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## Pedagogical uses of authentic video in ESP classrooms for developing language skills and enriching vocabulary

### Abstract

Authentic video has an established role in the teaching of General English (GE) in conventional language classrooms. What has been under-researched, however, is the role of authentic video in the Computer Assisted Language Learning (CALL) setting, where despite being common, video is still considered a peripheral product. In the teaching of English for Specific Purposes (ESP), which also draws onto findings made in the field of GE, little research has been made into the use of authentic video in both conventional and virtual language environments (VLEs). In order to better understand the role of video in ESP teaching in general and to identify potential areas that call for further research, this paper will explore how authentic video is used to develop the four language skills, audiovisual reception, and vocabulary, in the Slovene higher education area. The research is based on qualitative research methodology, more specifically on semi-structured interviews with ESP teachers and textbook authors, and a textual analysis of ESP textbooks published in Slovenia. The results indicate that most ESP teachers are aware of the benefits of using video materials for the development of the four skills, in particular the productive skills of writing and speaking, and vocabulary. However, teachers are reluctant to include video-related tasks into printed textbooks. Instead, these tasks are migrating to VLEs, which highlights the need to further explore the relationship between traditional textbooks and VLE instructional materials used in conventional language teaching.

Key words: languages for specific purposes, teaching methodology, video, language skills, vocabulary, VLE.

## 1. Introduction

The interest of researchers and language teaching practitioners in the use of video for language learning started almost seventy years ago. Then, using video was a challenge for most teachers as it involved cumbersome and expensive projectors in darkened and acoustically isolated rooms (Travis, 1947). Today, on the other hand, there is no whole and integrated language development unless authentic video is a part of our teaching practice (Mekheimer, 2011). In fact, using video can provide students with learning experience that was previously possible only through visits to target language speaking countries (Stevenson, 2013). Although in our society information is mostly transmitted through video (TV programmes and internet), language teaching in higher education still focuses on reading and writing, and neglects audio-visual reception skills (McErlain, 1999; Jurkovič, 2014). Not only in conventional classrooms but also in the CALL setting, videos are perceived as being peripheral and not core instructional materials despite being commonly used (Lin, 2010).

Research shows that using authentic video in teaching and learning languages has positive effects on the development of overall communicative competence (Tschirner, 2001; Mekheimer, 2011), the development of vocabulary (Schmitt, 2008; Seferoglu, 2008), and the language skills of speaking (Swaffar & Vlatten, 1997; Tschirner, 2001; Seferoglu, 2008), listening (Weyers, 1999; Seferoglu, 2008; Wagner, 2012), and writing (Čepon, 2011). An element that has key value in language teaching and learning is learner motivation. Most students are interested in learning language through video, as research has confirmed (Canning-Wilson, 2000), and video input has been shown to trigger emotional reactions among viewers and positively affect learning outcomes (Whiting & Granoff, 2010).

Despite the advantages that using authentic video generates, research conducted by Hobbs (2006), Kaiser (2011), and Jurkovič (2015) shows frequent non-optimal uses of authentic video in language classrooms. The intrinsic responsibility of each teacher should be to use teaching resources in accordance with research findings and recommendations, and exploit the teaching means to their full potential. Importantly, all the studies mentioned so far have explored the use of video in relation to the teaching of General English (GE) in conventional language classrooms. What has been under-researched, however, is the role of authentic video in the CALL setting. In the field of teaching and learning English for Specific Purposes (ESP), to our knowledge no research studies have been made into the use of authentic video in both conventional and virtual language environments (VLEs). In order to bridge these research gaps and to better understand the role of video in ESP teaching in general and to identify potential areas that call for further research, this paper will explore how authentic video is used to develop the four language skills, audiovisual reception, and vocabulary, in the Slovene higher education area.

