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## USING VIDEO PRESENTATIONS IN ESP CLASSES (A STUDY CONDUCTED AT THE LANGUAGE CENTRE- SKOPJE, SEEU)

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### Abstract

In order to motivate students and create a tension free environment English language teachers implement different technological tools in the classroom. This paper aims to emphasize the importance of using video material in the classroom that facilitates ESL teaching. The study was conducted at SEEU Language Centre with 87 students'. Major ethnical groups include Macedonian, Albanian, Turkish, and Roma. The respondents' age varies from 18-20 studying ESP classes, such as Computer Sciences 1, ESP (Public administration 1) as well as Academic and Advanced Academic English, and the research questions are: to what

extent students are motivated to study English using videos, do Video presentations stimulate students' critical thinking skills. Moreover, 8 teachers responded to the questionnaire and strongly agreed that Videos motivate students' discussions in class.

Teaching ESP courses using audio-visual tools is especially beneficial for both students and teachers because the appropriate video material can make students more interested in the subject, more engaged as well as become more confident in communicative language learning competencies.

***Index Terms:*** *ESP, Video, Motivation, Comprehension-based Approach, Technology*

## **Introduction**

### **Educational Video for an ESP course**

At South East European University, English for specific Purposes (ESP) is emphasized because students from various fields develop and improve their language skills through communication in the target language. The use of Video for educational purposes is not a new phenomenon and it has been reported and implemented in the early 1960's (Williams & Lutes, 2011, p.95).

Using Video materials in ESP classes is an effective method of teaching English as a foreign language that opens new opportunities for students as well as teachers. Teachers can use the video to provide authentic input

from native speakers: songs, movies, documentaries, Tv programmes so the teaching and learning for the students can become more interesting. Implementing video materials and films can help teachers involve students in discussions, students can learn a lot about their cultural background as well as influence on improving students' communicative skills.

In the second language education implementing video materials in class is useful for many reasons. The rapid advancement of technology, makes the use of video popular among ESP teachers at all levels (Burt, ibid.) The teaching aids are employed for several purposes such as introduction to a lesson, additional material or content of a textbook, as catalyst for classroom discussion and to add stimulation and entertainment element to a lesson. Students are informed and learn new information in a new interesting way and develop their cognitive skills. Using video materials students have the opportunity to observe and participate in an active experience using the target language in a natural context.

Due to globalization and internationalization, the ability to speak in a second language has become one of the most important skills when looking for a job worldwide. Teachers who report using video in class for two or more hours per week, two-thirds find that students learn more when TV or video is used, 70% stated that using video materials in class is a power full media that increases student's motivation (Cruise, 2009, p.2). In this context, more than half of the students who are frequent viewers use new vocabulary as a result of watching video.

Teaching ESP learners is indeed challenging. ESP teachers are constantly looking for new materials that can incorporate and enhance

the teaching and learning. The creativeness can be stimulated through utilization of teaching aids such as: photos, objects, songs, movies, and others. Video is an important tool that can be implemented successfully with ESP students and at the same time offers learners with content, context and language that can stimulate students to develop critical thinking skills. The use and the potential of using various websites, video sharing services such as You tube (Ted talks) are resources that can be used in an ESP class and can motivate students to become more fluent in the target language.

### **Different approaches bring the real world to the language classroom through visuals**

Visuals have been an important component of the language classes over the years. The use of visual aids for presenting, training, and teaching languages has been around since the 1920s – 1930s, consisting mainly of film strips, pictures, slides and pass-around objects. According to Comprehension-based Approach videos were considered the most appropriate visual aid when the teachers were not native. This method was also based on the idea the 2L learning was similar to 1L acquisition, so students received a lot of audiovisual input in the first stages of the learning.

A major aim of the teachers is to make the input comprehensible for the students, trying to use the target language as much as possible during the lesson. The visual materials support them in that matter, as they serve as mental scaffolds for the students (Carney and Levin, 2002, p.8) and help teachers to correlate and coordinate accurate concepts making the

learning more concrete (Mannan 2005, p.108). Pictures and videos can serve as a connection between the mother tongue and English.

Oxford (2001, p.8) points out, visual materials can create a harmony between the students and the instructional methodology and materials used. In our classrooms we will have to face a wide variety of learning styles, such as visual learners, who can benefit largely of the visual aids, as they feel confused when following oral instructions and conversations. But they are not the only kind of learners helped by visual aids, ‘kinesthetic and tactile learners enjoy working with tangible objects, collages and flashcards too’ (Oxford, 2001, p.105). If the students feel comfortable with the materials and the methodology, they are expected to perform well, feel confident and experience low anxiety (Oxford, ibid.). Videos, for example, help students in gaining confidence as they repeat and imitate real models using the target language. Therefore, students are expected to be more participative and feel more motivated.

