Attitudes of English for Academic Purposes Learners towards Using Asynchronous Videos in Enhancing Writing Skills

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ABSTRACT

The aim of this study is to investigate the attitudes of students of English for Academic Purposes towards using asynchronous videos to enhance their academic writing skills. A pre- and a post-questionnaire, as well as semi-structured interviews, were used to collect qualitative and quantitative data. Furthermore, SPSS was used for data analysis. The research sample consisted of 88 participants from five classes who were enrolled at the College of Language and Communication at the Arab Academy of Science, Technology, and Maritime Transport. They were given instructions to make use of asynchronous videos. A positive and significant difference in the mean scores was found in the results of the pre- and the post-questionnaire, which was supported by the semi-structured interviews. The results of the questionnaires showed that M = 80.02 for the pre-questionnaire and M = 83.50 for the post-questionnaire. The mean difference was 3.47 (SD: ±13.54), and the paired t-test showed that this was statistically significant (p ≤ 0.05), which means that the students exhibited an increased positive attitude towards online learning, including asynchronous videos in an academic setting. Consequently, it is proposed that more research be conducted on the relationship between asynchronous videos and how students prefer to learn. Moreover, it is suggested that teachers and curriculum designers utilise asynchronous videos in their classes to improve students' writing skills.

1. INTRODUCTION

English for Specific Purposes (ESP) has become essential for postgraduate education and specialised different environments. Tuan and Luu Trong (2010) stated that language ties people to one another. Friederici et al. (2017) believed that language is a crucial means of communication. Baugh and Cable (1993) declared that English has become increasingly popular over the last few decades as a language to learn and teach, and thus, many educational institutions have started providing special language programs to gain extra advantages.

Furthermore, Carver (1983) stated that, because people needed to learn English for a variety of different reasons, it became necessary to adapt and customise English courses to meet the various linguistic demands of learners. Consequently, the urgent need for students to learn English to work or study has prompted the growth of the English language for a number of specialised applications.

Thus, the importance of English as a world language has increased, thereby necessitating the need for more specialised courses. As a result, English for Specific Purposes (ESP) appeared to meet the needs of language learners. However, Widodo and Handoyo (2016) stated that English for Specific Purposes did not become a distinct part of language education until the late 1940s. With the increasing demand for the English language for specialised fields, ESP has become an essential part of language teaching (Hutchinson and Waters 1987). Additionally, the rapid

advancement of science and technology, as well as the fact that English became a lingua franca, led to the rise of ESP in the 1960s (Anwar 2016).

Leki and Carson (1997) stated that ESP includes other domains. "English for Academic Purposes," also known as EAP, is one of the most prevalent forms of ESP. EAP frequently uses specialist language and invariably has a formal tone. Moreover, Charles and Maggie (2013) noted that EAP is a broad term that covers both the research process and the teaching of English to academics.

Ahmed and Abdel Hamid (2010) stated that writing is an acquired skill that requires time and effort. Many students face difficulty regarding the skill of writing, due to a lack of training or inexperience. Moreover, Coman et al. (2020) declared that during the COVID-19 pandemic, education moved to the internet, which led to some difficulties for learners in developing their writing skills. Yet Gillett and Andy (1996) contended that before producing an academic paper students must develop their writing skills. This is the domain of EAP.

According to Hyland and John (2019), the primary objective of academic writing is to present a thorough, pertinent, and well-thought-out picture of the subject. In addition, Fareed et al. (2016) stated that university students' difficulties with their writing skills are expected to increase when switching to online learning. Therefore, this study investigates the attitudes of students in EAP towards using asynchronous videos to enhance their academic writing skills. It seeks to address the following questions:
RQ 1: What are students' attitudes towards using online learning in enhancing EAP (English for Academic Purposes) writing skills?
RQ 2: What are students' attitudes towards using asynchronous videos to enhance their writing skills?
RQ 3: How do students perceive the materials used in enhancing their writing skills?