The theoretical framework that highlights the main premises underlying the research of using authentic video in conventional ESP classrooms and VLEs is followed by a presentation of the adopted methodology. In the results section, a qualitative analysis of narratives of ESP teachers' practical experiences is presented through quoted statements. It is followed by an analysis of Slovene printed ESP textbooks in relation to video-related tasks, and the reasons of authors for (not) including video-related tasks into their published textbooks but instead making them accessible to students in VLEs. In the discussion and conclusion section, the findings are related to the theoretical background in this field and interpreted, and pedagogical implications for teaching through video materials drawn. Last but not least, based on the presented findings, the discussion concludes with several suggestions for further research that will enable us to fully understand the role of video materials in modern ESP teaching.

## 2. Theoretical framework

In the 1970s Krashen and his associates initiated the development of the communicative approach to language teaching. Up to the present day, this has remained the most significant change and most comprehensive approach to foreign language teaching; compared to the previous approaches and theories of language learning, the communicative approach places significant emphasis on the authenticity of comprehensible input (Skela, 1998). Input will only become intake if it is comprehensible, if learners engage with it, are open to learning, and motivated (Lewis, 1993). In addition to the input hypothesis, the importance of input is acknowledged by the incidental learning hypothesis and the frequency hypothesis. In accordance with the incidental learning hypothesis, intentional learning can only lead to a limited quantity of knowledge while the frequency hypothesis states that more frequent words will be learnt before less frequent ones (Ellis & Shintani, 2014). In addition to the quantity of comprehensible input, the success of language learning relies on emotional factors, among which the strength of the affective filter (Krashen, 1982), as well as students' cognitive and learning styles, including sensory preferences (Tudor, 1996). Given that authentic video materials provide ample authentic input through the sensory channel preferred by the majority of students (Ehrman, 1996) and enhance student motivation for language learning (Huczynski & Buchanan, 2004; Seferoglu, 2008; Mekheimer, 2011), they need to be given a more prominent role in higher education language teaching (McErlain, 1999; Jurkovič, 2014). Importantly, in order to keep pace with the expectations of digital natives (Prensky, 2001), teachers are supposed to use modern media if they expect to maintain their classroom authority (Sokolik, 2003). Even though recordings on video tapes are today perceived as being part of traditional technology, digital video that is used today is classified among multimedia technologies (Torres, 2006).

Authentic video materials can be defined as “authentic television programming taped off-air and used with permission for educational purposes” (Weyers, 1999, p. 339). In addition to television programming, today there are numerous video clips available on video-hosting services, such as youtube, vimeo, or myvideo. Even though the umbrella term of listening may entail audiovisual reception, this is not explicitly stated in most studies. Graham’s (2006) study, for instance, defines listening as “unidirectional listening, in the sense that the hearer is unable to interact with the speaker, as in the case of listening to a tape or video-recorded” (p. 165). In the Common European Framework of Reference, audiovisual reception is described as an activity during which “the user simultaneously receives an auditory and a visual input” (Council of Europe, 2001, p. 71) while watching TV or video, using new technologies, or listening to a text being read aloud. Therefore, research on audio-visual reception should be distinguished from that on listening. A study conducted by Whiting and Granoff (2010), for instance, has shown that listening while reading a short story has been favorably accepted by students but it was only using additional video input that also increased student comprehension.

Despite the importance of audiovisual reception and digital media for today’s cohorts of students that see computer technology as central to their everyday lives and communication (Sokolik, 2003), the Common European Framework of Reference (Council of Europe, 2001) only provides a single illustrative scale for audiovisual reception (for watching TV and film). Yet there are many more genres that can efficiently be incorporated into the language teaching process. These are sitcoms, telenovelas, film excerpts, gags, documentary and educational films, television news, interviews and talk shows, sports shows, quizzes, short presentation video clips, and television advertisements (Sherman, 2003).

