

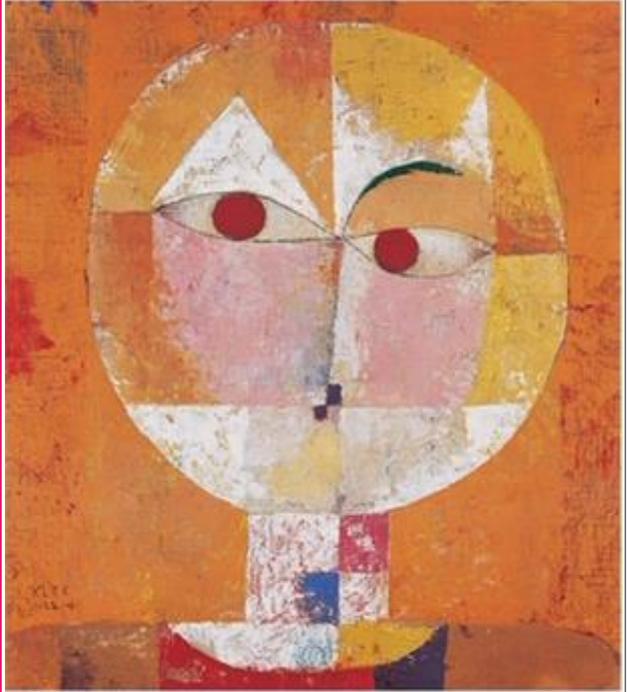
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Technical and vocational education and training video's move analysis lecture content phase

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Abstract

This study aims to fill the gap by investigating the rhetorical structure of the Technical and Vocational Education and Training (TVET) video lecture content phase. Move and step models by Lee and Ebrahimi were used to analyze five TVET video lectures by Malaysian Polytechnics. It was found that the TVET video lecture content phase normally consists of two moves and four steps. Both moves were considered obligatory. Moreover, the order of steps was found to vary in each of the video lectures. In conclusion, by examining more video lecture styles, the knowledge of video lectures' rhetorical structure could be enhanced.

Keywords: TVET, Lecture, Rhetorical, Structure, Steps.

Educación vocacional y técnica, y la fase de contenido de la conferencia de análisis de movimiento del video de capacitación

Resumen

El objetivo de este estudio es llenar el vacío mediante la investigación de la estructura retórica de la fase de contenido de la videoconferencia de Educación y Formación Técnica y Profesional (TVET). Los modelos de movimiento y paso de Lee y Ebrahimi se utilizaron para analizar cinco conferencias de video de EFTP de la Politécnica de Malasia. Se descubrió que la fase de contenido de la conferencia de video TVET normalmente consta de dos movimientos y cuatro pasos. Ambos movimientos se consideraron obligatorios. Además, se encontró que el orden de los pasos varía en cada una de las video conferencias. En conclusión, al examinar más estilos de video conferencias, se podría mejorar el conocimiento de la estructura retórica de las video conferencias.

Palabras clave: TVET, Conferencia, Retórica, Estructura, Pasos.

1. INTRODUCTION

Cheong posited that a genre would change its form when it enters a new medium. That is the case for lectures. Nowadays, lectures are not an exclusive classroom genre. Instead, it has been presented in a different way with the help of technology. One emerging new trend in education, especially in tertiary education is video lectures. It has been widely accepted and used by many universities and colleges. For instance, prominent ones such as Harvard University and Oxford University have offered their courses through video lectures.

WOOLFITT (2015) suggested that video lectures are digitally recorded contents that are presented synchronously or asynchronously. Nowadays, video lectures can be accessed easily from various platforms. Some platforms that offer video lectures to the masses are Massive Open Online Course (MOOC), YouTube, Vimeo, and various learning system management software. Video lectures are viewed as different from face-to-face lectures as they have their own unique characteristics. Among others, video lectures are usually used to deliver the teaching point of certain topics THOMPSON (1994), are short in length, are normally used as supplementary teaching resources and have their own unique content and structure.

Another interesting feature that can be observed is video lectures come in various styles. These styles have significant roles towards the learners as they can affect students academically and psychologically. NORDIN, NORMAN, EMBI, MANSOR & IDRIS (2016) posited that commonly there are five video lecture styles. The five styles are fully animated, mainly animated, semi live-action semi-animated, mainly live-action and fully live-action videos. Each style carries different features that make it unique. The ubiquitous status of video lectures has sparked interest among scholars to study more about this new genre. Scholars like STURMAN, MITCHELL & MITCHELL (2018) studied the perception of students towards video lectures. It was found that students perceived them positively as they helped the students in their study. Other scholars like Brecht studied the impact of video lectures on students. The findings of the study suggest that video lectures can assist students in topic understanding

thus allowing them to obtain good grades. There are also studies on how best to utilize video lectures. For instance, a study by MAKAREM (2015) found that video lectures can be used to free class time for a more student-centered activity that benefits the students.

