Using Videos as Authentic Material to Encourage University Students' Autonomy in Reflective Writing

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Abstract
This research investigates the impact of incorporating videos as a pedagogical tool to encourage reflective writing among university students and enhance their writing autonomy. This study aims to address the challenges students face in reflective writing tasks, by exploring how videos can be effectively integrated into the writing curriculum to promote reflective thinking and independent writing skills.
The research methodology involves a mixed-methods approach, combining qualitative analysis of student reflections and writing samples with quantitative data on student engagement, writing proficiency, and perceived autonomy in writing. A group of university students in the Written English discipline participates in a writing activity incorporating video prompts, reflective prompts, and self-assessment and peer feedback opportunities. Data is collected through a survey, a writing task, and focus group discussions to assess the impact of video-based interventions on students' reflective writing practices and writing autonomy.
Preliminary findings suggest that using videos as a stimulus for reflective writing can enhance student engagement, deepen reflection, and improve writing quality. Furthermore, students report increased confidence in their writing abilities and greater ownership over their writing process. However, challenges such as varying levels of digital literacy, and the need for support in interpreting and analyzing video content is identified.
The implications of this research extend to curriculum design, pedagogical strategies, and educational technology integration in higher education settings. By leveraging the affordances of videos to stimulate reflection and promote autonomy in writing, educators can create more engaging and effective learning experiences that empower students as self-directed learners and proficient writers.
Key words: digital media, video-sharing platform, e-learning, Written language discipline, reflective writing

Introduction

Reflective writing is a critical component of higher education, fostering deeper learning, self-awareness, and critical thinking skills. However, students often face challenges in engaging with reflective writing tasks and developing their autonomy as writers in Academic Writing. Its goal goes beyond the essential communication of information. It often presents an original thesis or argument in support or against a particular idea. Accordingly, academic writing is demanding. Because learning the skills to write can only be achieved through concise efforts, training, and experience (Olasina, 2017: 233).
Due to the growing interest in using videos in the university classroom, we find it important to examine how it affects the students' language acquisition and how they perceive videos for writing purposes. Incorporating reflective writing based on video resources can be a powerful strategy to develop students' writing skills by promoting self-expression in a meaningful and contextualized learning environment. Video materials are frequently used for educational purposes nowadays. Using videos in education can bring many pedagogical benefits, such as increasing the effectiveness of offered courses and decreasing costs (Wiechetek, 2018: 2070). Using online

platforms and video resources effectively develops intercultural competence among students, leading to positive changes in affective orientation, self-efficacy, behavior performance, and intercultural consciousness. Social media usage improves the acculturation process and engagement in school activities for students, promoting information sharing, establishing contacts, and entertainment (Pang, 2020: 74). Similarly, creating reflective writing activities based on video resources is beneficial for students' writing skills, by raising interest and engagement, critical thinking, and language development.

Lonergan (1984) revealed that generating interest and motivation through video can create a climate for successful learning. The video has an immediate impact, and visual clues support the language to be re-played (Lonergan, 1984). Writing is hard work not only in the native language but also in the second language. So, developing the right skills in improving student writing is very important. (Xega, 2021: 6600). These skills can be improved by following and practicing in ways other than traditional writing. This study offers a valuable aspect of mixing reflective writing tasks with video watching.

Writing has changed quite dramatically over recent decades. When selecting writing work for students, you must be clear about whether it is valuable practice. Internet services have meant that there is now a huge increase in written communication, as new technology offers easier, cheaper, and faster video and voice connections. Writing involves a different kind of mental process. There is more time to think, reflect, prepare, rehearse, make mistakes, and find alternative and better solutions. It changes the mood and pace of the lesson (Scrivener, 2005: 193). These processes become more interesting when writing is combined with video watching. This is what we present in this study- how videos are implemented to enhance students' autonomy in writing and, more concretely, produce reflective writing. It also presents a range of subtopics that explore the intersection of writing skills, intercultural communication, and digital media.

1. Context and literature review.

1.1. Using videos as an e-learning tool in the Written Language discipline.

Integrating visual and auditory elements in videos enhances students' comprehension of ideas, evaluates evidence, encourages critical thinking, and supports their reflections with reasoned arguments and evidence. In this way, their analytical and argumentative writing skills are enhanced by facilitating the synthesis of information in their reflective writing. Video resources can provide real-world examples by clarifying writing concepts, grammar rules, and techniques in a way that static text might not. This contextual learning helps students connect theoretical concepts with practical applications, leading to more meaningful and authentic reflective writing. Through this process, students practice organizing their thoughts, using appropriate language and vocabulary, and structuring their writing effectively, which are essential skills for improving writing proficiency.