Comprehensible language input will lead to the creation of language output (Mekheimer, 2011) in the form of the productive language skills of speaking and writing. Thus, rich input that can also be provided through the audiovisual reception of authentic video materials (Tschirner, 2001) can be used as the springboard for the development of the productive language skills of speaking and writing. In addition to the four language skills, authentic video can be used for the development of lexical competence (Schmitt, 2008; Seferoglu, 2008), defined as the “knowledge of, and ability to use, the vocabulary of a language” (Council of Europe, 2001, p. 111). Vocabulary can be explicitly (intentionally) learnt or implicitly (incidentally) acquired. In a balanced language class, both approaches need to be integrated (Nation, 2005; Schmitt, 2008; Ellis & Shintani, 2014), thus providing ample opportunities for exposure to language and incidental learning but also vocabulary-focused language tasks for reinforcement and learning of new words. Collocational competence, for instance, cannot be successfully catered for only through intentional learning as extensive exposure is also required (Ellis & Shintani, 2014).

Exposure can be provided through extensive listening or extensive reading. A balanced vocabulary program will dedicate roughly equal amounts of time to meaning-focused input through reading and listening, meaning-focused output through speaking and writing, language-focused learning or intentional learning of various lexical aspects, and fluency through repetitive reception or production, or easy extensive reading (Nation, 2005), as well as through listening or audiovisual reception. A comprehensive research study conducted by Vidal (2011) has shown that reading provides more comprehensible input to low-proficiency learners and is therefore more efficient if compared to audiovisual reception. For high-proficiency learners, however, reading and audiovisual reception seem to be equally effective.

Authentic video materials may be incorporated into the conventional or VLE teaching and learning situation for a variety of reasons. Firstly, they provide rich authentic and contextualized language patterns of the target language (Weyers, 1999). The learning situation that acknowledges the importance of audiovisual reception and provides the learners with opportunities to learn through video can be compared against the rich learning environment in which children learn their first languages (Herron, York, Corrie, & Cole, 2006). Next, the importance of affective factors should not be forgotten. Keeping in mind the limitations of low-ability learners and using teaching techniques that will make the real content of the video accessible to all should have a positive effect on motivation (Huczynski & Buchanan, 2004; Seferoglu, 2008; Mekheimer, 2011), and autonomous learning outside the language classroom (Kuppens, 2010). Last but not least, authentic video materials can be used for the development of generic competences, for instance intercultural awareness (Tabatabaei & Gahorei, 2011; Mekheimer, 2011) and critical thinking (Seferoglu, 2008).

### 3. Methodology

The research into how authentic video is used to develop the four language skills and vocabulary in ESP in the Slovene higher education area has been conducted using qualitative research methods:

- semi-structured interviews with ESP teachers regarding their objectives of using authentic video in their conventional and VLE classrooms, conducted in May and June, 2013,
- a textual analysis of video-related tasks as found in printed Slovene ESP textbooks used in higher education, conducted in November and December, 2014, and
- semi-structured interviews with ESP teachers/authors of ESP textbooks concerning the presence/absence of video-related tasks in their printed textbooks, conducted in January, 2015.

Firstly, fourteen semi-structured interviews were conducted with Slovene ESP higher education teachers. The request for participation in the study was sent by email to the entire population of ESP higher education teachers in Slovenia (51). The final inventory of respondents consists of fourteen teachers that were willing to participate in the study. The semi-structured interviews were conducted in May and June, 2013. The respondents are teachers of ESP related to a variety of disciplines: the majority comes from higher education institutions of economics and management (5), followed by logistics (2), and one respondent from sociology, political sciences and European studies, criminal justice and security, geography, civil engineering, chemistry, and tourism. The interview questions were related to several aspects of using video in the conventional and VLE language classrooms, for instance affective factors and the use of video, drawbacks and benefits of using authentic video, objectives and challenges, and so forth. The interviews were transcribed and coded, and then analyzed. The present paper only reports on statements regarding the language objectives that teachers try to reach using authentic video in the ESP classrooms. In order to provide for anonymity of respondents, they are marked with T1-T14 (e.g. T1 means Teacher 1) in the Results section. Semi-structured interviews were used because they allow the researcher to get an insight into the respondents' stances that derive from their personal experiences (Walker, 1988) and allow the conversation to digress from the interviewer's questions (Berg, 2001), thus providing ample opportunities for interviewees to express their opinions.