2. LITERATURE REVIEW

Jordan (2002) stated that, despite English not being the majority language in many areas, it is frequently used as an important worldwide language for scientific study. Ding and Bruce (2017) believed that competition has contributed to the growth of the English language and that English is thus being utilised as a tool with which to assist individuals in furthering their objectives.

Then, Anwar (2016) stated that ESP first appeared in the 1960s. The development of ESP was influenced by a number of factors, including the quick development of science and technology, the use of English as the

global language of business, and the large number of international students studying in English at various universities. Moreover, foreign language education increased in popularity. In addition, society's growing need for learning languages also increased, leading to the restructuring of a new set of practical aims for foreign language teaching.

According to Rahman and Momtazur (2015), the first and second stages of ESP did not effectively target typical settings in language teaching as the emphasis was on the surface forms of language. Widodo (2016) also added that ESP's first stages did not play an effective role in language pedagogy, while the third stage, on the other hand, promoted focusing on the role of ESP learners' abilities. In ESP, Krashen and Stephen (1981) stated that practicing a language meaningfully was the best method to comprehend it. Hence, ESP covered all significant theoretical, scientific, social, and economic elements of language, besides emphasising the everyday forms of language.

What's more, Dudley-Evans and St. John (1998) coined the term "ESP Teaching" as an activity within English language teaching. Abu-Melhim (2013) stated that ESP has become a distinct and indispensable component of English language teaching. Additionally, Hoa and Mai (2016) mentioned that the main purpose of ESP is to support language learners in acquiring the language skills that they need to utilise in a certain field of study, profession, or job. Thus, Donesch-Jezo and Ewa (2012) asserted that ESP courses adjust textbooks and materials to learners' requirements and preferences.

From the same point of view, Supina and Supina (2018) declared that ESP programmes have prioritised developing a foundation of broad language and literacy abilities that may be applied in a variety of academic and professional contexts. Agustina and Titik (2014) stated that learning materials for ESP students must derive from good needs analysis and employ appropriate methods.

According to the "Tree of ELT," ESP is divided into three branches: a) English for Science and Technology (EST); b) English for Business and Economics (EBE); and c) English for Social Studies (ESS). Furthermore, ESP could be said to be split into two main branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Hutchinson and Waters1987).

Moreover, Peacock and Flowerdew (2001) stated that EAP could be divided into two parts: English for Academic Purposes (EAP) to help students with academic work and English for Occupational Purposes (EOP) to help with professional development. Tazik et al. (2019) added that EAP is a British concept that was first coined by higher education pioneers to address the need for internationalising education,

since it strives to enhance language competency and give students the abilities that they need for academic purposes.

There are distinctive qualities that set ESP apart from other fields. Hoa and Mai (2016) asserted that the fundamental goal of ESP is to help language learners acquire the abilities that they need in order to use their language skills in a certain field of study, profession, or career. As a result, the two main features that are included in the majority of ESP formulations are the purpose and the vocational components. Additionally, the right target situations, the chosen curriculum, learners' functional and linguistic needs, teaching content, methods, and materials, as well as the knowledge and experience of teachers, have all been considered in research on the characteristics of ESP teaching.

Nevertheless, teachers' backgrounds are unrelated to the ESP subject, as they depend on context-appropriate exercises that highlight particular linguistic objectives without considering the past knowledge and language of learners (Donesch-Jezo and Ewa 2012). According to Belyaeva and Anastasiia (2015), ESP programmes undergo planning, implementation, and assessment phases.

Thenceforward, Ramírez and González (2015) differentiated between General English (GE) and English for Specific Purposes (ESP), two different approaches to teaching English. Language classes in ESP classrooms are different from those in GE classrooms. Also, Hutchinson and Waters (1987) stated that ESP is based on students' motivation, desires, and learning needs, while GE focuses on language and culture without an accurate, transparent, and objective analysis of learners' needs.