As stated by Prihatini et al. (2018: 68), to make it easier for students to write text, using YouTube videos can help them capture the main points of a text. By using audio-visual media, teachers are expected to be able to change the boring writing paradigm of students (Prihatini et al., 2018: 68). Similarly, our study highlights the usage of the Britannica site and its videos and how it helps students make an excellent reflective writing task in the classroom. Online Britannica videos allow students to understand the material's content by stimulating the students' thinking to respond to the video messages. Video helps students write sentences correctly, focus more on watching and listening, and develop digital literacy skills, such as evaluating sources and analyzing media content, which is essential in the digital age. Students feel more motivated, curious, amused, and engaged than traditional text-based resources. Students can share writing-related videos with their mates, discuss key concepts,

exchange feedback on written tasks, and collaborate on writing tasks. All these aspects are provided in this study. Especially in promoting reflective writing, videos encourage it by providing real-world scenarios, emotions, and interactions that students can connect with personally. This makes it easier for them to reflect and write about their thoughts, experiences, or reactions than audio tools, which can inspire reflection, particularly for storytelling or speeches. However, the lack of visual input may limit the depth of personal connection for some students.

Analyzing videos involves understanding the interplay of sound, visuals, and storytelling, which helps develop critical thinking by evaluating these elements. Text-based analysis typically focuses on themes, arguments, and rhetorical strategies that sharpen traditional analytical writing skills, but it needs to train students in the multimodal analysis required for video. Analyzing audio elements can develop critical listening and writing skills related to tone, delivery, and content. However, it lacks the combined multimodal elements (visual, auditory) that video offers.

Thanks to technology, Web-based, student-centered learning activities using authentic, meaningful, and interactive resources can help improve students' performance in the same way as learning language and culture in the classroom conducted by face-to-face teaching modes (Trang, 2022: 36). Videos serve as supplementary learning resources that complement traditional teaching materials, textbooks, and classroom instruction. When using videos, students combine visual and auditory elements, which make them highly engaging. This aligned with Weerakoon's (2023) assertion that the visual thinking strategy tool empowers learners to understand that perception is not just a passive information intake. It actively enhances cognitive functions by integrating all sensory inputs, making it a more dynamic and effective way to perceive and process information (Weerakoon, 2023). Educational technologies can be a vast field covering a variety of tools. Because of the broad scope of educational innovation and tools, several studies focused on specific tools (Olasina, 2018: 235).

This current study provides a clear and definite focus on the educational values of the Britannica videos in a formal learning context at the University of Korca with first-year English course students. It contributes uniquely to the knowledge of how certain communication technologies could serve students in entirely new surroundings (Pang, 2020). This study tries to see this in writing skills and promote the benefits of video-sharing sites in improving and strengthening strategies for productive writing output.

We aim to display a convenient way of how videos increase proficiency in students' digital literacy and communication, enhance vocabulary, elicit new ideas with the given materials from the real world, and improve the way of expressing and conveying information. Our study suggests an alternative interpretation to the work of Weerakoon (2023), who demonstrates that the "Adobe Visualise" teaching initiative offers critical/written narrative reflections and can serve as powerful prompts for descriptive writing or analysis. However, they typically lack the narrative depth, context, and analytical complexity that video provides. Moreover, analyzing images requires visual and writing tasks based on image analysis, which may focus more on description or symbolism than on reflective writing.

Based on these, videos, as a multimedia tool, offer a unique approach to fostering writing skills compared to other multimedia tools, like text-based resources, images, or audio files. They provide a rich context for learners by illustrating concepts and events, which can lead to better comprehension and inspire deeper reflections in writing.

Videos create an engaging sensory experience. They increase knowledge retention since they can be stopped and replayed as often as needed (Next Thought, 2024). Based on these aspects, students gain a perspective on making an excellent written production based on the previously taught rules and tips in the written

language discipline in the Albanian context. They can also use these concepts in writing tasks through video-sharing sites that update frequently.
For teachers, it is helpful to practice writing in this way because it increases students' engagement toward achievement. If students are interested in the material, they will process it (through writing, reflecting, and summarizing information) and remember it better. Many videos contain analytics features that enable teachers to track student engagement and attendance while viewing and changing the role of teachers to facilitators. It is important to note that videos are meant to enhance course materials and lectures, not to replace them. Videos are an excellent way to amplify learning (Alber, 2019). As Lonergan (1984) states, the teacher must know the video material well and, by suitable preparation, provide the links into and out of the main course (Lonergan, 1984: 70). The teacher's role is central because the teacher has to relate the video materials to the language learner's needs, - the case of this research is writing skills. The learners must win confidence and feel in command of the medium (Brumfit, 1983: 74). Students learn best when they take in information via multiple modalities. When using videos in writing, students learn to be selective, as they pick the most dynamic parts of the video or documentary and take notes while watching before writing.
When we teach students reflective writing, one of the most important associated skills is the ability to create an outline. When students begin to make the outline, which helps them organize their thoughts and persuade the target reader, a video can help, and students record each topic sentence and each key detail (Nelson, 2022). It is very interesting because they not only try to put into use writing skills but also learn many curiosities about the world and things observed even in our context.