The second applied method was textual analysis of video-related tasks found in printed ESP textbooks related to a variety of study disciplines that ESP practitioners designed for use in their own classrooms. The selection of textual analysis methodology leans on the fact that it may be used to supplement the findings of other methods (Fairclough, 2003), in the case of the present paper, semi-structured interviews. Because of spatial accessibility, all textbooks published at the University of Ljubljana and University of Primorska were explored, thus excluding the second largest Slovene University of Maribor and the smallest University of Nova Gorica. Using the online national library catalogue, the inventory of all ESP textbooks was first constructed. At the libraries of the relevant faculties, 60 textbooks (published between 1997 and 2014) were available. They were analyzed in terms of presence and content of video-related tasks in relation to language teaching objectives.

Finally, in January, 2015, the reasons for (not) including video-related tasks into the printed ESP textbooks were further explored with seven of the initial fourteen interviewees, who are authors of ESP textbooks that were analyzed in the second phase. The interviews were transcribed and coded, and then analyzed.



## 4. Results

In this section, the results of the semi-structured interviews with fourteen ESP teachers will first be presented, followed by an analysis of printed Slovene ESP textbooks, and finally the reasons for (not) including video-related tasks into printed ESP textbooks but uploading them into VLEs instead.

The first method used for data collection was semi-structured interviews with Slovene ESP teachers. When asked which language objectives they try to meet when using authentic video in their classrooms, all interviewed teachers first mentioned the development of various facets of vocabulary. This includes.

- ESP terminology (T12: *"Well, I always try to find videos that will have the vocabulary that we focus on during class, and from practice so that they can see how things are managed, done, and described."*),
- orthographic competence when using captions (T2: *"Sub-Saharan region, so that they learn the spelling of Sub-Saharan, if they see it they will pay attention to the spelling of terms."*),
- phraseology (T5: *"So it's not only about individual words but also dialogues and exchanges."*),
- pragmatic competence (T7: *"The main objective is vocabulary, of course, the presentation of vocabulary in context. /.../ By this I'm not referring to the purely semantic meaning but rather the functional uses of vocabulary. How to address the chair in a meeting, for instance."*), and
- multi-word units (T12: *"I do use specific vocabulary exercises. Matching collocations used in the video."*).

For some teachers this is the only language objective that they try to reach, for instance T2: *"Up until now I've only focused on vocabulary."*

The language tasks that interviewees most commonly use for vocabulary presentation, revision, or consolidation are gap filling exercises (T3: *"I might give them the transcripts. And then I add vocabulary exercises, for instance answering questions or gap fills."*). Other types of exercises include sentence completion, as mentioned in the previous example, but also:

- focusing on keywords before watching or while watching (T8: *"I give them an inventory of the used words beforehand, the important ones."*; T6: *"Then I stop the video many times and we take key words, so I can use them later on in gap fills, for example."*),
- multiple choice quizzes (T2: *"For example, I give them an a, b, c quiz."*),

- matching (T12: *"I do use specific vocabulary exercises. Matching collocations used in the video."*), and
- translation (T5: *"I usually give them dictionary definitions in brackets so they listen for equivalents in English. Or I give them Slovene equivalents."*).

Interestingly, listening comprehension was not stated by all interviewed teachers as the seemingly obvious learning objective of using video. The majority, however, is aware of the importance of video as a tool for the development of listening comprehension. Doubts whether watching video in fact leads to listening comprehension or some other form of comprehension have been expressed by T4: *"Watching video is a form of comprehension. This is not pure listening comprehension but is multimedia or multi-code in nature."* Moreover, the second receptive skill of reading has only been stated by two interviewed teachers that mentioned occasionally using target-language captions. A typical statement is: *"Reading? No, with the exception of reading the questions to answer, you can't develop the reading skill."* (T7)

Of the two productive language skills, speaking prevails over writing. Therefore, video may be used as a springboard for speaking language activities, mostly taking the form of pair work, group work, and class discussions (T4: *"Then speaking as feedback. At the end, when I said we talk about it, they answer questions in pairs, for instance, and compare their answers against each other's, and report on that. /... / Yes, they do speak a lot."*; T9: *"I prepare exercises. Video is mostly followed by a discussion. I prepare questions in advance and then we discuss these together."*) Nevertheless, the majority of the interviewed teachers also stated using video for the development of the writing skill, which they mostly direct students to for their homework assignments, usually summaries. The writing done in class is limited to sentence completion and writing short chunks of text (T13: *"They do it at home. Watch the clip again and then write a summary. In class we only write short pieces, for example when they have to complete sentences."*).

