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Rhetorical Structure of Technical and Vocational Education and Training Video Lecture Introductions

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Abstract

Considering the importance of rhetorical structure in listening to lectures, this study aims to investigate the rhetorical structure of Technical and Vocational Education and Training (TVET) video lecture introductions. Five video lectures by Malaysian Polytechnics were analyzed using the ESP genre approach. The results show that TVET video lecture introduction commonly consists of two moves and three steps. Additionally, it was found that the rhetorical structure for introduction differs from one video lecture style to another. In conclusion, TVET students can utilize the rhetorical structure of TVET video lecture introductions as a mental map in listening to video lectures.

Keywords: TVET, Video, Lecture, Introductions, Rhetorical.

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Estructura retórica de introducciones de video conferencias de educación y capacitación técnica y vocacional

Resumen

Teniendo en cuenta la importancia de la estructura retórica en la escucha de conferencias, este estudio tiene como objetivo investigar la estructura retórica de las presentaciones de video conferencias de Educación y Formación Técnica y Profesional (TVET). Se analizaron cinco video conferencias de Polytechnics de Malasia utilizando el enfoque de género ESP. Los resultados muestran que la introducción de la conferencia de video de EFTP generalmente consta de dos movimientos y tres pasos. Además, se encontró que la estructura retórica para la introducción difiere de un estilo de video conferencia a otro. En conclusión, los estudiantes de TVET pueden utilizar la estructura retórica de las presentaciones de videoconferencias de TVET como un mapa mental al escuchar conferencias de video.

Palabras clave: TVET, video, conferencia, presentaciones, retórica.

1. INTRODUCTION

Lectures are regarded as the main teaching tool in tertiary education. Although it has been around for a long time, lectures are still in use in many universities and colleges around the world. There is a myriad of reasons for lectures' longevity. Among others, it is a practical tool SVINIKI & MCKEACHIE (2013) able to help students to socialize (DEROEY & TAVERNIERS, 2011), provide structure to students

PENSON (2012) and deliver information to large audience at the same time (KEMBER & MCNAUGHT, 2007).

Lectures have evolved through time to address the needs of the students. Nowadays, lectures are presented with the assistance of technology. One emerging way for lectures to be delivered is through videos. Woolfitt defines video lectures as digitally recorded content with various styles for the purpose of teaching. It can be delivered synchronously or asynchronously. The video lectures come in various styles ranging from a simple recording of face-to-face lectures to utilization of high technology such as animations. Usually, video lectures are stored in an online platform that can be accessed via the internet. Platforms that offer video lectures for the masses are Massive Open Online Course (MOOC), YouTube and Khan Academy.

Although lectures are ubiquitous, students especially the non-native speakers of English are having problems to follow and comprehend lectures delivered in English. These problems can be observed among students of Technical and Vocational Education and Training (TVET). For instance, an exploratory study by OLSEN & HUCKIN (1990) found that engineering students failed to recall the main points of lectures even though the lectures were presented systematically. Additionally, a study by SHIN (2008) concluded that Korean postgraduate engineering students were lacking necessary information and skills to follow lectures in English. From the Malaysian perspective, SANMUGAM's (2013) survey found that Malaysian polytechnic students have difficulty to follow lectures presented in English (Rahimpour et al, 2018).

One way that is suggested to remedy this problem is by equipping the students with discourse knowledge. HYON (1997) describes discourse knowledge as a top-down process where listeners predict the upcoming information using their background knowledge. From the perspective of English for Specific Purpose (ESP) genre theory, discourse analysis is normally described in terms of rhetorical structure. SWALES (1990), a prominent ESP genre scholar, described the rhetorical structure in terms of moves and steps. The knowledge of rhetorical structure enables students to understand the organizational structure of lecture discourse. Acknowledging this fact, a lot of studies have been conducted to study the rhetorical structure of lectures.

However, most of the studies are only focusing on face-to-face lectures. There seems to be a lack of literature on rhetorical structure of video lectures. Although from the surface video lectures might be considered as another type of lecture, it has its own uniqueness that sets it apart from other types of lectures. As posited by HYON (1997) lectures that utilize technology are different from face-to-face lectures. One difference that can be observed is the highly structured nature of video lectures as compared to a more spontaneous nature of face-to-face lectures. Tomakhiv added that video lectures consist of their own features that help to perform their communicative functions.