1.2. Research questions and objectives

This research aims to provide a context and evaluate research on educational technologies in the Albanian context in general and educational applications of Britannica videos in particular. Questions raised in this study relate to how well video data is structured in a reflective essay. What are the effects of videos on students' writing performance, and to what extent do videos help improve writing skills, level C1? Through close-ended and open-ended questions, it is realized whether there is a difference in academic writing performance between traditional teaching and video teaching.
Moreover, we tend to see how well students put into use all the explained clues, tips, and instructions taught during the discipline of Written language classes on reflective writing, to what extent videos help students develop their learning autonomy, and what the students' perceptions of the use of Britannica videos in the classroom.

2. Research Methodology

This research employs qualitative and quantitative approaches to address the research's purpose adequately. The research design is semi-experimental to highlight the difference in reflective writing between traditional teaching and video watching and how website videos, whose experts regularly revise and update existing articles to reflect new developments in knowledge, may facilitate writing (Olasina, 2017: 240). Control factors such as students' writing proficiency, prior experience with reflective writing, and exposure to video-based learning are put into evidence. A case study was conducted with first-year English course students in the discipline of written English.
The use of multiple data collection methods, particularly in a dominant qualitative study, is to complement, validate, and draw on the strengths of each tool and add scope and breadth to the research (Kidd & Parshall, 2000). So, direct observation during the class is applied to understand the ongoing lesson process. Observation allows us, as teachers, to see the real impact of the web in writing directly.

Open-ended narrative data is used by watching the writing process through video watching during the seminar class, and peer feedback is applied at the end of the writing task to see how the students assess their work based on the essay writing criteria.

2.1. Subjects involved in the study

This study was conducted in a simple learning class during the written English discipline. The aim is to improve reflective writing through video sharing based on the instructions learned during the written English course. The inclusion criteria for selecting the participants are 20 students from the first English course at University Fan S. Noli, Korçë. Respectively, 14 females and six males are part of this research. They all have extensive experience in reflective writing, so no exclusion criteria are needed.

2.2. Data collection instruments

In this study, data is gathered from the following instruments:

The use of the Britannica website is a video-based writing task. A writing task is designed to incorporate video resources, focusing on prompts that encourage reflection, critical thinking, and expression. This task is about a reflective essay based on the reflection of the Britannica video watching.

A questionnaire is conducted at the end of the task to measure changes in students' writing skills, attitudes toward reflective writing, and perceptions of video effectiveness. The questionnaire handed out to students consists of close-ended and open-ended questions.

Another instrument used was peer feedback and review of the student's assigned tasks, which found that peers can typically give valid comments. Their feedback is usually just as good as a teacher's in helping students improve their drafts, sometimes even more effective in building an atmosphere that allows students to engage with other students (Tan & Pham, 2021: 255). Under these methods, giving and receiving feedback is possible to enable students to write assignments more effectively. Applied in the classroom, it can inspire students, improve their positive attitudes, and develop their writing skills (Tan & Pham, 2021: 253).

3. The lesson Process. How a task is structured and assessed.

The writing task was well-administered to the group of students, ensuring clear instructions and comparable assessment criteria. A writing activity was conducted during two academic classes with 20 students of the English first course. As previously mentioned, this class consists of a writing activity, a questionnaire, and peer feedback. An essential step was to familiarize students with the video. Students were encouraged to express their impressions orally. Then, they had to focus on the most important aspects of the video (Mayora, 2009: 7). The goal was to create a vehicle that promotes students' autonomy and does not become a traditional class routine.

Students have already acquired the necessary knowledge and proficiency in written English to cope with writing. They clarified and left to understand that they were writing for a specific purpose (Xega, 2021: 6592). They tried to make a reflection of the whole video, considering the rules for writing a reflective essay. In this way, we mixed the traditional approach of writing instructions with the digital one- so how to use the taught instructions in doing good reflective writing through video watching to provide higher performance on writing.