Only one among the interviewed teachers explicitly stated that video can be used for the development of all four language skills and vocabulary (T14):

*"Speaking, if you use the video as a warm-up, so first I ask them something, then we watch the video, and then talk about it, just briefly, of course. This is about speaking. Then writing, when I give them a gap fill and then they have to write down the missing words. And, together with that, the video that I mentioned earlier, about religion in schools yes or no, they have to summarize the views of the ones for and the ones against, this is a short written assignment, summarizing, getting the main points, this is about writing. Then the ones that I have panel discussions with, because this is what students do, they use this video to learn the*



*phrases, to listen how various members of the discussion join the conversation and the language used by the moderator. So some students literally learn those phrases by heart, so this is about signalling phrases. Listening, of course, to get the main points, so this is listening and writing. Reading ... in a way, yes, you can do it with video. I have a video in the Sex and Gender unit where the video actually consists of slides, there's some text that they have to read and understand and take notes into their textbooks. So if they don't understand what they've read, they'll not be able to do the task. But there's just little reading, truly."*

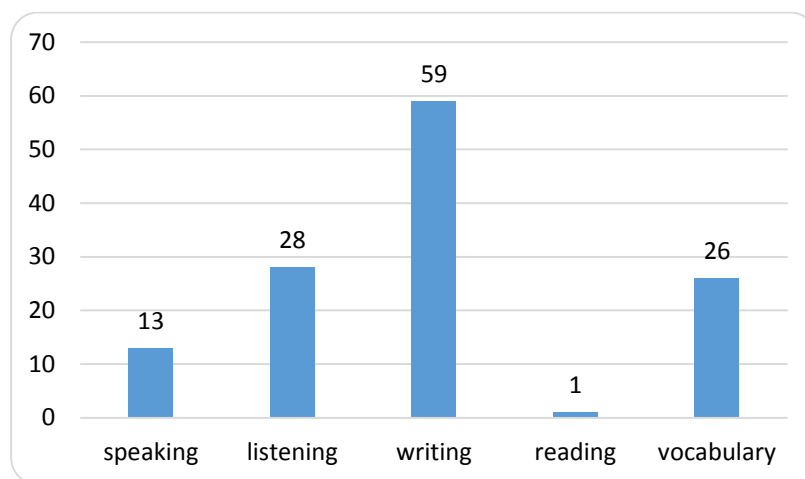
Secondly, the results of video-related tasks as found in the 60 analyzed higher education printed ESP textbooks published in Slovenia from 1997 through 2014 will be presented. The analysis shows that only ten contain video-related language tasks (Table 1).

<b>Discipline</b>	<b>With video</b>	<b>Without video</b>
Tourism	5	2
Medical care		2
Management/economics		21
Social sciences/humanities	1	14
Public administration		8
Theology	1	
Transport/logistics	3	3
<b>TOTAL</b>	<b>10</b>	<b>50</b>

**Table 1: Presence of video-related materials in the analyzed printed ESP textbooks.**

The data in the table shows that some printed ESP textbooks in the fields of tourism, social sciences/humanities, theology, and transport/logistics include video-related content while the majority does not. Most notably, despite being highest in number (21), no textbook from the fields of economics and management contains any video-related content. The same is true of textbooks in the fields of English for medical care or public administration.

Next, the video-related activities present in the ten ESP textbooks were analyzed in terms of language teaching objectives that they pursue. An attempt was made to classify these under categories related to the four skills and vocabulary (Picture 1).



