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Rhetorical Structure of TVET Video Lecture Concluding Phase

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Abstract

The usage of video lectures in Technical and Vocational Education and Training (TVET) discipline has risen in recent years. However, despite its popularity, the study of TVET video lectures' rhetorical structure is still scarce. Thus, this can be seen as an opportunity to further investigate this emerging trend. The investigation of the rhetorical structure of TVET video lectures is seen as a way to assist instructors and students in utilising video lectures effectively. Therefore, this study aims to investigate the rhetorical structure of TVET video lecture focusing on the concluding phase. Nine TVET video lecture concluding phases by Malaysian Polytechnics were analysed in this study using ESP genre theory. Cheng's (2012) rhetorical structure of lecture closing and Ebrahimi's (2019) rhetorical structure of engineering lecture were used as the main references for the analysis. Based on the analysis, it was found that TVET video lecture concluding phases consisted of one move and six steps. The move was an obligatory move while the steps were optional and appeared in recursive and random sequence. Additionally, it was found that TVET video lecture concluding phase had different rhetorical structure from the face-to-face classroom lectures. Pedagogically, the findings may assist both teachers and students in utilizing TVET video lectures in the process of learning and teaching.

Keywords: Rhetorical Structure, TVET Video Lecture, Concluding Phase, Moves, Steps.

Introduction

The advancement of technology has seen the emergence of video lectures in the world of education. Woolfitt (2015) described video lectures as content that is digitally recorded for the purpose of teaching. Video lectures can be presented in myriad of styles such as classroom recording, studio recording or animation (Crook & Schofield, 2017). Around the world, many

educational institutions have started to utilise video lectures as the main or supplementary teaching tool. For instance, Malaysian Polytechnics, the premier Technical and Vocational Education and Training (TVET) institution in Malaysia, has started to embrace video lectures. This is evident with the existence of many video lectures by Malaysian Polytechnics. The video lectures are used as supplementary materials to the classroom lectures. Commonly, the video lectures by Malaysia Polytechnics are stored in online platforms such as Massive Open Online Course (MOOC) and YouTube channels. Many of the video lectures offer contents from the TVET disciplines. Examples of video lectures offered by Malaysian Polytechnics are Green Technology, AUTOCAD and Aviation Technology.

Despite the high usage of video lectures in TVET discipline, studies on rhetorical structure of video lectures are still scarce. Most studies on lectures' rhetorical structure focus on classroom lectures. For instance, Thompson (1994) and Shamsudin and Ebrahimi (2013) studied the introduction phase of lectures while Cheng (2012) focused on the closing phase of lectures. There are also studies that focused on the entire lectures like the ones by Lee (2016) and Ebrahimi (2019). To date, little is known about the rhetorical structure of video lectures specifically in TVET discipline. Thus, this presents an opportunity to this current study to investigate the rhetorical structure of TVET video lectures.

Additionally, scholars agreed that rhetorical structure is important in assisting students to comprehend lectures (Young,1994; Hyon, 1997; Lee, 2016; Ebrahimi, 2019). Young (1994) aptly summarised the importance of lectures rhetorical structure by saying, that students will benefit greatly if they are equipped with the knowledge of lectures structure. Lee (2016) echoed similar idea when he suggested that students can navigate their way effectively while listening to lectures if they have the knowledge of lectures' rhetorical structure.

Hitherto, considering the ubiquitous status of TVET video lectures and lack of information of its rhetorical structure, this study aims to fill the gap by investigating the rhetorical structure of TVET video lectures. Specifically, the study will be focusing on the concluding phase of the TVET video lectures. Data were collected from video lectures by Malaysian Polytechnics and analysis was done from the perspective of English for Specific Purposes (ESP) genre theory. This study was guided by these research questions:

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

Literature Review

The rhetorical structure of lectures has been the focus of many scholars. The studies focused on different phases of lectures namely opening, content and closing. For instance, Thompson (1994) conducted a study on lecture introductions. In the study, she analysed the rhetorical structure of eighteen lecture introductions from various disciplines. It was found that commonly, lectures were delivered at the beginning with *Set up lecture framework*. This function serves the roles as the starting point of the lectures. *Set up lecture framework* was immediately followed by four sub functions namely *Announce topic, Indicate scope, Outline scope* and *Present* aims. The second function found was *Putting topic in context*. This function had three sub functions namely *Show Importance/relevance of topic, Relate "New" to "Given"* and *Refer to Earlier Lectures*. Table 1 illustrates the functions and sub-functions of lecture introductions found in the study. Thompson (1994) explained that the findings enabled

students to listen and comprehend lectures better. However, she cautioned that the functions and sub functions were not straight forward and there was variability in the rhetorical structure.

