INNOVATIVE VOCABULARY PHRASE TEACHING METHODS IN EFL AND ESP CLASSES USING VIDEO-BASED LESSON PLANS

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ABSTRACT

Integrating technology in the classroom has become one of the most discussed issues in teaching environments and these days it is inevitable to do so in every level of education, especially in language teaching. In the viewpoint of English instructors, the aim of this paper is to study the effects of video use as an audio and visual material in order to offer and create successful language classes, which will have an impact on students' motivation and participation in English courses at the university level. The development of novel integrated courses that enable students to improve their subject knowledge and master the capacity to use that information on an international level is the major goal of modern language education. This paper first attempts to analyze the goals of integrating video formed lesson plans in EFL classrooms and the advantages of using video formed lesson plans in EFL teaching, on the basis of which are put forward the frameworks of teaching principles, strategies and specific guidelines which facilitate EFL teaching. This will bring combined theories and practice related to the use of audio-visual instruments in language learning, especially in university-level ESP courses, as well as why short videos can be considered effective pedagogical tools that aid the teaching process. The research includes surveys with students' studies of needs analysis. Videos should fulfill certain requirements, including use of the desired linguistic material, be thematically intriguing, involve multiple viewings for students to clearly understand the text, and also be brief. As with choosing any educational resources, there is a good video and a bad video for language teaching reasons. For educational purposes, a useful video has to include the appropriate linguistic material. In most scenarios, this criterion refers to language that is current, practical, and accurate in a given situation for language courses aiming to expand communicative performance.

The goal of this research is to examine and verify the advantages that audio-visual aids do provide language teachers and students when teaching and learning English. According to the research and the data collected in ESP courses, the results indicate a beneficial impact of video use on students' motivation and participation.

Keywords: video formed lesson plans, language teaching, EFL classroom, audio – visual tools, motivation

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INTRODUCTION

The purpose of this paper is to provide a brief overview on the impact that technology has on a student's motivation and how media can be effectively used to motivate the students and L2 productivity in the EFL classroom should be increased. Language learning and teaching can now be more successful thanks to recent technological advancements. Researchers and educators have spent decades refining how to incorporate well-organized and effective technology into second language learning and teaching in order to improve students' language ability. Due to the rapid evolution of technology, it is critical for language teachers to understand how to properly and efficiently integrate technology into their curriculum design in order to not only assist students in learning a second language but also to successfully enhance their motivation.

Computers appear to be at the forefront of teaching in an ever-changing technological world. Simultaneously, the precise impact of adopting technology for instruction is unknown. The impact of technology on students' desire to study and how technology affects information retention are two issues that teaching communities are grappling with.

In general, technology, and video-based lesson plans or materials in particular, are now not only a part of everyday life, but they have also been demonstrated to be an effective technique of teaching English as a foreign language to all learners inside and outside the classroom. As technology advances, teachers will have additional chances to mix online resources and videos into traditional classroom settings, making learning and teaching more exciting and relevant.

Lesson plans based on visuals have the advantage of providing original and authentic input because they were created for native speakers in the first place, such as films, TV shows, music, and so on. Videos can be utilized in a range of instructional and teaching circumstances, such as in the classroom to deliver content, initiate conversation, provide illustration for a certain topic and content, and in self-study and evaluation situations.

Theoretical background

This research examines how the notions of authenticity and student motivation can be incorporated and increased in an EFL or ESP classroom by employing technology or media as supplemental material.

Multimedia is a multi-sensory experience that uses text, graphics, images, audio, and video to communicate information. It has been established that a combination of words and pictures always integrates a significant quantity of data (Mayer, 2001, pg.55).

Students learn best when they can perceive the value and significance of the knowledge offered in class. Thus, in order for students to accomplish their ultimate learning goal, a range of teaching approaches must be used, as well as an engaging and engaged classroom atmosphere.

Sherman (2003) makes a compelling case for the use of realistic video formed lesson plans in language classes. She offers a number of practical classroom activities that demonstrate how to use a video to bring real-world language and culture into the classroom in a way that is modern, engaging, and effective. There are many documentaries, educational videos, interviews, and websites that contain a significant body of information generated and posted by individuals all over the world to communicate their thoughts and opinions, as well as the ability to connect with others through the comments feature. As a result, YouTube has the ability to provide authentic English input to learners through something that is already a part of their daily lives.

According to Nunan (1999), "interactive visual media provided by computers appear to have a particular educational capability for subjects addressing social situations or issue solving, such as interpersonal solving, foreign language or second language acquisition."Clearly, including the Internet into the curriculum design not only creates a multicultural gate for students to learn from a variety of real-world experiences, but it also creates an interactive global universe to assist students learn communicatively. To be more explicit, teachers may find it challenging to explain abstract concepts to second language learners at times. Teachers can use computer technology to exhibit authentic visuals or photographs using multimedia to make their instructional sessions more dynamic, interactive, and engaging.