**Picture 1: Presence of the four language skills and vocabulary in video-related printed textbook instructions.**

Picture 1 shows that most instructions in the analyzed printed ESP textbooks refer to writing skills: writing down the main points of the video, frequently under given headings (34), writing a summary of the main points (18), providing opinions of or reflections on the video content (5), and rewriting the missing parts (2). An example of instructions for writing details from the video under given headings is: *"Write 5 important elements of cultural and natural heritage that the video points to."* (social sciences/humanities).

The second most frequently represented skill is that of listening or audiovisual reception. The tasks guide students in the understanding of the video through comprehension questions (20), sentence completion (4), true/false tasks (2), putting events into the correct order (1), and a multiple choice comprehension task (1). An example of listening comprehension instructions is: *"Watch the video and provide answers to the following questions ..."* (tourism).

Thirdly, video is often used for the development of vocabulary. The task types present in the analyzed textbooks are gap fill (16), explaining vocabulary used in the narrative of the video (5), classifying vocabulary under different headings (2), multiple choice tasks (2), and writing a list of words or expressions to remember (1). An example of instructions leading to a gap fill exercise is: *"Watch and listen to the video and insert the missing words."* (transport/logistics)

Although it may be assumed that every video-related task is followed by a class discussion of the keys to exercises and video content, speaking is directly referred to in 13 instruction items. With only two exceptions where the main focus is language functions (used in meetings), this category of instructions always points to pair, group, or class discussion (11), for instance: *"After that you will discuss the main points of the video in groups."* (tourism)

Finally, reading is explicitly mentioned only in one instructions item in a textbook used in the field of tourism: *"Read this text. Then, based on the content of the video that you will watch, supply the missing headings."*

Another interesting point to mention in relation to the use of video in printed ESP textbooks is that it is sometimes used as a warming-up activity without a specific language objective in mind, for instance: *"Watch this short video. What does it tell you about container ships?"* (transport/logistics) On the other hand, the textbook of ESP for theologians inevitably uses video as the last activity in each unit in the "recommended listening" section, with guidelines which information students should focus on. Example: *"At the website Holyland Pilgrimage.org you can find a video recording in which a number of pilgrims from different parts of the world comment in English on their pilgrimage experience. They speak in a variety of accents (can you guess where they are from?), but you will be able to understand them completely because the video also features English subtitles."* (Sešek and Zabukovec, 2010, p. 54)

Last but not least, the interviewed teachers that are also authors of the analyzed textbooks were asked to explain the reasons why they have (not) included video-related tasks into their printed ESP textbooks despite using authentic video in class.

Firstly, instead of publishing updated versions of printed textbooks, teachers prefer using VLEs and making materials for students available there. This means that many new materials were not included in the printed textbook analysis given that access to VLEs is limited to the teachers and their students. Using e-materials in VLEs also allows authors to frequently update and change (video-related) materials, which printed textbooks do not allow, as T3 says: *"I rarely use the same video many times because I use video on current topics, which requires frequent refreshing."* Another reason why video materials are not included in textbooks but are used in VLEs is copyright. The teachers feel that they are allowed to share copyright materials with

their students for non-commercial (educational) purposes in VLEs that are closed to the broader public and therefore limited to a selected group of users, as T7 mentioned. *"Because of copyright infringement issues these things are migrating to Moodle."* Another benefit of VLEs is the availability of video materials for repeated viewing at home: *"I've uploaded the video clips to Moodle and the students can watch them again if they want to."* (T2)

Secondly, using video-related materials in class (and therefore in printed textbooks) has several limitations, in particular those of time, technology, and efficiency. Finding a suitable video is even more time-consuming than finding suitable texts because videos do not allow for diagonal viewing. In the words of T3: *"I feel that preparing materials with video is even more time-consuming than preparing materials with printed texts."* Despite the obvious benefits of VLEs, their limitation is the size of files that can be uploaded. Given that videos are frequently large in size, in particular those of considerable length, uploading is not possible, as T4 said: *"In the e-classroom there are limitations as to the size of the uploaded files."* Most importantly, several among the interviewed teachers have expressed doubts into the efficiency of video materials as the main means for authentic input if compared to printed texts, for instance T8: *"Well, an important element is that there are many studies that have confirmed the positive effects of reading on the development of literacy and foreign language learning which tells me I should take advantage of this medium. On the other hand, I don't know any studies on the effects of multimedia on foreign language learning."* In a comparison between tasks in printed textbooks and those found in VLEs, T7 noted: *"I've never thought about this before but when you ask students to watch a video at home, this cannot lead to any speaking activities unless you're using really advanced VLEs, which I'm not. /.../ Well, I might do some follow-up in class."*