Table 1
Lectures functions and sub functions (Thompson, 1994)

FUNCTION 1	**FUNCTION 2**
Set up lecture framework	Putting topic in context
SUB-FUNCTIONS	**SUB-FUNCTIONS**
Announce topic	Show Importance/relevance of topic
Indicate scope	Relate "New" to "Given"
Outline scope	Refer to Earlier Lectures
Present aims	

Lee (2009) also conducted a study on lecture introductions. Using ESP genre theory, Lee (2009) described the rhetorical structure of lecture introductions using moves and steps. Three moves were found in the study namely *Warming up, Setting the lecture framework* and *Putting topic into context*. Each move was followed by several steps that further rhetorically realised the moves. Table 2 illustrates the findings of Lee (2009). Similar to Thompson's (1994) findings, Lee (2009) also suggested that the moves and steps did not appear in a linear sequence. Instead it can reappear anywhere throughout the lecture introductions.

Table 2
Lecture introductions moves and steps (Lee, 2009)

PHASE	**MOVES**	**STEPS**
Introduction	1. Warming up	1. Making a Digression
		2. Housekeeping
		3. Looking ahead
	2. Setting up lecture framework	1. Announcing the Topic
		2. Indicating the scope
		3. Outlining the structure
		4. Presenting the aims
	3. Putting the topic in context	1. Showing the importance of the topic
		2. Relating "new" to "given"
		3. Referring to earlier lecture(s)

Other scholars look at different phase of lectures. For instance, Cheng (2012) studied the closing phase of lectures. She mentioned that the closing phase of lectures is as important as other phases in lectures. This is because a strong closing can leave a clear and lasting memory in the audiences' minds. Cheng (2012) investigated fifty-six lecture closing derived from

Michigan Corpus of Academic Spoken English (MICASE) Corpus. The study found fifteen strategies that made up the rhetorical structure of lecture closings. The strategies were divided into two categories namely teacher strategies and student strategies. Table 3 summarises the findings of the study. It is important to note that the strategies did not occur in a clear sequence. Instead, it appeared in various sequences throughout the lecture closings.

Table 3
Strategies in lecture closings (Cheng, 2012:237)

TEACHER STRATEGIES
Indicating the end of lecture
Asking if students have questions
Answering students' questions
Calling for attention
Coming to a conclusion of lecture content
Explaining course-related issues (e.g., assignments or class hours)
Dismissing the class or leave-taking goodbyes and wishes
Indicating the plan for the future (e.g., course content or activities for the next class)
Explaining non-course-related matters
Raising questions or issues for discussion
Summarizing or reviewing key points
Responding to students
STUDENT STRATEGIES
Raising questions about course-related issues
Raising questions about lecture content
Responding to the lecturer

A more comprehensive model of rhetorical structure of lectures is introduced by Ebrahimi (2019). He examined the entire phase of engineering lectures from a public university. Interestingly, in coming up with the rhetorical structure model, he used previous studies like the ones by Lee (2009) and Cheng (2012). His study found that lectures can be divided into three phases namely opening, content and concluding. Each phase consists of several moves and steps. Ebrahimi (2019) further added to the rhetorical structure several sub-steps that rhetorically realised the steps. In contrast with the previous rhetorical structure model, this model introduced several novel moves, steps and sub-steps. For instance, there are two steps in the lecture opening phase namely *Step 1A - Course Related Issues* and *Step1B - Non-Course Related Issues.* Additionally, Ebrahimi (2019) introduced one move, *Closing* in the concluding phase of lecture. Overall, these moves, steps and sub-steps provide new insights towards the rhetorical structure of lectures as a whole. Table 4 illustrates the entire model proposed by Ebrahimi (2019).

Table 4
Rhetorical structure of engineering lectures (Ebrahimi, 2019:113)