Considering the ubiquitous nature of video lectures and lack of study on the rhetorical structure of video lectures, there is a need to study them. Therefore, this study aims to investigate the rhetorical structure of video lectures. Specifically, the study will focus on TVET video lecture introductions by Malaysian Polytechnics. Using genre-based

approach, this study is hoped to benefit TVET students to listen to video lectures effectively. This study is guided by these two research questions:

1. What are the moves used in TVET video lecture introductions?
2. What are the steps used in TVET video lecture introductions?

2. METHODOLOGY

The video lectures utilized for this study were collected from Malaysian Polytechnics database as prepared by its Centre for eLearning and Technical. It is available on the internet for the public with no cost. Five video lectures were selected for this study. All selected video lectures were from TVET disciplines such as multimeter, four strokes diesel engine and e-commerce. The styles of video lectures also varied as they represented the myriad of styles available for TVET video lectures. Table 4 summarises the video lectures used in this study. Each video lecture was labelled VL1 to VL5 for ease of reference and discussion.

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

This study utilised the ESP genre approach using LEE's (2009) and SHAMSUDIN & EBRAHIMI's (2013) models as the basis of analysis. All rhetorical structure models were seen as complementary for the purpose of analysis.

Prior to analysis, all selected video lectures were watched in its entirety to gain an overall understanding of it. Later the video lectures

were transcribed for analysis purposes. The boundaries (opening-activity-closing) of the video lectures were identified using a set of criteria by LEE (2016) namely, (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). Additionally, on-screen features such as writing, and animation were also used to recognize the boundaries of the video lectures.

The moves and steps were analyzed by two researchers using BIBER, CONNOR & UPTON (2007) guidelines. It is a recursive process of coding that involves reading the transcription of video lectures several times and later labelling them according to rhetorical structure models as aforementioned. While analyzing the transcription, the initial code was revised as discrepancies were revealed and new moves and steps emerged. This process was repeated several times until no new moves and steps emerged. Differences in the analysis by the two researchers were discussed to resolve any issues.

3. RESULTS AND DISCUSSION

Results of the analysis revealed that TVET video lecture introductions commonly consisted of two moves namely Warming up and Setting up lecture framework. In addition, the analysis also discovered three steps that existed in the video lecture introductions. One step was associated with the first move while another two steps

were found for the second move. The three steps were Greeting, announcing the topic and Presenting aim. In contrast with LEE's (2009) and SHAMSUDIN & EBRAHIMI's (2013) findings, this study did not discover any new moves and steps. The moves and steps found were similar to the previously proposed models. Additionally, it is important to note that the steps did not appear in a linear sequence. Instead, they appeared multiple times throughout the video lectures. Table 2 shows the moves and steps found in the analysis.

Table 2: Rhetorical structure of TVET video lecture introductions

Phase	**Move**	**Frequency (%)**	**Step**	**Frequency (%)**
Introduction	M1 - Warming up	40	S1A - Greeting	40
	M2 - Setting up lecture framework	100	S2A – Announcing topic	100
			S2B – Presenting aims	60

In terms of sequence, TVET video lecture introductions normally started with Move 1: Warming up. Only two video lectures utilized this move. Thus, it cannot be claimed as an obligatory move for TVET video lecture. The function of this move is as a buffer to the main lesson of

the lectures. The instructors in the video lectures gave some time for the students to be ready before the actual lesson starts (LEE, 2009; SHAMSUDIN & EBRAHIMI, 2013).

Move 1 was conducted normally using Step 1, Greeting. Only two video lectures started the lesson by greeting the audience. The greeting was commonly short and brief. Examples of greetings used in the videos are Hello, my name is Asha (VL3) and Hi and Assalamualaikum (VL5). SHAMSUDIN & EBRAHIMI (2013) explained that greeting can act as an attention grabber to help students to focus on the lectures that are about to be delivered. The low number of usages for this move and step might be the results of existence of other features in video lectures. Features such as writing, animation or slides can act as the attention grabber and buffer before the lectures start.

The second move existed in all the analyzed video lectures (n=5). Therefore, in contrast with the first move, setting up lecture framework can be considered as an obligatory move for TVET video lecture introductions. Thompson had a similar finding and stated that this move could be helpful for students in listening to lectures. Two steps that further realized the second move is Announcing topic and Presenting aim. All video lecture introductions utilized announcing topic while presenting aim was only found in three video lecture introductions.