Basturkmen and Helen (2014) stated that ESP leads students to a known goal, while GE language instruction starts at a known point of language and moves to an unknown one. Also, Robinson et al. (1991) stated that ESP students should take English classes appropriate to their needs. Additionally, it is important to take into account pedagogy, education, language application, practice, and students' interests. Thus, Susmini and Episiasi (2021) believed that the ESP movement emphasises content and practical skills more than language.

Hence, Dudley-Evans et al. (1998) devised a modern and thorough needs analysis concept. Whether ESP or GE courses are being designed and implemented, ongoing needs analysis of learners' learning requirements is a crucial component. Thus, the design and implementation of any language course, whether it be ESP or GE, include analysing or assessing the learning needs of students.

On another note, in an effort to meet the influx of students once universities were founded, Richardson and Mark (2008) asserted that various attempts to build university writing courses were made to meet students' requirements but unsuccessfully, which led, in the new era of socioeconomic mobility in the 1960s, to an increase in rhetorical and composition theory and practice.

Additionally, Rahmatunisa and Wulan (2014) illustrated that learners are essentially challenged with psychological, linguistic, and cognitive difficulties. Mojica and Leonisa (2010) explained that when writing in English, university learners have difficulties with the skill of writing in their studies. This affects how well students write in terms of word choice, vocabulary, grammatical mistakes, and their ability to think for themselves. Furthermore, Lillis et al. (2001) declared that language students struggle to write with accurate grammar, punctuation, and article use.

Also, Songhori (2008) stated that the needs of learners are one of the core elements that play a significant role in determining what is being taught. The key to EAP can be found in the term "needs analysis," which is used to describe the actions involved in gathering data that will be used to build curricula that make an effort to suit learners' needs while they are learning a second language. Therefore, continuous needs analysis is viewed as a good way to predict what language learners will need in the future so that language education can be adapted to specific situations for training and learning. Yule and George (2022) believevd that second language teaching includes different skills and its learners acquire language skills in different ways from first language learners. Masduqi and Harits (2016) stated that writing is a productive skill that students need to learn regardless of whether they are first or second-language learners.

In addition, Hossain (2015) stated that writing is typically the most difficult skill even for native English speakers. Ankawi and Ayman (2015) asserted that academic writing is a type of challenge that necessitates that students exhibit their understanding and competence regarding certain subject-specific abilities such as thinking, interpreting, and presenting. Also, Van Lam et al. (2017) agreed that academic writing is the kind of writing that is needed in college taking into account the complexity, formality, precision, objectivity, explicitness, correctness, hedging, and responsibility of academic writing.

Hence, Al-Khairy and Mohamed (2012) stated that students are required to write in an academic manner, even if they are not experts in their subjects. Furthermore, some Arab instructors believe that the majority of non-native English speakers lack the abilities and knowledge required for academic writing. Ataç and Bengü (2015) assured that there is no universal formula for writing since there are too many different genres and styles, such as descriptive, analytical, and critical writing. In addition, each of

them has its own linguistic elements and functions.

COVID-19 expanded globally, affecting practically every nation and area. Thus, students, instructors, and staff were stuck at home because of the strict isolation policies associated with COVID-19. Reimers et al. (2020) stated that it prompted the quick development and adoption of alternate teaching and evaluation methodologies. Yustina et al. (2020) postulated that COVID-19 startled society and prompted at-home education. Mahmood and Samreen (2021) asserted that in an effort to stop the spread of the COVID-19 outbreak, governments around the world closed educational institutions. In order to handle such crises without causing students to fall behind, higher education institutions needed to have backup plans to keep pace with teaching and learning processes.

On the other hand, Mark and Carla (2000) stated that communication between teachers and students, engaging learners in real social interactions, providing learners with various learning opportunities, and incorporating technology into classrooms, all have positive educational impacts. In 1980s and 1990s, there was a shift towards communicative language education because sociocognitive techniques emphasise the social aspects of language acquisition. The development of metacognitive, reflective, and collaborative learning skills constitutes the goal of online learning in higher education.