The video is relevant to the writing topic, engaging, and suitable to the C1 level. Before watching it, a pre-viewing activity was conducted; a discussion about the topic was held, and students watched the video individually and took notes. After

watching it, students were engaged in post-viewing activities that stimulated writing. This included a short analysis of the video's content. Then, the writing task was designed. The students analyzed its impact on them, expressing opinions and reflections inspired by the video. To manage their time, students wrote a short outline to include all the necessary information watched on video without wasting time with unnecessary information (Zemach & Rumisek, 2003: 89).

The Britannica website is a valuable resource for merging intercultural awareness with writing. Writing is based on accurate and reliable information by using it as a source. Students not only reflected on the material and put into use all the components and tips learned for writing a reflective essay, but at the same time, they were curious to watch and listen to very attractive information. Cultural topics inspire students' writing by providing information and inspiration. Students learn from the expert's expertise and gain insights into different cultures and topics. The topic is wisely chosen from the social life as it seems interesting to the students and has a cultural impact. The essay required between 150 and 200 words. The website selected during the lesson has an explicit educational focus and belongs to the advanced level (C1). They are valuable resources for projects and are carefully selected by trustworthy publishers, and experts in their fields write the content. They are well-designed websites with lots of information, and news content is up-to-date and relevant where four language skills are integrated (Xega, 2023: 15). The selected website is https://www.britannica.com/videos/Lifestyles-Social-Issues

https://www.britannica.com/video/179909/History-Christmas-tree. The video duration was (2.24) with captions.

Throughout the task, critical thinking is emphasized. Students became aware of the impact of their choice of words and adapting many of the words from the video material, sentences, and organizational techniques on the effectiveness of their writing, which they had already learned from written English discipline materials throughout the course.

More concretely, students knew that a strong essay needs the right components and structure (Zemach & Rumisek, 2003: iv). The introduction starts with a brief overview of the video and their initial expectations. It mentions the title and context to provide a foundation for their reflection and a good thesis statement. In the main body of the reflective essay, they had to think of topic sentences for each paragraph to relate to the thesis statement and provide each paragraph with good supporting sentences that relate to the topic sentences. Students provided a concise summary of the video's key points, focusing on the aspects that resonated most with them. This sets the stage for the reflection. Throughout the essay's main body, they shared their reactions and emotions. They emphasized their initial expectations versus the actual video experience. Some students needed help providing evidence of the video's strengths and weaknesses, such as storytelling or the effectiveness of conveying the intended message. It was something new for the students, but it was understandable. However, they reached to give a clear impact on video understanding. They reflected on how the video deepened their understanding of the topic and broadened their perspective by making them gain insights from the content. In the essay's conclusion, they summarized their primary reflections. They were aware of the unity and coherence of the essay and the proper use of cohesive devices (Zemach & Rumisek, 2003). Students balance personal insights with critical analysis by exploring their emotional responses and providing thoughtful commentary on the video's content and its relevance to their experiences with Christmas tree decoration based on their traditions and culture.

As stated on the University of Melbourne website, academic skills and reflective writing need to go beyond simply summarising what happened. The reader needs to gain an insight into what the experience meant to him, how he feels about it, how it connects to other things the reader has experienced, and what he plans to do in

response. The critical elements of reflection should be considered: describing, interpreting, evaluating, and planning (DIEP) model to help (University of Melbourne, n.d.). So, a reflective essay is about your learning. It shows your developing reflective and critical skills (Coghlan, 2018).

After writing, peer review and feedback were encouraged to promote collaborative learning and improve writing skills. Students exchanged drafts, provided constructive feedback, and revised their writing based on peer suggestions. The time limit was set to 15 minutes.

Assessing a video-based reflective writing task, a reflective essay in our case, requires a combination of criteria that evaluate both the depth of reflection and the quality of writing. Based on these components, the video-based reflective essay is assessed by examining how well the student reflects on the key themes and messages of the video. The essay assessment provides insight into how the video content relates to the student's personal experiences, values, or learning journey and how it has shaped their views and understanding of the subject. Many essays used direct quotes, paraphrasing, and references to moments in the video to back up claims. Some deeply comprehended the video's themes and ideas rather than simply retelling the content. Special attention is paid to the structure of the essay, which should contain a clear, coherent flow of ideas. The product and the process of reflection are important, so we saw how the students focused on the content of the final written reflection and how the analysis of the experience- the history of the Christmas tree, in our case- impacted the students (Head, 2022).

We focused on the fact that a higher-level reflective essay should go beyond description and analyze and synthesize ideas. We saw that most students proposed thoughtful solutions to apply the video's lessons in practical situations.