Phase	Moves	Steps	Sub-Step
Phase 1 - Opening	Move 1 - Warm up	Step 1A - Course Related Issues	Sub-Step 1Ai - Class Schedule and Books
			Sub-Step 1Aii -Homework and Notes
			Sub-Step 1Aiii -Housekeeping
			Sub-Step 1Aiv - Making a Digression
			Sub-Step 1Av -Announcing the Topic
			Sub-Step 1Avi -Referring/Reviewing Earlier Lecture
		Step1B - Non-Course Related Issues	Sub-Step 1Bi -Announcements
			Sub-Step 1Bii -Contextual Content
			Sub-Step 1Biii -Greetings and Prayers
Phase 2 - Content	Move 2 - Informing	Step 2A - Describing	Sub-Step 2Ai – Arguing
			Sub-Step 2Aii -Explaining
			Sub-Step 2Aiii -Managing Terminology
		Step 2B – Demonstrating	
		Step 2C – Interpreting	
		Step 2D – Resuming	
	Move 3 - Elaborating	Step 3A - Reformulation	
		Step 3B – Repetition	
		Step 3C – Exemplifying	
		Step 3D - Justifying and Reasoning	
	Move 4 - Organising Discourse	Step 4A- Structuring	
		Step 4B – Orientating	Substep 4Bi - Adding to Topic
			Substep 4Bii -Concluding Topic
			Substep 4Biii -Delimiting Topic
			Substep 4Biv - Endophoric Marking
			Substep 4Bv -Introducing Topic
			Substep 4Bvi -Previewing
			Substep 4Bvii -Reviewing
			Substep 4Bviii -Recapitulation
	Move 5 - Managing the Audience	Step 5A - Managing the Class	
		Step 6A - Regulating Interaction	

Phase	Moves	Steps	Sub-Step
	Move 6 - Interacting	Step 6B - Involving the Audience	
Phase 3 - Concluding	Move 7 - Closing	Step 7A - Announcing the End of the Lecture	
		Step 7B – Exams	
		Step 7C - Dismissing the Class	

Although the aforementioned studies examined the rhetorical structures of different lecture phases, there are few similarities especially on the significant of the findings. The scholars agreed that listening to lectures is challenging (Thompson, 1994; Cheng, 2012). This challenge is more prevalent among the non-native speakers as they are struggling with the language and content of the lectures. Thus, scholars suggest for students to be taught the knowledge of lectures' rhetorical structure to remedy this problem. Thus, studies by the likes of Thompson (1994), Lee (2009) and Cheng (2012) were aimed to assist students in following and comprehending lectures.

Despite the myriad studies on lectures' rhetorical structure, to date, little research has been conducted on the rhetorical structure of video lectures. For instance, a study on video lectures was conducted by Rahim and Shamsudin (2019). They investigated the rhetorical structure of video lecture content phase. The findings suggested that video lecture content phase commonly consisted of two moves and four steps. However, no empirical data was found of the rhetorical structure of video lectures' concluding phase. Thus, there seem to be a gap in the literature of video lectures' rhetorical structure.

Cheong (2013) argued that genre changes in terms of its structure when it changes platform. In the case of this study, video lecture is seen as a different genre from the classroom, face-to-face lectures as the platform of delivery is different. It is believed that video lectures have their own function, organisational structure and even linguistics features. This notion is supported by Hyon (1997) and Tomakhiv (2016) when they argued that video lectures have their own features that set them apart from classroom lectures. Thus, this presents an opportunity to further study to be conducted to explore more on the rhetorical structure of video lectures.

Methodology

Data for this study was collected from a YouTube Channel administered by Malaysian Polytechnics' Centre for eLearning and Technical (CeLT). The YouTube Channel is called TVET eConvergence and it contains video lectures mostly from the TVET discipline. The channel is open for the public at no cost. Nine video lectures were selected from the channel to be analysed. The video lectures were selected based on a set of inclusion criteria. The criteria were the video lectures must be from TVET discipline, using English as the medium of instruction and were recorded for teaching purposes. Table 5 shows the video lectures used in this study. Each video lecture was labelled VL1 to VL9 where VL stands for video lecture and immediately followed by number that symbolizes the video lectures. This was done for ease of reference and discussion.

Table 5
TVET video lectures

LABEL	TITLE
VL1	THE FEAR OF C
VL2	EMBEDDED SYSTEM SPEEDBOAT CHALLENGE
VL3	GREEN TECHNOLOGY
VL4	IBS CONSTRUCTION IN MY BEAUTIFUL NEW HOME PROJECT
VL5	SOLAR HOUSE
VL6	ROBOTICS FIRA ANDROID SOCCER TOURNAMENT
VL7	SEMICONDUCTOR DEVICES: A CLOSER LOOK
VL8	THE IMPACT OF BIG DATA ON TVET IN MALAYSIAN POLYTECHNICS
VL9	AUTOCAD IS EASY

The TVET video lectures were analysed from the perspective of ESP genre approach. The rhetorical structure was described using moves and steps. Swales (1990) described moves as structural segment that has specific communicative purpose while steps are various parts that come together to achieve the purpose of the move they belong to. The main references for this study were Cheng's (2012) concluding phase strategies and Ebrahimi's (2019) rhetorical structure.