Keengwe et al. (2010) believed that online learning is a subtype of online classes that encompasses a broad technology spectrum. The value of the unanticipated and the learner's self-direction is recognized in online learning, which extends beyond scheduled subject learning. Therefore, the development of metacognitive, reflective, and collaborative learning skills is the goal of online learning in higher education. According to Shyamlee et al. (2012), technology could provide students with information and cultural background but it should not totally replace teachers. Furthermore, Almurashi and Wael (2016) stated that using the internet directly enhances language learning and teaching positively.

In addition, Davies and Graham (2016) stated that "Blended Learning" (BL) combines traditional classroom education with face-to-face and computer-assisted learning. Studies have shown that education by means of videos can enhance learning. Neumeier and Petra (2005) argued that BL mixes in-person instruction with computer-assisted language learning (CALL). Additionally, Boateng et al. (2016) stated that video-based training enhances language learning. Also, Vieira et al. (2014) stated that several universities employ video lectures for self-study to enhance learning. On YouTube, for example, users may submit, share, and view videos that other users have uploaded. Thus, YouTube may be used to facilitate and

enhance the learning process (Alwehaibi and Huda Omar 2015).

According to Dağ et al. (2009), it is difficult to provide a single, comprehensive definition of online learning. Almurashi and Wael (2016) asserted that by exposing instructors to various settings and scenarios, YouTube videos might aid students in enhancing their understanding and performance in English-language learning classrooms. Furthermore, Prihatini et al. (2018) stated that using technology by ESP students has led to better academic writing and that YouTube videos could motivate students to write better academic essays. In a similar vein, Watts and Lynette (2016) argued that higher education is adopting online learning.

Also, Staley et al. (2020) mentioned that multimedia is becoming more important in higher education, particularly educational videos, because they can enhance learning by utilising words and graphics, in addition to promoting self-study. Styati (2016) stated that videos could be used in English language classrooms to improve students' writing skills while reducing the difficulties of teaching English in classrooms. Prihatini et al. (2018) stated that instantaneous information and communication have developed alongside modern technology. As a result, ESP students utilise a variety of platforms to better their academic writing.

Yamagata and Lisa (2014) mentioned that there are two categories of videos: synchronous and asynchronous. While synchronous online learning digitally connects teachers and students during subject matter's delivery, asynchronous education makes use of recorded resources. Similarly, Giesbers et al. (2014) stated that synchronous online learning is a hybrid form of online learning that combines face-to-face and online learning together. In asynchronous learning, learners cannot meet at the same time with the instructor.

Woo et al. (2008) stated that asynchronous learning uses recorded materials. Therefore, in asynchronous learning, students communicate online to debate problems and look for solutions. As a class, students can comment on each other's posts. Lumabi and Tabajen (2021) added that this tactic also generates a collaborative learning community at a minimal expense. In addition, it supports cognitive, social, and instructional presence.

To sum up, Malik et al. (2017) postulated that both synchronous and asynchronous learning are thoroughly discussed in reaching a harmony between the cognitive, emotional, and psychomotor domains, as it is necessary for optimal learning. According to Habes et al. (2019), ESP students used many platforms for better learning, and employing asynchronous videos can enhance students' academic performance.

Finally, asynchronous education makes use of recorded resources whereas face-to-face interaction resembles synchronous learning.

3. RESEARCH METHODOLOGY

This study aims to investigate students' attitudes towards using asynchronous videos to improve their academic writing skills. Following a review of previous studies discussing the topic of asynchronous videos, advocates using videos found online as a means by which to enhance learning, such as Giesbers et al. (2014), Yamagata and Lisa (2014), Malik et al. (2017), Fyfield et al. (2019) and Lumabi and Tabajen (2021). These researchers recommended using online videos to enhance and support learning in an educational setting.