5. Data analysis

Data analysis of this research was tested by using a survey with the students and a class discussion after peer review and feedback on the written tasks they provided after video watching. This feedback loop helps clarify misunderstandings, address misconceptions, and refine students' ability to express ideas clearly and coherently in writing. The students exchanged the tasks with their mates, which were assessed in pair work based on instructions for writing a reflective essay: the content, communicative achievement, register, organization, paragraphs, linking devices, clear introduction and conclusion, and language accuracy.

Written summaries of their work, using a wide range of learned writing structures based on authentic resources, made students work at their own pace. It was fun working with images and video. There is also a significant opportunity for developing IT skills (Xega, 2023: 18).

Students are appointed to report back to the class the mistakes of their mates. Similarly to the study of Parrot (2006), some students seemed to like work to be corrected, and they appeared to learn from this (Parrot, 2003: 234). In this way, they fixed mistakes better and revised the function and reflective writing tips. Practice is good, and putting this in evidence from their mates significantly impacts writing acquitiisôn. They still think about the underlying language rules and why they made mistakes. So, the rationale for this practice is that it encourages students to think about their writing (Parrot, 2003: 234).

In the process of revision and re-drafting, students knew how to evaluate writing tasks as they had already been taught about the main factors that should be considered in grading a reflective essay:

Its length, correct grammar (15 points), originality of ideas, range of vocabulary (15 points), complexity of structures, appropriateness of style (15 points), spelling, handwriting, punctuation, organization of ideas (15 points), relevance to the title of

video material, cohesive devices (15 points) paragraphs, thesis statement, main ideas, details, supporting ideas (15 points), overall impression (10 points) (Parrot, 2003: 237).

Students exchanged writings. Common mistakes that are put in evidence. Some things noticed are problems of coherence. Parrot (2003) states that coherence problems frequently stem from inadequate command of cohesive devices. This "command" involves a command of complex sentence constructions and the multifarious ways of signaling definiteness in a text (Parrot, 2003: 220). Among students' works, they noticed an insufficiency of transition words. In 2- 3 tasks, the topic sentences in the main body paragraphs did not relate to the thesis statement, and the supporting sentences did not relate to the topic sentence. Five of the tasks had a concise introduction, and 3 of them had no clear thesis statement. In one of the tasks, a new idea was introduced in the conclusion; this was a mistake, and it was put into evidence by the students themselves. After the peer feedback stage was conducted, a survey was organized to understand the general characteristics and opinions of the students and to collect data about their perceptions of writing tasks based on video sharing (Bhandari, 2023).

One of the popular media for collecting data in education and social research is questionnaire analysis. The primary principle of handing out the questionnaire to the students in this research is to determine whether they are interested in studying writing by using video as authentic material (Kamariah, 2018: 194). The description of the data gained from the questionnaire was based on student's interest in using video as authentic material in teaching writing, which is presented. This questionnaire consists of closed-ended that offer specific answer options and can be used to gather quantitative data for this study and open-ended questions, which allow students to provide detailed feedback, share examples of successful video-based writing experiences, express challenges they faced, and offer suggestions for enhancing the effectiveness of video-based writing task. The answers from the questionnaire provided a clear and insightful interpretation of the results regarding writing tasks based on videos.

- 70% of the students' responses regarding the challenges in accessing or using video-sharing resources to prepare a writing output to improve their writing skills in the classroom are harmful, and 30% are positive. (The challenges faced are specified in the discussion of the results; 5.1.)
- The majority of the respondents, 87%, indicated that video-sharing platforms promote intercultural awareness and understanding in writing, and 13% do not believe so.
- 88% of the students perceived video-based writing tasks as beneficial and worth doing for writing reflective essays, and 12% did not perceive them as such.
- Most students, 40%, find video-based writing resources very engaging compared to traditional text-based resources, 38% moderately engaging, 10% extremely engaging, and 11 % slightly engaging.
- Concerning the overall usefulness of video-sharing platforms for making good reflective writing in the classroom, 65% of the interviewees rate it beneficial, 20% very useful, and 15% moderately useful.
- Regarding the usefulness of the video for enhancing students' ability to apply writing techniques of reflective essays effectively, 62% believed it is very useful, and 38% rated it as moderately applicable.
- There is an equal percentage agreeing and strongly agreeing that watching videos has improved their ability to express ideas clearly and coherently in reflective writing, more concretely 45 to 45%, compared to 10% who neutrally agree.
- The video content has increased 63% of the student's confidence in tackling writing assignments and projects. And 20% have strongly improved their confidence in expressing ideas clearly and persuasively.17% of the students are neutral