Computers use a "multi-sensory collection of text, music, graphics, video, animation, and hypermedia to give meaningful contexts to promote comprehension," according to Butler-Pascoe (1997, p. 20). Students' second language learning is dynamically strengthened by comprehensive input, which aids interactive learning. To put it another way, computer technology can help with both conscious and unconscious learning. Teachers are, in fact, recognized as the primary source of information input in some language classes, particularly in EFL teaching situations, to meet students' linguistic and non-linguistic demands. However, because teachers are unable to give sufficient or authentic input on their own, computer technology provides complementary tools to assist teachers in overcoming this limitation.

According to (Nunan, 1999, pg. 65), a percentage of language instructors use the transmission model, which stresses the obligation of teachers to transfer knowledge and rectify errors, while students simply receive and store the material provided in class. Many students remark that the teacher-centered model of English language learning is tedious and monotonous, and that they desire a new and alternative approach. Develop an active teaching strategy to boost students' interest in English-language learning as one approach to solving this challenge. Multimedia is becoming more widely acknowledged as a method of teaching English as a foreign language as new technology emerges (TEFL).

A well-designed language learning class should assist second language learners in an effective form developing their English language abilities (listening, speaking, reading, and writing), as well as offer students with numerous opportunities to practice these skills (Butler-Pascoe, 2003). Appropriate and well-designed websites not only assist learners in improving their listening skills, but also in correcting their pronunciation, expanding their vocabulary, practicing their speaking abilities, and strengthening their reading skills. In reality, language teachers can include a variety of digital technologies into their language instruction, such as podcasts, blogs, Moodle, Wiki, Skype, or Second Life, to assist students strengthen their English language abilities in a variety of ways. That is, different technologies offer distinct benefits for assisting the development of English language skills in second language learners.

Many English teachers claim that using multimedia, specifically video related materials to teach English makes a class more dynamic than the traditional teacher-centered strategy. In contrast to traditional English classrooms, in multimedia classrooms, the teacher can demonstrate considerable content in a matter of seconds using a button and keyboard, as long as he or she is knowledgeable with the multimedia's operation.

Computers have grown highly popular in classrooms, and many teachers are now employing these devices for language learning, due to the importance of using multimedia in language instruction. Teachers are always the facilitators of a whole class, using teaching approaches honed over many years of experience while also incorporating multimedia into EFL instruction. The significance of information technology in the educational sector is now widely recognized. Because of the ease with which students and teachers may use information technology, both students and teachers can readily learn course content (Solanki, 2012, pg.151).

The following are some of the advantages of using multimedia technology in English classes:

1. To cultivate students' interest in study

2. To promote students' communication capacity

3. To widen students' knowledge and to provide an insightful understanding of Western culture

4. To improve the effect of teaching

5. To improve teacher-student interaction

6.To provide flexibility in the course context and to provide context for language teaching

Experienced teachers know how to deliver material effectively and use computers or the Internet to pique students' attention. As a result, a good mix of multimedia and instructional methods is necessary to keep EFL students' attention during English language acquisition (Acha, 2009, pg. 29).

Multimedia programs make it simple to merge text, music, video, and animated visuals. Furthermore, multimedia can give an enhanced or augmented learning experience at a cheap cost per unit in cases of chronic underfunding. It is here that the power of multimedia may be released to benefit everyone in the long run (Mayer et al., 1998, pg. 28).

Exploration, discovery, and experience are all available with multimedia. Education is not always driven by technology. This is a role that pertains to pupils' learning requirements. Multimedia may make the learning process more goal-oriented, collaborative, flexible in time and place, unaffected by distances, and customized to individual learning styles, as well as promote teacher-student communication. Multimedia makes learning more enjoyable and friendly, removing the worry of inadequacy or failure (Lu, Wan and Liu, 1999, pg. 42)

Social networks, or social media, appear to have an impact on practically every element of human existence, and education is no different. By definition, ESP focuses on a learner's individual language demands; as a result, the use of technology is even more critical, since they can serve as a source of authentic resources, offering a window to the world and exposing students to real-world language use in their fields.

Students need to be engaged in the learning process and develop their image as global citizens, so integrating technology in the ESP classroom is more important than ever. It is now widely understood that universities have a direct obligation to educate students for the process of employability, by subject matter such as topic area and degree program, as well as other aspects such as satisfaction ratings," Deacon, Parkin, and Schneider (2017, pg.137) write. Such analytics can be used to recruit the best people, but it's also increasingly being used to analyze the quality of a university's degree program.