This research study combines quantitative and qualitative data. Two questionnaires—a pre- and a post-questionnaire—along with a demographic questionnaire were employed to collect and analyse quantitative data on students' views on using of asynchronous video learning to improve their academic writing. Moreover, semi-structured interviews were conducted to collect qualitative data.

To examine learners' attitudes towards the use of asynchronous video learning in academic writing, the researcher selected a sample of 110 students from five classes who were enrolled in the College of Language and Communication (CLC) at the Arab Academy for Science and Technology and Maritime Transport (AASTMT) in Alexandria (main campus) during the first academic semester of 2021–2022.

Only 88 out of the 110 participants volunteered to take part in the study. The average age of the participants ranged from 15 to 18 years. In addition, 92.2% of respondents were females and 7.8% were males. The entire intervention took around 10 weeks to be accomplished. Once the demographic questionnaire was carried out, the researcher gave students the pre- questionnaire. Both the pre- and the post-questionnaire were completed in approximately 20 minutes each.

The time between the pre and the post-questionnaire was sufficient to allow participants to watch five selected asynchronous videos and respond to multiple-choice questions (MCQs). Those questions were utilised to assess what participants had learned about their writing sessions in a quick and straightforward manner. Examination periods for students were also taken into consideration. Every week, participants watched one video and completed a task, including MCQs, related to it. Each questionnaire included 22 questions on writing skills. There were five possible responses on a Likert scale: strongly agree, agree, neutral, disagree, and strongly disagree.

On the same day on which the pre-questionnaire was undertaken, the researcher verbally explained to the participants that they would be answering a series of MCQs to ensure their grasp of their writing course. The asynchronous videos were based on the students' writing lessons accompanying the MCQs. Each week, their lecturers would send them the asynchronous videos and the MCQs before their writing lessons in order to determine how their attitude towards asynchronous video learning had been impacted.

Subsequently, before each writing lesson, students were asked to watch one video and complete the MCQs. The researcher informed the participants that their responses would have no bearing on their grades in their academic writing course. The researcher followed up with participants in the third week to determine if they had any queries about their tasks, as well as to encourage them to do their best work and to remind them of the value of scientific research. Asynchronous videos and multiple-choice questions (MCQs) were consequently given to the participants starting in the fourth week and continuing until the ninth week. Students undertook their first-semester quarter-term exams during the sixth and seventh gap weeks.

During the tenth week of the intervention, the participants were requested to complete the post-questionnaire, 88 of whom did so. The pre- and the post-questionnaire were utilised to collect quantitative data. Thereafter, the collection of qualitative data commenced.

The semi-structured interviews were carried out with 13 students who had volunteered to participate in the study. They were interviewed with three questions covering the research topic. The average time spent on interviewing each individual was 10–15 minutes. The volunteers' responses were recorded and documented in preparation for eventual transcription.

Thus, a pre- and a post-questionnaire were used to acquire quantitative data for the study. Semi-structured interviews were used to collect qualitative data about the asynchronous videos and how these videos were linked to the students' academic writing course. The quantitative data from the questionnaires were intake into a computer and analysed using IBM SPSS software, version 20.0 (Armonk, NY: IBM Corp.).

4. FINDINGS AND DISCUSSION

Data were supplemented and analysed by means of IBM SPSS software, version 20.0 (Armonk, NY: IBM Corp.). The Kolmogorov–Smirnov test was used

to verify the normality of the distribution. Quantitative data were described using the range (minimum and maximum), mean, and standard deviation (SD). The results were considered to be significant, with a p-value ≤ 0.05. A demographic questionnaire preceded the pre- and post-questionnaires to collect some helpful data about the participants.