- A significant portion of students, respectively, 45% agree, and 35% strongly agree, reported that the video resources have made the writing-learning process more engaging and enjoyable compared to 20% who remained neutral.
- 39% of the students perceived videos as an excellent way to encourage writing by considering this an effective teaching method; 33% strongly agree, compared to 28% who disagreed.
- 25% of the students reported that watching videos has influenced their writing skills a lot, compared to 55%, who confirmed a moderate influence, and somewhat 25% of the students.
- Overall, students show a positive impact, 73% of them, no significant impact 18% and negative impact 9%

By using Britannica video media, students listen and see visually. Videos stimulate students' writing ability to produce ideas from the videos they see so they can be poured into interesting reflective texts. The use of videos is not only an entertaining medium but can also be used as a medium that is very helpful in increasing students' ability to learn. The display of videos accompanied by sound and images attracts students' attention during the teaching and learning process to create a comfortable and pleasant learning environment, and students enjoy the lessons presented (Prihatini et al., 2018: 67).

5.1. Discussion of the results

Findings from the study demonstrated that students learned to be more inventive, skillful, and organized in selecting the correct information from the video material and reporting them in reflective writing. They utilized their modes to produce a productive written output and learned to be more self-regulated and conscious of the given context and perspective. The results provide insights into the effectiveness of using videos for writing tasks in the Written language discipline.

As evident from the survey, a notable percentage did not face challenges accessing videos for writing. They admitted that the material was not complex, so they stopped and kept notes. Participants' reflections showed evidence of enhanced analytical thinking and the ability to connect theoretical knowledge with real-world examples presented in videos. The video content was engaging and relevant to their interests. Motivation impacted their engagement, participation, and effort in preparing their writing output based on it. The group that considered this task a challenge struggled with processing a large amount of information presented in videos, leading to difficulty in extracting key points and organizing their thoughts for writing. This percentage included even the students who faced difficulties in understanding the content, which can affect their ability to analyze, synthesize, and write about the information presented. They struggled to prioritize tasks and manage their time effectively. Participants who reported higher engagement with videos admitted that this multi-sensory approach can make learning more dynamic and memorable.

This research extends the theory of Laurillard (2020), which highlights how digital tools like blogs and e-portfolios allow students to document their learning journey in real time, supporting continuous reflection and immediate feedback. This aligns with the idea that digital platforms encourage autonomy and deeper engagement, enabling students to reflect on personal growth and learning across contexts (Laurillard & Kennedy, 2020).

Ideas from the open-ended responses related to the usefulness of video-sharing platforms for doing good reflective writing include that video-watching allows for flexible learning experiences that accommodate diverse learning styles, preferences, and paces. Students can pause, rewind, and review video content at their own pace, facilitating self-directed learning and personalized exploration, which are enjoyable and, most importantly, autonomous learning.

The results indicated a significant improvement in students' reflective writing skills following the video-based intervention. Videos have improved students' ability to express ideas clearly and coherently in reflective writing for 90% of the students. The range of responses combines visual and verbal elements, providing students with a multisensory learning experience. Visual aids, animations, and demonstrations help students visualize concepts, while verbal explanations and narration reinforce understanding. This dual approach enhances comprehension and retention of information, making it easier for students to articulate their ideas in writing. They become more confident in writing assignments as exposure to spoken language in videos exposes students to various vocabulary words, phrases, and expressions. This exposure helped them expand their vocabulary repertoire, improve language fluency, and enhance their ability to choose appropriate words and phrases to convey their ideas effectively in writing.

Participants reported greater self-awareness and critical thinking in their reflective writing tasks after engaging with videos. Moreover, the video resource has made writing-learning more engaging and enjoyable. Visual stimuli captured students' attention, making the learning process more stimulating. Connecting learning to real-life scenarios makes the content more relevant, meaningful, and engaging for students. Students admitted that the well-designed video sparked their curiosity, interest, and motivation to write.

On the other hand, there were significant differences in responses between students who believed that using videos was an excellent tool to encourage writing as an effective teaching method and others who did not support this. Some students accepted that watching the video shifted their focus from internal reflection to external content. They got absorbed in the content of the video rather than engaging deeply with their thoughts and experiences. Using videos as the main stimulus for reflective writing can create a dependency on external sources for generating reflective insights.

Moreover, a small percentage of the students stated that the content of the video, the narrative, tone, and messaging influenced their reflective responses, leading to a less authentic representation of their thoughts and experiences. As they already revealed in the answers, students may engage with video content superficially, focusing more on entertainment value rather than critical reflection. This can lead to shallow or surface-level reflections in their writing. Moreover, some students stated that the reported contextual issues underline the need for an improved understanding of terms.