Another reason why instructions for the use of video materials have not been included in printed textbooks although the same teachers/authors of textbooks frequently use them in their conventional language classrooms is that these textbooks have been tailor-made to suit the needs of their groups of students and are frequently only used by the teachers/authors themselves. This means that there is no apparent need why detailed instructions should be included in textbooks if they can be orally given before, during, or after viewing the video. As T8, for instance, said: *"I'm the only teacher using these textbooks. So I don't need to put all ideas that I have, when I select the materials, into tasks or instructions."*

Finally, as the analysis of the selected printed ESP textbooks has shown, video materials may be used without any particular language objective in mind but rather as a warming-up activity or introduction into a particular topic related to the teaching discipline or to contribute to the dynamics of the class. In the words of T14: *"I also use video to illustrate a topic or if it shows something really recent, and use it if we*

*have enough time. Video can also be used as an element of surprise and if you put it into a textbook, the surprise will be gone."*

## 5. Discussion and conclusion

The objective of the analysis presented in this paper was to explore how authentic video is used to develop the four language skills and vocabulary in the Slovene ESP higher education domain in conventional classrooms and VLEs in order to better understand the role of video in ESP teaching in general and identify potential areas that call for further research. In this section, the findings are related to the theoretical background and interpreted, the limitations of the study are set, and pedagogical implications for teaching through video materials are presented. Last but not least, there are suggestions for further research that would enhance our understanding of the role of video in modern ESP teaching.

In language learning input can either be provided through reading or through listening or, more specifically, audiovisual reception. However, as McErlain (1999) and Jurkovič (2014) have found, in the broader higher education area the main input in LSP is still provided by reading while listening or audiovisual reception are less common. In addition, videos still are peripheral instructional materials within the CALL setting as well (Lin, 2010). Through the present study this has been corroborated both by the results of semi-structured interviews and the analysis of selected printed ESP textbooks. In fact, only ten out of the 60 analyzed textbooks display references to video-related materials. The opinion that reading is more appropriate for providing input than listening or audiovisual reception seems to be shared by Nation (2007), who claims that language fluency can be developed through easy extensive reading while he does not mention extensive listening nor audiovisual reception.

Moreover, the Common European Framework of Reference (Council of Europe, 2001) includes only one illustrative scale of descriptors in relation to audiovisual reception (for watching TV and film) but five for reading (overall reading comprehension, reading correspondence, reading for orientation, reading for information and argument, and reading instructions), and five for listening (overall listening comprehension, understanding interaction between native speakers, listening as a member of a live audience, listening to announcements and instructions, and listening to audio media and recordings). A result of the absence of comprehensive assessment scales for audiovisual reception is the absence of assessment standards similar to those for reading and listening comprehension. Interestingly, internationally recognized general English language tests such as CAE, TOEFL, TOEIC, IELTS only test listening and reading but not audiovisual reception. Therefore, today's visual society certainly calls for a redefinition and expansion of the role of audiovisual

reception in language learning and additional illustrative scales for this (sub)skill in the Common European Framework of Reference (Council of Europe, 2001).

Moreover, video does not seem to have the same role as printed text in focusing on real content. Video materials are frequently used as warming-up activities, as introductions to units, to increase the dynamics of the class, or in recommended listening sections that students should cover on their own at home. If more than 15 years ago McErlain (1999) stated that video materials need to be given a more prominent role in higher education language teaching, this undoubtedly seems to still be true today. This is particularly relevant for students at high levels of communicative competence given that research conducted by Vidal (2011) has shown that the efficiency between listening and reading for vocabulary learning for advanced learners is at similar levels. Nevertheless, more studies are needed particularly in the field of ESP. When used to acquaint pre-service students with the carrier content, video materials can be much more illustrative than printed texts, presenting real-world situations to learners with limited professional experience.