The first step for move 2 is Announcing topic. This was an obligatory step as all videos utilized it (n=5). Examples from the video lectures are Today we are going to learn about multimeters (VL3) and Today I am going to tell you guys about the Hardy Weinberg law (VL5). Some video lectures announced the topic by just stating the important

term. For instance, e-commerce transaction cycle (VL2).

The second step found for Move 2 was Presenting aims. Three video lecture introductions utilized this step for Move 2. This is an important step as it explains to the students not only the lesson that will be delivered but also explains the limit of the lectures (SHAMSUDIN & EBRAHIMI, 2013). Examples from the video lectures are All you need to know is there are three processes involved. which is the first one is authorization, the second one is authentication and the third one is settlement. (VL2) and What is the principal does mean, what are the conditions and how to solve those Hardy Weinberg law problems. Everything shall be revealed later (VL5).

Comparing the findings of this study to the two previous rhetorical structure models, there are some differences that could be observed. Firstly, TVET video lecture introductions commonly consist of two moves and three steps. However, the models by LEE (2009) and SHAMSUDIN & EBRAHIMI (2013) consist of three moves respectively. The difference can also be observed on the steps. LEE (2009) proposed 10 steps while SHAMSUDIN & EBRAHIMI (2013) fourteen steps. Comparison between the findings and the two models also revealed prominent steps such as Housekeeping, referring to an earlier lecture and Announcing the start of the lecture were missing in TVET video lectures (ARSLAN & YÜKSEL, 2018: Cordeiro & Sogn-Grundvåg, 2019).

This could be justified by looking at the nature of video lectures. The existence of visual media such as slides, animation and video can be utilized to deliver some moves and steps. For instance, Indicating the

scope as proposed by LEE (2009) can be presented using slides or writing on-screen without the lecturers announcing it out loud in video lectures. HYON (1997) added that visual media plays an important role when students learn using video lectures. It helps to further clarify the lecture presentation for the audience. Thus, it is expected for the message in the video lectures to be delivered in myriad of channels. In other words, messages from the instructor can still be relayed without relying solely on verbal communication.

Additionally, it also might be due to the common short length of video lectures. Normally, video lectures are short and concise (JOHNSTON, 2015). This is different from face-to-face lecture in the classroom. A normal classroom lecture might last between one to two hours. Thus, many moves and steps could not be performed in video lectures.

Analysis of the TVET video lecture introductions revealed that video lectures coded as VL3 and VL5 had the most moves and steps. All two moves and three steps existed in the two video lectures. On the other hand, VL2 had two moves and two steps which were Warming up, Setting up lecture framework, Announcing topic and Presenting aims. The other two video lectures VL1 and VL4 had the least move and step with one each. Both video lectures had only Setting up lecture framework and Announcing topic. Accordingly, this shows that different video lecture styles have different rhetorical structure.

4. CONCLUSION

This study aims to investigate the moves and steps used in TVET video lecture introductions. It was found that commonly, TVET video lecture introductions consisted of two moves and followed by several steps. The moves were Warming up and Setting up lecture framework while the steps were Greeting, announcing the topic and Presenting aim. Some of the moves and steps are obligatory while some are optional. The findings also reveal that different video lecture style has different rhetorical structure for its introduction.

The findings of this study differ from the previously proposed rhetorical structure models for lecture introductions. TVET video lecture introductions have only fewer moves and steps as compared to face-to-face lectures that commonly consist of three moves and several steps.

Pedagogically, the findings can be of advantage for students. By understanding the rhetorical structure of TVET video lecture introductions, they can listen to video lecture effectively. As suggested by Young, by equipping students with the knowledge of lecture organization, students can benefit greatly especially in listening and comprehending lectures.

However, caution needs to be taken especially because the study is only utilizing a small corpus of TVET video lectures. Thus, the findings could not be generalized to all TVET video lectures. Additionally, there are other video lecture styles that might have an impact on the rhetorical structure of the video lecture introductions. As mentioned before, different video lecture styles have different rhetorical

structure. For instance, styles such as active on whiteboard or Khan Academy might have different rhetorical structures.

Therefore, for future research, it is suggested that the researchers expand the number of video lectures involved. This can further validate the rhetorical structure of TVET video lectures. Secondly, another section of video lectures can be explored. Section such as body and closing are also important for students. Furthermore, it is also suggested for future research to include more video lecture styles in the corpus to be analyzed. This might yield different rhetorical structure and add more to the reliability and validity of the findings.

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