Natural Approach developed by Krashen was based on his Monitor theory. Students were not expected to produce output immediately; they should go through a period of understanding first. Magazine pictures and other visual and kinesthetic aids were used as an elicitation device in the listening comprehension and early production stages.

The implementation of video materials in an ESL classroom help students experience a native speaker, the ESL teacher provide students with certain skills that will help them acquire skills and knowledge in English and make a connection between what they are studying in the classroom and the application to real life or real world situations.

## **Learning styles and Dual-Channel Learning**

Moving visual element along with a sound helps increasing learners' comprehension because not only they hear it but also visualize it. The total context includes paralinguistic, linguistic and physical environment (Hick, Hughes & Stott, 2011, p.96). Focusing on the paralinguistic features, learners will have the tendency to comprehend better as they offer gestures, expressions and other visual clues (Geddes, ibid.).

People take in information through three modalities: visual, auditory and tactile. According to (Silverman, 2009, p.5) related these three modalities to how students process information, deriving three basic learning styles: visual-spatial, auditory-sequential and tactile-kinesthetic. Visual-spatial learners think holistically and perceive information through visualization. Auditory-sequential learners learn sequentially, think in words and process the information auditorily. At last, tactile-kinesthetic learners take in information through physical touch and sensation and benefit from demonstration and application.

Application of video materials in an ESL classroom is beneficial for all three kinds of learners, it's apparent for visually-oriented learners, for auditory with the inclusion of sound and speech and for tactile learners providing demonstrations. An audio-visual media has a great role Marshall (2002) cites the conclusions of Wiman and Mierhenry (1969) in the literature of Cruse, extending Dale's "Cone of Experience", people will generally remember Cruse (2009, p.5):

- 10% of what they read
- 20% of what they hear

- 30% of what they see
- 50% of what they hear and see

According to the Dual-Code theory video is a form of multimedia that conveys information through two sensory channels: aural and visual and multiple presentation modes are effective in use such as verbal and pictorial representations.

Videos can be used to “promote awareness of the interrelationship between modes (picture, movement, sound, captions)” and “the mix of spoken language, text, still images and moving images in television and video results in higher learning gains than media that rely primary on only one of these symbols” Cruse ( 2009, p.6).

### **Enhancing various language skills**

Using video materials in ESP courses is especially useful because it can enhance student’s language skills such as listening, speaking, writing, reading and grammar. The authentic content of the video could be used for introducing interesting topic relevant to student’s field of study and at the same focusing on introducing new words, grammatical concepts and other enhancing communicative activities. Furthermore, the educational content of the video can be used to motivate students’ enhancing their speaking and writing abilities. This includes activities such as discussion, debates, role-plays, dialogues, and group presentations (Wolf, McGill & Tuzi el al., in Morat & Abidin, 2011, p.96).

According to Mekheimer (*ibid.*) the integration of video based material, “including satisfactory viewing comprehension and presented in an integrated language skills instruction, is a valuable approach to whole language teaching”.

Videos can be used for the purpose of integrating all these skills through activities such as guided practice, interactive discussion forums, among all the students and also with the instructor. The instructor should also pay close attention to various characteristics such as the proficiency level in ensuring success.

The value of video “is highly correlated to its integration within the curriculum-in other words, how closely the content fits into the overall instructional sequence” (CPB,2004, p.11). Video can be used at the beginning for introduction of a topic, during a unit or lesson to stimulate discussion, or as a means of reinforcing or reviewing the content.

Engaging students with video activities requires creating the right setting for such learning to occur. A six-year study of mass media in two Massachusetts school districts reveals that film and video are still often used for non-optimal purposes, including filling time, keeping students quiet, break from learning or as a reward for good behavior (Hobbs, 2009, p.16).

Crucial for viewing the video might be setting expectations for the students and providing a context for the activity. Using a short video can be effective because it gives general description of the material and also makes students interest to catch the material by its performance. It also

sharpens students' ability in building concentration. Teacher can modify the material, and balance by understanding the material explained by the teacher. It is believed that students who taught by using short video have good achievement because they can master the material of the lesson. (Denning, 2009, p.16) fears that without proper instructional context and guidance, video, like television, may condition viewers to be insensitive or to feel helpless in the context" of events being watched.