Our results confirmed the trends identified in previous studies. Likewise, Olasina (2017) says that best practices to fit academic writing YouTube videos show that factors such as reactions, relevance, interactivity, memory retention, and evaluation of credible videos are essential. In other words, some of the affordances of video for education may be fundamental to developing transformative technology pedagogies (Olasina, 2017: 257). The key results indicate that the choice of videos to produce reflective writing by students may be on an individual basis, with careful monitoring and, ultimately, an excellent structured curriculum. This is the case even with Britannica's online encyclopedia. Our findings align with Boud and Molloy (2022), who suggest that multimedia elements (like videos and images) in reflective journals or blogs foster multimodal reflection, allowing students to connect experiences more deeply. By integrating text, images, and other media, students may gain a broader, richer reflective experience, which can be especially effective in creative or interdisciplinary courses.

The present study provides further evidence to substantiate the claims made by Mayora (2009) related to YouTube videos that using it encourages authentic writing in EFL classrooms. It is a demonstration that the available technology can be put at the service of the learning process, and it can be exploited in different ways by combining a pedagogical base and empirical knowledge collectively produced by

teacher-researchers (Mayora, 2009: 10). Our finding supports the previously said, regarding Britannica site videos. Using video as authentic material is better for increasing students' writing skills than the conventional one (Kamariah, 2018: 197).
Lonergan (1984) stated that video could create a climate for successful learning by generating interest and motivation. The video has an immediate impact; visual clues support the language and can be replayed. In peer feedback, we discovered that peer feedback in writing tasks empowers students to become more effective writers, encourages critical thinking and collaboration, and fosters a positive learning environment conducive to growth and development and the ability to provide constructive criticism. Of course, there were many mistakes mentioned in the data analysis. However, overall, it was a good thing because feedback from peers highlighted areas for improvement, guiding students in revising their work to enhance clarity, coherence, and effectiveness. Positive feedback from peers boosts students' confidence in their writing abilities, encouraging them to take risks and explore new ideas. Reflecting on peer feedback encouraged students to consider alternative approaches, revise their thinking, and refine their writing strategies.
Videos impact students' reflective skills. Our findings suggest an alternative interpretation to the work of Cohen and Parra (2016), who support the belief that videos often evoke strong emotional responses, which are crucial for reflective writing. According to them, emotional engagement through video content helps students connect personally with the material, making their reflections more insightful and introspective (Cohen & Parra, 2016).
Videos require students to analyze content in a multimodal format with images, sound, and dialogue. This process develops critical reflective skills, as students must interpret and evaluate the complex interplay of various elements in the video. According to Mayer's Cognitive Theory of Multimedia Learning, integrating different sensory inputs in videos supports better comprehension and retention, fostering deeper reflection (Mayer, 2019).
So, videos impact students' reflective skills by engaging in reflective practices at their own pace and reviewing content as needed. This enhances their autonomy in learning, which is critical for fostering reflective skills. Using video writing tasks, students can track their reflective growth over time. This longitudinal approach to video-assisted reflection helps students to see patterns in their thinking, development, and learning.
In this study, we observed a significant development in students' reflective abilities. There was clear evidence of deeper, more thoughtful reflections alongside enhanced critical thinking skills. Additionally, students demonstrated increasing autonomy and self-regulation in their reflective practices, taking more initiative in aligning the video content with their learning objectives.

5.2. Limitations

The results should be interpreted in light of the study's limitations, including the relatively small sample taken in this study, which may affect the generalizability of the results. A larger sample size will be taken into consideration in further studies.
The study was conducted in a specific educational setting to offer a specific and concrete mirror of writing skills through video watching. Future research could explore the long-term effects of video-based tasks on reflective writing skills in more extensive educational settings.

5.3. Recommendations

Our findings offer practical insights for educators, curriculum developers, researchers, and policymakers by highlighting the importance of video-sharing websites in writing. These results underscore the relevance of exploring emerging trends and future directions for using video-sharing websites to enhance writing skills and promote

intercultural awareness in education. Educators may consider integrating more video-based activities into curriculum design to facilitate deeper reflection and improve students' writing competencies. These results have implications for instructional practices, emphasizing the importance of multimodal approaches to fostering critical reflection in educational contexts. So, using a mixture of traditional writing and video sharing in university classes is recommended.

