomes useful when they develop writing tasks.

Regarding the results from the current study, it is a fact that the use of videos with subtitles influenced the students' spelling because the subtitles in English helped the learners to visualize the words and write them correctly, which was not the case with the use of videos without subtitles because students tend to use the new vocabulary in the way they heard it, which in most of the cases, was wrongly spelled.

The results of the current study demonstrated that the use of videos with and without subtitles as supplementary material helped EFL students to improve in aspects such as, topic sentence and concluding sentence due to the constant exposition to key words; therefore, their paragraphs were more precise and understandable.

The use of videos with and without subtitles helped EFL students to improve their organization of ideas in terms of chronology since they were able to take some precise notes which were useful at the moment of recreating the event in written form; in this way, learners present more understandable texts for the readers.

Students of control and experimental find it more motivating to work with videos as a supplementary material to improve writing skills than working with common materials such as, books, magazines, among others because are less attractive to the students' perspective.

Videos without subtitles as a supplementary material did not led students to acquire a significant improvement in terms of: vocabulary and spelling. In other words did not contribute significantly to the improvement of EFL students' writing skill.

RECOMMENDATIONS.

Teachers should use videos as supplementary material because it is a valuable resource for teaching English language since the board and books are no longer enough to keep the students' attention during class. Therefore, the implementation of resources such as multimedia and videos has many benefits for both teachers and students because it is possible to share knowledge more quickly.

Teachers must implement videos in English writing classes as these videos present direct dialogues in a real way. However, it is important to mention that the videos should be carefully selected, taking into account the level of the students, the duration of the video and the interests of the students.

It is advisable that teachers allow students feel free to express their ideas or opinions. One of the ways to make this possible is to apply an opinion paragraph, since in this paragraph students can express their point of view on a particular topic. In this way, students are more thoughtful and, therefore, can produce an excellent writing task.

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ANNEXES

Annex 1. Format of the pre-test



PRE-TEST

Gender: Male () Female ()

Objective:

- To pick up relevant information about the effects of the watching videos with and without English subtitles as a supplementary material to foster the writing productive skill.

Instructions:

- To choose the correct answer.

Strategies:

- Analyze and read carefully each questions and choose the correct answer.

I. PERCEPTIONS ABOUT WRITING CLASSES

Do you think writing skill is very important to learn English?

- a) Yes
- b) No

Do you think that learning to write is difficult?

- a) Yes
- b) No

What type of supplementary material would you like to use in order to develop writing?

- a) Movies
- b) Books
- c) Articles

Why?

- a) Because movies are a motivating and interesting resource.*
- b) Because the books are more interesting and have more content.*
- c) Because the articles are more striking and informative.*

Do you prefer to watch videos with subtitles or without subtitles in English?

- a) Videos with subtitles
- b) Videos without subtitles

Why?

- a) *Because the subtitles are a help since if I don't hear some word I can read it in the subtitles.*
- b) *Because videos without subtitles are more interesting since subtitles are a distraction.*

II. WRITING SKILL

What is a paragraph?

- a) A set of words that conveys an idea.
- b) A group of sentences that fleshes out a single idea.
- c) An extensive text that analyzes a topic.

What are the parts of a paragraph?

- a) Introduction, body and conclusion.
- b) Introductory phrase, supporting sentences and conclusion.
- c) The topic sentence, supporting sentences and the concluding sentence.

What are the main types of paragraphs?

- a) Opinion, descriptive, comparative
- b) Declarative, imperative, interrogative
- c) Expository, analytical, argumentative.

Choose the best definition of an opinion paragraph.

- a) An opinion paragraph is to compare similarities and differences between to ideas, characters or situations
- b) An opinion paragraph tells what the writer feels about a topic.
- c) An opinion paragraph to describe a distinct of a single person, place or thing.

What are the transition words that are commonly used in an opinion paragraph?

- a) In my opinion, I believe, I feel
- b) However, in contrast, on the contrary
- c) Similarly, in the same way, in like manner

WRITING SKILL – OPINION PARAGRAPH

Write an opinion paragraph about “My best friend”.

-Your paragraph must have at least 30 words.

-Your paragraph should have the basic parts of the paragraph and you should underscore them.

-Your paragraph should contain the words of transition.

- Your paragraph should contain the five elements of good writing.

Annex 2. Format of the post-test



Gender: Male () Female ()

Age _____

Objective:

- To pick up relevant information about the effects of the watching videos with and without English subtitles as a supplementary material to foster the writing productive skill.

Instructions:

To choose the correct answer.

Strategies:

Analyze and read carefully each questions and choose the correct answer.

POST-TEST

I. PERCEPTIONS ABOUT WRITING CLASSES

Do you think the use of videos within English classes was useful?

- a) Very useful
- b) Little useful
- c) Nothing useful

Did you like watching videos with subtitles?

- a) I liked little
- b) I loved it
- c) I did not like

Do you think you learned more in these classes through the use of videos?

- a) I did not learn
- b) I learned little
- c) I learned a lot

WRITING SKILL – OPINION PARAGRAPH

Write an opinion paragraph about “My favorite place”.

-Your paragraph must have at least 70 words.

-Your paragraph should have the basic parts of the paragraph and you should underscore them.

-Your paragraph should contain the words of transition.

- Your paragraph should contain the five elements of good writing.

| CATEGORY | 4- Above Standards | 3- Meets Standards | 2-Approaching Standards | 1- Below Standards | Score |
|---|--|--|--|--|-------|
| Topic Sentence | The position statement provides a clear, strong statement of the author's position on the topic. | The position statement provides a clear statement of the author's position on the topic. | A position statement is present, but does not make the author's position clear. | There is no position statement. | |
| Supporting Sentence | Includes 3 or more reasons that support the position statement. | Includes 2 reason that support the position statement. | Includes 1 reason that support the position statement. | Does not include reasons to support the position statement. | |
| Concluding Sentence | The conclusion is strong and leaves the reader solidly understanding the writer's position. | The conclusion is recognizable. | The conclusion is not clearly stated. | There is no conclusion. | |
| Sentence Structure | All sentences are well constructed with varied structure. | Most sentences are well constructed and there is some varied sentence structure in the paragraph. | Most sentences are well constructed, but there is no variation in structure. | Most sentences are not well constructed or varied. | |
| Capitalization & Punctuation | Author makes no errors in capitalization or punctuation, so the paragraph is exceptionally easy to read. | Author makes 1-2 errors in capitalization or punctuation, but the paragraph is still easy to read. | Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Author makes several error in capitalization and/ or punctuation that catch the reader's attention and interrupt the flow. | |