Video is a visual medium and it is important when selecting the video to have strong, visually-rich educational content which is the main element for maximizing the effectiveness of the video. Educational video with instructional and cognitive elements can help improve student's comprehension. Videos with closed captioning can promote learners' reading fluency and motivation to read (Cruse, 2009, p.17).

Video becomes effective and stimulates student's critical thinking skills if the following elements are embedded:

- Variation in the presentation
- Humor
- Age-appropriate narration and developmentally- appropriate thinking skills
- Chunking, or organization in sections
- Provision of meaningful examples
- Posing of open-ended questions
- Opportunities for students to carry out individual thinking
- Opportunities for extension

Teacher guides outlining possibilities for previewing or extension activities. (*ibid.*)

In order to become effective Video must convey information both auditory and visually. Educational video stimulates students and reinforces reading and lecture material. Furthermore aids in the development of a common base of knowledge among students, enhances student comprehension and discussion, provides great accommodation of diverse learning styles, increases student motivation and enthusiasm and promotes teacher effectiveness. (Cruse, 2009, p.2)

### **The impact of video enforcing interest and motivation in the ESL classroom**

Motivation is one of the most important elements in the process of learning by using multimedia. The instructor should be able to stimulate students and lead them through the phases of learning. For that purpose the instructor should plan the video materials and incorporate them in the syllabus design. The factors that influence motivation are the material used and the media included, they are both interrelated. There is a very close relationship between what the teacher teaches, the materials used in class and how well the students understand it. To make students understand about the material the teacher should choose the most suitable media. Using only the traditional media and method is not effective enough so it's useful to be combined with the modern technology in order to build quality in teaching and learning.

There is very little research on how the video affects motivation and it addresses the question of whether the use of video has a positive effect on student's interest and motivation?

This quantitative study examines the effects on motivation and the study was designed to establish the impact of video in the ESL classroom on students' motivation. Do students respond positively on the effects of using video in the classroom? Are classes more stimulating and more interesting and as such are students more motivated when video is one of the crucial elements of the curriculum.

## **Findings and Results discussion**

For the purpose of this research, a study was conducted at the Language Center, at the South East European University in Tetovo (onwards referred to as SEEU). The reason why the study was conducted at this particular center is because the Language center at the SEEU in Tetovo is a central part of every SEEU student's academic career, both as required subjects and as optional elective courses. The University's mission is to promote a multilingual approach to learning, stressing both the importance of local and international languages and Language Center's primary mission is to provide courses specified in the curricula of the five SEEU faculties. For this purpose, The Language Center offers classes in English starting from the basic skills up to English for specific purposes in fields such as law, computer sciences, public administration and business administration.

This particular research was carried out during fall 2018 semester with students of mixed ESP classes such as Computer Sciences 1 and ESP

classes for Public Administration 1 as well as students of Academic and Advanced Academic English. Major ethnical groups found in the country are also reflected in the respondent groups which include Macedonian, Albanian, Turkish, and Roma. The respondents' age varies from 18-20. In order to measure the quantitative results a Likert scale quantitative questionnaire was prepared on Google forms and distributed electronically as such to students and teachers during class as well as outside the class. A total number of 87 students have responded to the questionnaire and their answers certainly reflect the very positive trend of integrating videos in ESP classes at the Language Center. In the first questionnaire, the students had to answer the extent to which they have been exposed to video materials as well as the extent to which they have made the use of the same for educational purposes.

According to Oxford (2001), visual materials can create a harmony between the students and the instructional methodology and materials used. For that reason, English teachers at the Language Center were also asked to fill in the questionnaire regarding the use of the audio-video materials in their classroom and the effect it has on students' language learning skills. 8 teachers have responded to the questionnaire and strongly agreed that Video helps engaging students actively in class discussions as well as understand the lesson more effectively.

Based on the survey results, 50% agreed that in ESP classes teachers often use videos and 47% of the students responded that videos help focus better on the content of the lesson. Moreover, 39% of the students' agreed that videos help in understanding the content more effectively, 45% of the students' agreed that videos are great source for

debates in class. Furthermore, majority of the students 49% responded positively that videos help them in developing critical thinking skills.

Compared with the results from the students' questionnaire, 8 teachers have responded to the questionnaire very positively on the use of Videos in ESP classes and strongly agreed that Video help engaging students actively in class discussions as well as understand the lesson more effectively. 5 teachers often use videos in class, 5 strongly agree that videos help engaging students actively in class, 4 agreed that videos help students' memorize content more effectively, 6 teachers strongly agreed that learner-gathered videos can help students acquire transferable skills such as: research skills, collaborative working, problem solving, technology and organizational skills.