Information and communication technology is known to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality," (Keno et al. 2012, p. 907). Across the research industry, a series of studies has evolved with the goal of elaborating. "Internet integration in higher education has spurred high expectations, notably about accessibility, engagement, and prospects for improved instruction," Hershkovitz and Baruch (2010, p. 14).

However, as Zaidieh (2012) points out, social networks have their own set of obstacles when it comes to integrating them into the educational system, including privacy issues among educators and learners, miscommunication, and time consumption.

Motivation of Students Following a large number of positive reactions from students and instructors, educational attainment has been successful. According to academics, social networking sites are appealing platforms for meaningful communication and productive collaboration.

Methodology

Students from South East European University ESP program make up the study's sample population. They are between the ages of 18 and 23. They were ESP students who were completing their assignments throughout the semester on Google Classroom, an educational networking site which is used now for many years. The study used a sample of 20 students. A systematic questionnaire with closed-ended questions to the students was utilized to find answers to the study questions. The survey looked at the impact of Google Class, an educational networking site, on two key variables: At university, ESP students' motivation and teacher-student communication.

The needs and interests of students have been the focus of questions, which deal with elements that influence students' motivation in language learning, such as engaged learning activity, curiosity and challenge, interface design, Convenience, flexibility in time and place of learning, recognition, and usefulness are all external/environmental elements to consider. The questions were asking about the students' requirements as it was regarded to include needs and wants. Surprisingly, the majority of responses were positive and demonstrated an interest in obtaining all of the knowledge and skills included in the syllabi as the university's ESP courses' objectives.

This research examines how the notions of authenticity and student motivation can be introduced and increased in an ESP classroom by employing video assets as supplementary material. Sherman (2003) makes a compelling case for using authentic video material in language classrooms. She offers a number of practical classroom activities that demonstrate how to use video to bring real-world language and culture into the classroom in a way that is modern, engaging, and effective. There are many documentaries, educational films, interviews, and websites that comprise a significant body of information generated and posted by people all over the world to communicate their thoughts and perspectives.

Reasons for using media

According to Brinton (2001), the use of media helps to stimulate and engage learners. Traditional approaches and methodologies to foreign language education often fail to provide learners with a much deeper level of cultural, generational, and linguistic comprehension by showing how the L2 is used in real-life or within real day-to-day contexts. The use of media as supporting and supplementary methods for teaching/learning the L2 may reduce the need for lengthy and possibly unclear explanations for the language educator. The use of media in the language classroom provides a multitude of visual and audible clues for language learners, allowing them to reinforce the essential subject being delivered. Furthermore, according to Brinton (2001), learners become better equipped to challenge the task of correctly understanding and communicating knowledge and meaning by making proper use of these visual and audio clues within the context of a lesson.

According to Brinton (2001), media can be divided into two types: nontechnical media and technical media. Chalkboards, flashcards, and posters are forms of nontechnical media that can be featured in an EFL classroom. These varieties of media are considered to be very user-friendly, and they can be employed in

classrooms with limited resources and financing. We find that technical media belong to a class of materials and equipment that is substantially more expensive and less user-friendly.

CD/DVD player, film projector, and computer/language lab are examples of these. Because today's young learners are surrounded by technology and technological gadgets of all kinds, language teachers would be wise to familiarize themselves with technical media in order to "...take into account the learners' needs and wishes... rather than offering some 'off-the-peg' solution," as Scrivener suggests (2005, p. 74).

The objectives of using internet apps and video formed lesson plans to teach English

Because teachers do not have defined goals in mind in classroom activities, the results of teaching English with video-formed lesson plans on students are frequently not adequately matched with the efforts made by both teachers and students. When using video-formed lesson plans in the classroom, language teachers must bear clear goals in mind because they must formulate and build their teaching plans in an attempt to reach their objectives. Lesson plans based on videos can help language teachers accomplish three main objectives. The primary and most important role is to help EFL learners improve their language skills, primarily their listening and speaking abilities.

Video formed lesson plans function as visual aids for EFL students who are exposed to listening resources. Learners typically strive to maintain their attention long enough when exposed to extensive discussions or chapters without visual assistance when improving their listening abilities. Videos can give listeners a lot more information while also keeping their attention on the audio. Authentic video formulated lesson plans, on the other hand, can provide a more realistic language learning environment, stimulate EFL learners' interest in English learning, and improve their overall linguistic ability. According to language learning theories, language learning is divided into three stages: language input (reading and listening), assimilation (internal processing and memorizing), and language output (speaking and writing).