The TVET video lectures were watched in its entirety before the analysis was conducted. This helps the researchers to gain the overall understanding of the video lectures. Later, the video lectures were labelled VL1 until VL9 and transcribed manually. In determining the concluding phase, Lee's (2016) criteria were used to determine the boundaries. The criteria were (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 behaviour (e.g., gesture, shuffling paper). In addition, explicit features on screen such as writing and animation were noted to determine the concluding phase of the video lectures.

The coding of moves and steps was done using guideline by Biber, Connor and Upton (2007). The guideline suggests that a coding process should be a recursive one. Therefore, the coding process of this study was done recursively by two researchers. It started with the reading of transcriptions and labelling them according to the main references. The process was repeated several times until an initial coding was revised. Later, discussions were conducted between the two researchers to avoid any major differences and resolved any issues.

Results

The analysis revealed that commonly TVET video lecture concluding phases consisted of one move namely *Closing*. The move appeared in all video lectures hence it can be said that it was an obligatory move for the concluding phase. Additionally, the analysis also found six steps employed in the TVET video lectures. The six steps were *Indicating the end of lecture, Summarising and reviewing key point, Expressing future hope/wish, Coming to a conclusion of lecture content, Raising question* and *Leave taking*. None of the steps appeared in all of the TVET video lectures. Table 6 illustrates the results of this study.

Table 6
Rhetorical structure of TVET video lectures concluding phase

	Move	No. of video lectures	Steps	No. of video lectures
Concluding phase	Move 1: Closing	9 (100%)	1. Indicating the end of lecture	6 (66.6%)
			2. Summarising and reviewing key point	6 (66.6%)
			3. Expressing future hope/wish	5 (55.5%)
			4. Coming to a conclusion of lecture content	3 (33.3%)
			5. Raising question	1 (11.1%)
			6. Leave taking	5 (55.5%)

The solitary move found in the concluding phase of TVET video lectures is called *Closing*. This is similar to Ebrahimi's (2009) finding. According to Ebrahimi (2019), the purpose of this move is to close the lecture. Commonly, the move was signaled by concluding term such as *As a conclusion*. The move was considered as obligatory move since it appeared in all nine TVET video lectures. The move was rhetorically realised by six steps. The first step was *Indicating the end of lecture.* Six video lectures employed this step. Commonly, the step was used to signal the start of the end of lecture. Some examples from the video lectures were "*As a conclusion….(VL2)"* and "*I think that is all at the moment about my of field of interest here in my TVET institution (VL6)."*

The second step was *Summarising and reviewing key point.* After presenting the content, the lecturers would commonly summarise the main take away of the lectures in this step. It was found that six video lectures employed this step. Thus, this was not considered an obligatory step. An example of this step can be found in VL2 when the lecturer said "*I believe that programming can be learned and the fear of C programming overcome however it requires a change in how we approach the teaching and learning of this course".*

The next step was *Expressing future hope/wish.* Similar to step 2, the third step was not an obligatory step. Only five video lectures used this step. In this step, lecturers expressed their hope towards the students after the lecture. One example of this step can be seen in VL2 "*I hope my talk have been able to highlight the problems and factors of students fearing C programming. It is my sincere wish that we can change the perception of students about the fundamental programming form one of fear of C to one of love of C".*

The fourth step was also an optional step. Only three video lectures employed this step. The fourth step was labelled as *Coming to a conclusion of lecture content.* In this step, the lecturers were coming to the end of the concluding phase. For example, in VL7 the lecturer said *"This*

is indeed a closer look on how the semiconductor device can be made interesting, relevant and meaningful".

The least employed step was *Raising question.* Only VL9 used this step. In VL9, the lecturer said, "*Today if you ask me how do I achieve Autodesk professional certificate AUTOCAD 2015 then I would answer is through my experience".* Commonly this step is employed to elicit respond from the students.

The last step was *Leave-taking. Five video lectures utilised this step. Usually, this step occurred at the end of the concluding phase. It signaled the end of the video lecture.* Some example from the video lectures were *"Thank you for watching. Bye. (VL4)"* and "*Go TVET soaring upwards, thank you (VL8)".*

Discussion

The results show that TVET video lecture concluding phase consist of one move and six steps. No new or novel move and step was found during the analysis. The moves and steps found were similar to Cheng's (2012) strategies and Ebrahimi's (2019) rhetorical structure. Although the number of moves is similar, TVET video lecture concluding phases only have six steps. This is quite different in term of number of strategies and steps as suggested by Cheng (2012) and Ebrahimi (2019). Many strategies such as *Exams, Explaining non-course related matters* or *Answering students'* questions were missing in TVET video lectures concluding phases.