Nevertheless, 3 teachers strongly agreed that learner-generated video strategies are effective and they use it in class. All teachers (8), strongly agreed ESP classes should be conducted using this strategy because they encourage students' learning. 4 teachers strongly agreed that as a part of an assignment have asked students to critically analyze a video.

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. In ESP classes, teachers often use videos to teach a class	19	50	11	7	0
2. Videos help me focus better on the content of the lesson	24	47	13	2	1
3. Videos help me understand the content more effectively	31	39	16	1	0
4. Videos help me memorize the content	24	45	14	4	0
5. I have been asked by my teacher to create a video content as part of a classwork/homework	4	14	26	33	10
6. Videos are a great source to start a class discussion/debate	24	45	17	1	0
7. Videos are used in my class to start a debate/discussion	9	30	26	19	3
8. Videos make me think critically	8	49	23	6	1
9. I have been asked to write a critical analysis of a video in a class	14	22	18	27	6
10. I would prefer more videos to be used in ESP classes	21	43	19	4	0

<b>Teacher questionnaire. 8 responses in bold</b>		per semester	Once/0	Twice/0	Three/0	Four/3	More than 5/5
1. How often do you use videos in your classes							
2. Videos help engage students more actively in the class			Strongly agree/4	Agree/2	Neutral/0	Disagree/0	Strongly disagree/2
3. Videos help students memorize the content more efficiently			Strongly agree/2	Agree/4	Neutral/1	Disagree/0	Strongly disagree/1
4. Videos help students understand the lesson more effectively			Strongly agree/3	Agree/3	Neutral/1	Disagree/0	Strongly disagree/1
5. Please select one of the strategies that you use to encourage learning:							
6. Learner-generated videos (videos produced by students) can help students acquire transferable skills such as: research skills, collaborative working, problem solving, technology and organisational skills.							
7. I have used learner-generated videos strategy in my class?							
8. I would use this strategy to encourage teaching/learning of content in my ESP classes?							
9. As part of an assignment, I have asked students to critically analyze a video?							

The findings of this study show that student interest about video materials was higher compared to standard lessons, using only the standard book-ESP reader. Some of the students stated that they actually learned something from the lessons. The study doesn't show if videos increased student attitude and motivation. In addition, students were more stimulated when video was used and their curiosity aroused. It helped them enjoy as well as learn and become more confident in the target language.

## Conclusion

It can be concluded that Video is a visual medium and can be used as a valuable tool especially when used as part of active learning approach. It is an effective intrinsic motivator and it shows that it has positive impact on student motivation when implemented in an ESP course. Furthermore, video is an important tool for stimulating students to learn a language. It provides listening to real-life situations, communication and it promotes language acquisition.

The Content of the Video presentation should be appropriate and match the age and the skills student's possess. Interesting content and context can engage and activate student's minds as well as promote learning and critical thinking skills. In our study 47% of the students agreed that Videos help focus better on the lesson content, while 39 % of the students' responded positively: videos help them in understanding the content more effectively. In addition, video presentations motivate students to active discussions and 49% agreed that videos help them think critically. Another factor that is very important is how the information is delivered through the medium and how the viewers perceive it.

The use of video materials in a classroom can enhance students' motivation to learn and expose them to variety of situations that can help them comprehend similar situations in real life. Video Presentations can help engaging students actively in class discussions as well as understand the lesson more effectively, 5 teachers strongly agree that videos help engaging students actively in class while 6 teachers strongly agreed that learner-gathered videos can help students acquire transferable skills such

as: research skills, collaborative working, problem solving, technology and organizational skills.

In addition, 3 teachers effectively used the learner-generated video strategies in class. All teachers (8), strongly agreed ESP classes should be conducted using this strategy because they encourage students' learning.

The information presented through the video can be entertaining, contextually exclusive and can reflect real –life communication in a natural context and setting. Videos also provide topics and ideas for learners to discuss in class. In order to choose a video material for the classroom, topics should be interesting for students and chosen according to student's proficiency level of English. In this way, the instructor is a reflective observer that designs a cycles of activities for engaging students giving them opportunities to study with the use of video materials.

In a conclusion, the advantages of using video in the classroom makes students' observe authentic materials. Using the videos, TED talks on youtube, episodic series, movies help students develop both visual and aural elements especially viewing communication such as body language, gestures, context clues, cultural symbols and if videos are used as supplementary material to the standard ESP textbook can develop deeper understanding of the target language.

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