Table 1: Distribution of participants according to demographic data (n=88)

Q	Demographic Data	No.	%
1	**What is your age?**		
	15–18	50	56.8
	19–21	37	42.1
	22–24	1	1.1
	Above 24	0	0.0
2	**What is your gender?**		
	Male	7	8.0
	Female	81	92.0
3	**What is your nationality?**		
	Egyptian	86	97.7
	Arab	2	2.3
	Foreigner	0	0.0
4	**How many hours do you study English per week?**		
	1 hour	14	15.9
	2-4 hours	41	46.6
	4-6 hours	21	23.9
	More than 6 hours	12	13.6
5	**How would you rate your overall level of English?**		
	Poor	1	1.1
	Good	33	37.5
	Very good	39	44.3
	Excellent	15	17.1
6	**How would you rate your writing skill?**		
	Poor	5	5.7
	Good	52	59.1
	Very good	22	25.0
	Excellent	9	10.2

Table 2: Comparison between total score of pre-questionnaire and post-questionnaire

	Pre-1st (n=88)	Post-2nd (n=88)	t	p
Total score				
Min. – max.	22.0-109.0	54.0-101.0	2.410*	0.018*
Mean ± SD	80.02 ± 12.44	83.50 ± 9.33		
Mean difference	**3.47 ± 13.54**			

t: paired t-test
p: p-value for comparing between 1st and 2nd
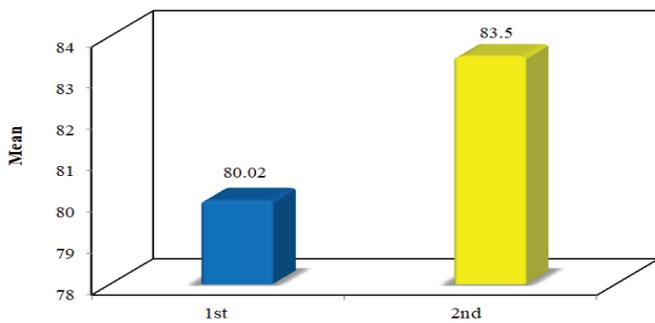*: statistically significant at p ≤ 0.05

Figure 1: Comparison between total score of pre-questionnaire and post-questionnaire

Note: 1st is the pre-questionnaire and 2nd is the post-questionnaire.

Figure 1 shows that the calculations performed to indicate the difference in mean scores between the pre- and the post-questionnaire in order to compare the participants' attitudes towards utilising asynchronous videos in improving their academic writing.

Table 2 illustrares the mean total score for the first pre-questionnaire, with the blue-coloured column, was 80.02 (12.44 SD), and the mean total score for the second post-questionnaire, with the yellow-coloured column, was 82.16 (9.49 SD).

The SD in the pre-questionnaire was 12.44 marks, while it was 9.33 marks in the post-questionnaire. A significant difference was found in the mean score, with $p \leq 0.05$, as the mean difference was 3.47 (± 13.54). Based on that, a statistically significant change was demonstrated, showing that asynchronous videos could be used to improve students' attitude towards academic writing.

These constituted the descriptive data for the pre- and the post-questionnaire indicated that the participants used online learning, including asynchronous videos, positively in terms of their views on academic writing skills. To completely answer the research questions, three questions were discussed with 13 volunteers, to be interpreted qualitatively. The three questions posed during the semi-structured interview were as follows:

The first question was: "Did you like the idea of online learning in relation to EAP writing skills? Why?" The second question was: "Did the asynchronous videos enhance your academic writing level? How so?" The third and final question was: "What was the impact on your academic writing course by the asynchronous videos?"

Regarding the first interview question, seven volunteers confirmed that they liked the idea of online learning in EAP writing skills, three participants were neutral, and three participants did not like the idea. As for the second question, eight participants agreed that the asynchronous videos enhanced their level of academic writing, one participant was neutral, and four participants did not agree. With regard to the third

question, i.e. "What was the impact on your academic writing course by the asynchronous videos?" seven students reported that there was a positive impact; two participants felt that the impact was negative, and two participants were neutral towards them. Finally, the last two participants did not fill out the questionnaire; therefore, they were omitted from the semi-structured interview.