The benefits of video formed lesson plans

The usage of lesson plans which incorporate videos has numerous benefits, such as promoting academic autonomy and proactivity. Students can directly acquire a significant amount of cultural background information and emotional attitudes about the learning materials when teachers bring video material into their English classrooms. As a result, kids could use their independence in language learning. Students can immerse themselves in the vivid environment generated by the video-formed lesson plans and learn the pragmatics of the language used by the characters while watching them. In comparison to traditional English instruction, such courses actually put student-centered teaching practices into practice.
Video can also be more inspiring than other forms of genuine content. Another reason, according to Christopher and Ho (1996), is that it can be enjoyable. Learners may find the music and setting features to be enjoyable. Learners can discuss issues and ideas from video movies. Topics for video-based lesson plans in the classroom should be chosen based on students' interests, English proficiency levels, and cultural considerations (1996, p. 86), Nunan (2003) also stated that the design of listening cycles is vital, which requires selecting the material of the video or audio recording and organizing it into sections for delivering to learners in stages. Instructors can create exercise cycles in which students can participate. In order to keep the learners' focus on the clip, the instructor should also be a critical observer. As a result, selecting the video material and lesson plan would be very beneficial for instructors.

There are several and obvious advantages of adopting video in the EFL classroom. The authors suggest a productive learning environment and great motivation.
Thanajaro (2000) conducted research on the use of authentic materials to increase listening comprehension in the English as a Second Language (ESL) classroom by monitoring courses and interviewing students. Genuine materials in ESL courses had a positive impact on ESL students' motivation to learn the language, according to the research.
Maneekul (2002) conducted a study on using authentic material and tasks to enhance listening skill for undergraduate students majoring in English. Upon seeing native speakers' video programs, students' listening skills have improved to a higher level by integrating authentic materials and assignments.
Videos improve oral comprehension, increase student participation and communication with colleagues, promote cross-cultural awareness, could be used with students of any English language proficiency level (Rice 1993, pg.7)
According to Tomalin (1992), "video communicates meaning better than any other medium." Many proponents of using video for EFL instruction argue that it may be successfully utilized for teaching culture and agree that movies stimulate students to acquire both the target culture and language. According to Tomalin, the concept of culture has caused considerable dispute in the literature, with many definitions including symbolic, cognitive, behaviorist, functionalist, psychological, sociological, and anthropological, the last two of which are highly relevant to an EFL teacher.

Conclusion

Media and its widespread influence in students' daily lives, according to Brinton (2001), can no longer be ignored. As a powerful motivator, the use of media in the EFL classroom contributes richly, favorably, and productively to the language education process. Wilson (2011) backs up Brinton's (2001) arguments by urging all L2 educators to "make use of available technology [and media] in the EFL classroom" (Wilson, lecture, November 21, 2011), as this type of approach and methodology allows for a highly effective, appealing, and enjoyable form of motivation in second language education, as evidenced by the author's observation on the amount of work and study.

"The current [media] possibilities are actually great... for they offer an astonishing number of avenues for learning and inquiry," concludes teacher-educator Jeremey Harmer (2007). Instructors that use a variety of media to enhance language learning will present a more appealing and engaging way for students to acquire English as a second or foreign language in a practical, successful, and meaningful way.

As authentic content input and motivational aids, apps and video-based lesson plans are regarded to be beneficial. Video clips are found to be entertaining, relevant, helpful, and somewhat motivating by students in general. As a result, it's possible for both teachers and students can work together to incorporate diverse video-based lesson plans into a number of classroom activities in order to improve learning outcomes and create a positive learning environment. It's less apparent, however, how to use videos in class to encourage students to use websites to study English outside of class and to foster learner autonomy. While teacher direction is crucial, allowing pupils the opportunity to explore on their own is also critical.

While teacher guidance is essential, it's also important enabling students the freedom to explore on their own and take the first steps toward learning English through media and video is critical.

Digital media can also help language learners enhance their listening comprehension. Ungrammatical traits that are not comparable to those present in written language make up the structure of language, which can

assist learners understand while also entertaining them. Students are encouraged to explore the relationship between learning and practicing as a result of the connection between the classroom and the practical world. For second and foreign language students, videography is generally regarded as more powerful and comprehensible than other media.

According to several researchers, language teachers prefer video because it encourages students, brings the real world into the classroom, organically contextualizes language, and allows students to observe accurate language use. Students want it because video presentations are interesting, challenging, and fun to watch, and it is a commonly used medium in almost every discipline. It is considered that video content could be used as both authentic material input and a motivational tool. As a result of the connection between the classroom and the real world, students are encouraged to grasp the relationship between learning and practice. Digital media is increasingly used by second and foreign language students.

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