However, attention should be paid because excessive use of videos or multimedia resources can lead to cognitive overload and distraction. It is recommended to carefully select the video topics because students may struggle to focus on reflective writing tasks or may experience difficulty synthesizing information from multiple sources, as video content may contain biases, stereotypes, or one-sided perspectives that can influence students' reflections. So, videos can be used as reflective prompts to provide structured prompts that encourage students to reflect on their personal experiences, beliefs, or academic knowledge in response to the video content.

Another recommendation is the creation of video journals so that students may verbalize their reflections by engaging in multimodal learning. Encouraging group discussions or peer feedback sessions where students share reflections on the same video allows them to gain diverse perspectives before writing their reflective essays.

Another suggestion for educators to integrate videos into their reflective writing curriculum is to assign video reflections over the term in a video portfolio, allowing students to track their reflective growth. So, students can create their videos as part of a reflective project - recording a project they are working on, documenting their process and challenges, and then writing reflective essays analyzing their progress. This method allows students to visually and personally engage with their learning process. These can then be used as the foundation for final written essays.

Providing guidance - as it was provided in this study, in advance- reflective prompts and opportunities for personal introspection alongside video use can ensure that the reflective writing process remains meaningful, authentic, and student-centered.

Conclusion

This study discusses potential innovations, research opportunities, and collaborations in digital writing pedagogy. Our analysis demonstrated that well-designed and relevant videos spark students' curiosity, interest, and enthusiasm for learning, seek deeper understanding, and apply their knowledge in writing tasks. Visual and auditory stimuli capture attention and motivate students to delve deeper into their reflections. Videos expose students to diverse perspectives, cultures, and experiences, enriching their reflective writing with a broader understanding of various topics and issues. This is shown in the high percentage of students who consider writing through videos valuable and worthy. Video-watching should be interlaced with traditional writing.

Based on the research questions, this study evaluated the effectiveness of videos in improving students' writing skills. The results of this research have implications for revisiting the conclusions of Trang (2022), in that using videos to seek helpful information for university students to perform their authentic writing activities is vital because it assists both teachers and language learners to have a powerful educational channel to promote students in language-learning autonomy in general, and in writing in particular (Trang, 2022: 42).

From the observation during the writing process, students actively watched videos; they were more likely to process information deeply by extracting key points. While watching the video, students used prompts to analyze the information presented critically. They evaluated the sources, arguments and synthesized information. These skills are essential for expressing ideas clearly and persuasively in writing in general and reflective writing in particular.

Students who faced a challenge struggled with processing a large amount of information presented in videos, leading to difficulty in extracting key points and

organizing their thoughts for writing. Video-based writing resources are very engaging compared to traditional text-based resources. Our findings support the theoretical framework proposed by Qomaria & M. Zaim (2020), demonstrating that the kind of language level used in the videos can also be confounding for some students. This confounding experience was faced by a small percentage of students using the Britannica website (Qomaria & Zaim, 2020: 120).

By integrating insights from previous studies related to the use of YouTube in speaking, as stated by Qomaria & Zaim (2020), besides the positive impact of YouTube videos on students speaking skills, they also need to be guided by the teachers and parents using YouTube videos (Qomaria & Zaim, 2020: 121). Our research offers valuable contributions to using videos in writing by supporting the previous opinion that teachers must guide the reflective writing process using video materials. Integrating Britannica website videos into writing activities can enrich students' learning experiences, foster critical thinking, creativity, and communication skills, and make writing tasks more meaningful and engaging.

Referring to Trang (2022), this study highly supports his opinion that videos bring useful information for university students to perform authentic writing activities. This is vital as it assists teachers and language learners have a powerful educational channel to promote students language-learning autonomy, particularly in writing. Video resources have revolutionized the writing-learning process by making it more interactive, dynamic, relevant, and enjoyable for students.

While this study has provided valuable insights, it is essential to acknowledge its drawbacks, such as how videos attract students' attention and make some students lose concentration on the main components of writing a good essay. Despite many efforts to provide an excellent reflective writing output, some students had difficulties organizing the essay and putting into practice the explained written techniques.

Videos can be a powerful tool in a reflective writing curriculum, helping students engage with content visually and emotionally, deepen critical thinking, and connect learning to personal experiences. By combining videos with structured reflection prompts, interactive tools, and peer feedback, educators can foster more decadent reflective practices that extend beyond the traditional written essay.

Using videos, teachers can inspire students, enhance their understanding of writing concepts and techniques, and make them more skillful and self-confident. Besides the benefits of using videos in reflective writing output and as supplementary materials to stimulate reflection, it is important to balance their use with guiding questions or reflective frameworks for students to engage in internal reflection and critical thinking.

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