5. CONCLUSION

This study investigated students' attitudes towards using asynchronous videos to enhance their academic writing skills. Following a review of some studies discussing the topic of asynchronous videos, e.g. Giesbers et al. (2014), Yamagata and Lisa (2014), Malik et al. (2017), Fyfield et al. (2019) and Lumabi and Tabajen (2021), the researcher found that using asynchronous videos could improve learning.

According to previous research, using video content can engage learners and help them to learn more effectively. Thus, in this study, the researcher selected five asynchronous videos that could be watched, including writing tasks (MCQs) that were given to the participants with the help of their teachers, followed by a pre- and a post-questionnaire and semi-structured interviews.

Pre- and post-questionnaires were conducted and analysed in order to answer the research's first and second questions, i.e. "What are students' attitudes towards using online learning in enhancing EAP writing skills?" and "What are students' attitudes towards using asynchronous videos to enhance their writing skills?", The results of the questionnaires showed that M = 80.02 for the pre-questionnaire and M = 83.50 for the post-questionnaire, with a mean difference of 3.47 (SD: ±13.54). The paired t-test showed that this was statistically significant ($p \leq 0.05$), which means that students exhibited an increased positive attitude towards online learning, including asynchronous videos in an academic setting, with respect to academic writing.

The results of this study, as well as those of further investigations conducted by Fyfield et al. (2019) and Malik et al. (2017), corroborate the response to the first question. According to the research findings, integrating e-learning through the use of asynchronous videos is an effective way to improve learning and can help to effect changes in the educational system.

In response to the second question, the findings of this study concur with the findings of previous studies, such as those undertaken by Giesbers et al. (2014) and Yamagata and Lisa (2014), all of which agreed that online learning should be utilised for educational purposes. They claimed that one way in which to increase students' attention, besides

ensuring the highest-possible level of learning, is to use asynchronous videos in classrooms.

The third question, i.e. "How do students perceive the materials used to enhance their writing skills?" was addressed by carrying out semi-structured interviews. According to the results of the semi-structured interviews, most of the volunteers were excited about and accepted the idea of using asynchronous videos to enhance their academic writing skills.

Academic writing skills and the English language could be improved in an asynchronous context. The findings correspond to those of other studies; with Fyfield et al. (2019), stating that using video content in an educational setting has a positive learning influence. Furthermore, this study revealed that asynchronous video learning benefits students' attitudes, especially those who struggle with academic writing.

The utilisation of asynchronous videos was well accepted by most students, who found that it was beneficial to watch them before their writing tasks or exams. Some students mentioned during the semi-structured interviews that they had encountered a few hurdles relating to the writing course. A lack of time or practice is one such problem. Aside from a lack of motivation, this makes using videos difficult. However, instructors need to dedicate some time and plan precisely in order to prepare participants to watch videos.

Scholars should look into how technology could help to alter instructional strategies, tools, and methodologies. It can expedite language acquisition and alleviate issues with language teaching and learning, especially in the area of writing skills. The results of this study should be taken into account when creating instructional materials for teaching language skills in general and writing skills in particular, such as asynchronous videos.

Similarly, to this, academic experts are recommended to sign up for knowledge-based ESP courses in order to recognise asynchronous videos on complex topics. In addition, they should look into the opinions of both students and teachers regarding their use and experiment with various internet videos to see how they affect the development of language and other key skills. They also need to find out what the teachers and students' opinions are on using these devices in the classroom.

To sum up, the participants had the option to watch asynchronous videos outside of their classes to improve their writing skills. The majority accepted that watching asynchronous videos had helped them enhance their writing skills. Thus, students who are studying the English language for a specific purpose may also benefit from watching asynchronous videos to improve their academic writing. This confirms the findings of several other researchers on this topic.

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