Another aspect that has been the focus of study when it comes to lectures is the rhetorical structure. SWALES (1990) described the rhetorical structure as a term that explains particular rhetorical or linguistic patterns, stage, or structure conventionally found in a text or in a segment of a text. This kind of knowledge is important as it enables students to understand a text fully. In the case of lecture, rhetorical structure helps students, especially non-native speakers to navigate their way successfully in listening to lectures (YOUNG, 1994; LEE, 2016). Considering the importance of rhetorical structure of lectures, many studies have been conducted to investigate it. Some studies focused on the rhetorical structure for phases of lectures namely opening (THOMPSON, 1994; SHAMSUDIN & EBRAHIMI, 2013), content and closing. There are also studies that investigate the rhetorical structure of the entire lecture such as studies by (LEE, 2016). All studies mentioned above aimed to investigate the rhetorical structure of lectures that can help students to listen to lectures effectively (KHEDRI & KRITSIS, 2018).

However, despite the many studies on lectures' rhetorical structure, the knowledge of video lectures' rhetorical structure is still scarce. To date, not many studies have been done to investigate it. Thus, this presents an opportunity to further study video lectures.

Moreover, as stated by Kay, video lectures have their own structure that is different from face-to-face lectures. Thus, this adds more need to study the rhetorical structure of video lectures. This study aims to study the rhetorical structure of TVET video lecture content phase. There are two research questions that serve as the guide for this study. The two research questions are:

1. What are the moves used in the TVET video lecture content phase?
2. What are the moves used in the TVET video lecture content phase?

The findings of this study can be of advantage to students. Specifically, this study aims to investigate the rhetorical structure of TVET video lecture content phase. TVET video lectures by Malaysian Polytechnics are the focus of this study. Additionally, the study also might be of interest to genre analyst especially from the tradition of English for Specific Purpose (ESP) as the findings can enrich the information for the genre of video lectures. Thus, it can be a reference for future research on video lectures (Oliveira et al, 2019).

2. METHODOLOGY

This study aims to investigate the rhetorical structure of the content phase of TVET video lectures. Therefore, the video lectures

for this study were collected from a database of video lectures by Malaysian Polytechnics. The database could be accessed easily as it is open to the public. Only TVET video lectures were selected for this study. Five video lectures were selected as they represented the different styles of video lectures available in the database. The video lectures also had similar length between two to four minutes. For ease of reference, analysis, and discussion, the video lectures were labeled as VL1 to VL5 where VL was the abbreviation for video lectures. Table 1 shows the overall video lectures' information used in this study.

Table 1. TVET lectures introductions

Label	Title	Length (minute)	Style
VL1	Four Stroke Diesel Engine (Politeknik Sultan Mizan Zainal Abidin)	3.32	Video + voice
VL2	The e-Commerce Transaction Cycle (Politeknim Nilai)	2.58	Slide +voice
VL3	Multimeter (Politeknik Merlimau)	3.53	Presence overlapped by content
VL4	Unique Selling Proposition (Politeknik Ibrahim Sultan)	3.51	Animation + voice over
VL5	Populations Genetics (Politeknik Nilai)	3.51	Presence in full screen

The video lectures were analyzed using move and step analysis as introduced by (SWALES, 1990). The coding for the analysis was referred to findings by (LEE, 2016). All the rhetorical structure models were not seen as competing with each other. Instead, it was viewed as complementary to each other. This also smoothens the process of coding as there was more than one reference.

One problem that was foreseen in doing the analysis was to recognize the boundaries (opening-activity-closing) between each section of the video lectures. Thus, the guideline by LEE (2016) was utilized to solve this problem. According to LEE (2016) the boundaries can be set apart by noticing the (1) explicit linguistic reference to lesson shift; (2) changes in prosody plus physical movements; (3) lengthy pause plus a discourse marker produced with a falling tone; and (4) lengthy pause plus non-verbal behavior (e.g., gesture, shuffling paper). Moreover, on-screen features were taken into consideration to recognize the boundaries. Thus, features such as writing and animation were watched closely to determine the boundaries in lectures.

Before the analysis has begun, the video lectures were first listened and watched in its entirety. This helped the researchers to grasp the overall idea of the video lectures. Later, the video lectures were transcribed manually. The transcriptions were validated by two researchers. Later, the two researchers analyzed and labeled the video lectures by referring to the previous rhetorical structure models. The analysis process was repeated several times until no new moves and

steps emerged. Any differences between the two researchers' findings were resolved during discussions.

3. RESULTS AND DISCUSSION

This study was guided by two research questions that focused on investigating the moves and steps of the TVET video lecture content phase. Based on the analysis, it was found that TVET video lecture content phase consisted of two moves namely Informing and Elaborating. The two moves were further realized by four steps which were Explaining, managing term, Demonstrating and Exemplifying. Overall, the findings were fewer compared to the models proposed by (LEE, 2016). The findings were rather short, and some moves and steps were missing from the rhetorical structure. This can be viewed as a significant difference between face-to-face lectures to video lectures. Additionally, no new moves and steps were found based on the analysis. All moves and steps from the analysis could be found in LEE's (2016) models. Table 2 illustrates the overall findings of this study (KURTOĞLU, 2018).