This might be due to the nature of TVET video lectures. First, the video lectures are normally short in length as compared to the face-to-face lectures (Shamsudin & Rahim, 2019). Shorter length means less strategies and steps could be employed in video lectures. Secondly, since the video lectures are presented asynchronously, some steps and strategies could not be implemented. For instance, Cheng's (2012) strategies of *Answering students' questions* and *Responding to students* are seen as not suitable since there is no presence of students in video lectures. Therefore, some strategies and steps used in face-to-face classroom lectures might not be appropriate to be employed in video lectures.

In discussing the rhetorical structure, it is important to note that each video lecture has its own rhetorical structure sequence. Although all of the video lectures shared the same solitary move, they have different number and sequence of steps. Some video lectures realised Move 1 using one step (VL4) while other video lecture used three steps (VL6, VL7, VL8, VL9). The results revealed that VL2 had the most steps while VL4 employed the least step with only one. The most common number of steps employed was three with four video lectures (VL6, VL7, VL8, VL9) employed it. Table 7 presents the results of the move and steps analysis.

Table 7
Move and steps of TVET video lectures concluding phase

VL1	VL2	VL3	VL4	VL5	VL6	VL7	VL8	VL9
MOVE 1: Closing								
STEPS								
EL	EL	KP	LT	CL	EL	EL	EL	CL
KP	KP	HW		HW	KP	KP	KP	RQ
HW	HW			EL	LT	CL	LT	HW
LT	KP							
	LT							

EL=Indicating the end of lecture CL= Coming to a conclusion of lecture content LT= Leave taking HW = Expressing future hope/wish RQ= Raising question KP= Summarising and reviewing key point

The steps of TVET video lectures were achieved through various means. For example, leave-taking was done by thanking the viewers (VL4), bidding goodbye (VL1) and even uttering related slogan (VL8). The same can be seen in Step 3 *Expressing future hope/wish* when VL2 expressed the hope towards the subject and students while in VL5 the lecturer expressed his hope on the subject towards the society. This goes to show that the same step can be achieved through various ways. Thus, it is important to really understand the purpose of each move and steps of TVET video lectures.

Another important information to be noted is that the steps did not appear in linear sequence. Similar to Lee's (2009) findings, the steps in TVET video lectures concluding phase appeared in a recursive and random sequence where the steps can appear and reappear in TVET video lecture concluding phase. For instance, in VL2 *Summarising and reviewing key point* appeared twice in the video lectures. This shows that the steps are flexible and can be utilised multiple times in the video lectures. Additionally, there is no fixed sequence of the steps. Each video lecture has different sequence of the steps.

Conclusion

The study aims to fill the gap in the literature of TVET video lectures. Based on the analysis, the concluding phase of TVET video lectures consists of one move and six steps. The move was *Closing* and the steps were *Indicating the end of lecture, Summarising and reviewing key point, Expressing future hope/wish, Coming to a conclusion of lecture content, Raising question* and *Leave Taking*. The findings also show that different TVET video lecture style has different rhetorical structure for its concluding phase.

Overall, it can be seen that TVET video lectures have different rhetorical structure as compared to the concluding phase of face-to-face classroom lectures. The different rhetorical structure confirms the claim by scholars like Hyon (1997) and Tomakhiv (2016) that video lectures have their own structure. Thus, the findings of this study are hoped to contribute to the literature of video lectures especially in TVET discipline.

The findings of this study can be utilised by parties that involve with video lectures. Firstly, TVET students may use the findings of this study in order for them to utilise video lectures in their learning. The rhetorical structure can assist students to build a mental map that assists

them in listening to the video lectures. Additionally, the findings of this study also can be used by TVET lecturers especially in creating video lectures. By knowing the moves and steps of TVET video lectures, TVET lecturers can make informed decision in deciding what to do or say in the video lectures. Overall, the findings can bring positive impact to both students and lecturers that involved directly with TVET video lectures.

Similar to other studies, this current study has its own limitations. Firstly, the corpus used for this study is small. Only one database by Malaysian Polytechnics was used for this study. Therefore, the data is quite limited and the findings could not be generalised to all TVET video lectures. Besides, the corpus is unique to only one institution in Malaysia. Different TVET institutions might have different corpus of video lectures that could be utilised by future research.

In order to address these limitations, a few suggestions could be made for future research. First, different corpus could be used to collect data for this kind of study. Currently, many educational institutions have their own database of video lectures. The databases are commonly online platform such as YouTube channel, MOOC or Learning management systems (LMS). This can increase the likelihood to collect more data for future research. Next, future research can also manipulate the variables of the data such as the institution, country or even disciplines of the video lectures. This can give a more comprehensive and in depth understanding of video lectures.

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