Table 2. Rhetorical structure of TVET video lecture content phase

Phase	Move	Frequency (%)	Step	Frequency (%)
	M1 - Informing	100	S1A - Explaining	100

Content			S1B - Managing term	80
			S1C - Demonstrating	20
	M2 - Elaborating	100	S2A - Exemplifying	100

Analysis of the steps revealed that the first move was further elaborated by three steps. The three steps were Explaining, Managing term and Demonstrating. The first step is one of the ways the lecturers use to describe and elaborate on the necessary information regarding the topic. Examples from the video lecture are: Diesel engine has two doors for entrance and exit. The entrance door called in the inlet valve (VL1) and first, the cardholder will purchase product via online shop by entering the card payment information in a form that is provided by the website (VL2).

The second step for Move 1 is Managing term that concerns about providing students with the intended definition of certain terms. It was found that four video lectures utilized this step. It is an important step as normally TVET discipline has many jargons and technical terms. Examples from the video lecture are: authentication is

used to verify the cardholders and the cards validity (VL2) and USP is what makes your product unique from the others (VL4).

The last step for the first move was Demonstrating. According to Deroey and Taverniers, this step is where examples are given to students to further illustrate the discussed topic. Additionally, this step is quite similar to one of LEE's (2016) steps, Modelling activity. He explained that in this step, lecturers often demonstrate how to complete any task or activity using various modalities such as verbal and illustration. The step was only found utilized by VL3. An example from the video lecture is as follows: The probe it, let us open the back cover of this multimeter. There are two types of battery in multimeter which is one point five two units and 9 volts one unit (VL3).

The second move, Elaborating, was an obligatory move since all five video lectures utilized it. The move was further elaborated by a step labeled as Exemplifying. Exemplifying is a way of clarifying the meaning of the utterance through citing example that is relevant to the topic. An instance of exemplifying from the video lecture can be seen in VL5 as follow: As another example of resistance to a particular herbicide, weeds are allowed to live in an environment that has been sprayed with that herbicide.

It is important to note that the moves and steps did not appear in a linear sequence. It appeared and reappeared throughout the video lectures. For instance, for VL5, the steps Explaining and Exemplifying were used interchangeably while discussing the lesson. These findings

are similar to LEE's (2016) findings where they stated that there is no one exact sequence for the moves and steps to appear.

Analysis of the video lectures also revealed that video lecture coded as VL1 had the most moves and steps. Two moves and four steps were found in VL1. On the other hand, VL3 and VL 5 were found to use two moves and three steps. One move and two steps were found in VL2 while VL4 was found to utilize one move and three steps. Since all video lectures were from TVET discipline, the difference in rhetorical structure might be attributed to the difference in the video lecture styles.

Another noteworthy finding is some obligatory moves and steps as proposed by LEE (2016) such as Orientating and Housekeeping were not found from the analysis. One possible reason for this might be due to the nature of video lectures. Normally, video lectures are presented in short lengths. Thus, not many steps can be cramped into such a short period of time.

Additionally, the synchronous and asynchronous nature of video lectures can also contribute to the missing moves and steps. For instance, in a normal classroom, lecturers can employ moves or steps such as regrouping participants or involving the audience. This is because communication is two way, and lecturers can get feedback from the students. However, in video lectures, especially the ones that are presented asynchronously, interaction is merely one way and feedback is delayed. Thus, this might also contribute to the lack of

moves and steps in video lectures as compared to the face-to-face classroom lectures.

4. CONCLUSION

Based on the analysis, it was found that the TVET video lecture content phase commonly consists of two moves and four steps. The findings from this study show that video lectures have different rhetorical structure as compared to face-to-face lectures. Thus, the findings can be utilized by many parties involved with video lectures such as students, lecturers, TVET instructors or even genre analysts.

The findings of this study might be utilized to help TVET students in listening to video lectures. Students can be equipped with the knowledge of rhetorical structure so they can listen to video lectures effectively and successfully. As posited by YOUNG (1994), LEE (2016), knowledge of rhetorical structure is significant in helping students to understand lectures better. Consequently, this might help to enhance their academic performance. Moreover, the findings can also be utilized by lecturers or TVET instructors in developing suitable video lectures for their students. Likewise, the findings can also be of interest to genre analysts especially from the perspective of ESP to prolong the study of video lectures.

There are some limitations to this study. Firstly, the corpus used in this study is small. Only five video lectures were analyzed. Besides,

the analyzed video lectures belong to the same discipline. A larger and diverse corpus is needed before the finding could be generalized to all video lectures. Additionally, there are also other video lecture styles that are not listed in this study. As found from this study, different video lecture styles might have different rhetorical structure. Thus, by examining more video lecture styles, the knowledge of video lectures' rhetorical structure could be enhanced.

In order to address these limitations, there are two practical suggestions for future research on video lectures. Firstly, future research is suggested to increase the number of video lectures to be studied. This could validate the findings of this study. Secondly, it is also suggested to study video lectures from other disciplines such as social sciences, science, and mathematics. Lastly, future research can also take into consideration the many video lecture styles that exist. Examples of other styles that are not addressed in this study are active on whiteboard, Khan Academy and combination of slides and animations. It would be interesting to see the similarities and differences of rhetorical structures between video lectures from different disciplines and with different styles.

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