The results of semi-structured interviews and the analysis of printed ESP textbooks have shown that the majority of the interviewed ESP teachers in Slovenia are aware of the potential of video materials as springboards for the development of the productive skills of speaking and writing. In fact, writing is the skill most frequently directed to in the instructions to tasks in the analyzed textbooks, and in the interviews most teachers said that video viewing is followed by a discussion in pairs or groups, a class discussion, and writing summaries and opinions, which should also contribute to the development of critical thinking skills, as mentioned by Seferoglu (2008). Interestingly, one teacher expressed the limitations of VLEs when developing the speaking skill given that students have nobody to share their opinions with if they watch videos alone outside the conventional language classroom. Nevertheless, not all interviewees seem to be aware of all possibilities provided by exposure to video content. One interviewed ESP teacher said that she only uses video for the development of vocabulary. It therefore seems that more teacher training and refreshment workshops are needed in terms of efficient use of authentic video materials in conventional ESP language classrooms as well as their potential within VLEs.

In the ESP context, the vocabulary that is most frequently focused on is technical and semi-technical vocabulary (Dudley-Evans & StJohn, 1998). Given the visual support that video materials provide, these should be useful in particular to pre-service learners. Interestingly, although all interviewed teachers mentioned vocabulary when asked about their objectives of using video materials in their classrooms, the analysis of printed ESP textbooks reveals that video-related tasks are more frequently related to writing and listening, and vocabulary-targeting tasks are only ranked third. This finding needs to be related to the statements of some teachers that they usually deal



with vocabulary in a discussion with their students and thus do not follow any specific tasks.

It could be assumed that the development of listening or audiovisual comprehension would be (one of) the main stated learning objectives when using video. However, not all teachers mentioned listening in their interviews and similarly, the analysis of printed ESP textbooks showed that the frequency of listening tasks is lower than the incidence of writing tasks. A possible explanation for this apparent paradox is that when video materials are used as the means for conveying information, listening or audiovisual comprehension is the precondition for all subsequent language production tasks involving speaking and writing, and thus no particular references have been made to listening in the analyzed instructions. Secondly, while an attempt was made to classify the instructions in the analyzed printed textbooks into five categories (speaking, listening, writing, reading, and vocabulary), these are, in numerous cases, largely overlapping. In the analysis the instruction item: "*Write down the five main points that the video discusses.*" was classified under the umbrella of writing and yet listening comprehension is the condition *sine qua non* for the completion of this writing task. Similarly, only 13 instructions items were found with reference to speaking. However, any speaking exercise, be it in the bare form of checking students' suggestions or elaborated class discussion, will always or very frequently be used as a part of post-viewing activities. In fact, some teachers stated that there is no need to write down detailed instructions for the tasks that they use because they and their students are the only users of the textbooks that they are the authors of. The fact that in numerous cases video-related tasks have been moved to VLEs also calls for an investigation into the relationship between traditional printed textbooks and VLE instructional materials not used for distance or blended learning but rather to accompany classroom teaching.

The present study that has been conducted in the Slovene higher education area in relation to ESP teaching through video has some limitations. The first is the question of classification of instructions under the headings of the various skills and vocabulary in the Results section. In most cases skills are developed in an integrated and not isolated fashion and it is therefore a difficult task to classify instructions items under a single category, which may have affected the results. Secondly, in Slovenia the trend in relation to the publication of ESP materials seems to be inclined toward using VLEs instead of refreshing printed textbooks, which makes them inaccessible by researchers. In addition to being a limitation, this emphasizes the need for triangulation in qualitative research. Another interesting trend to observe is the high number of published printed ESP textbooks in the small Slovene higher education area, which confirms the highly specialized nature of ESP courses and the willingness of teachers to cater for the specific needs of their learners.

The findings presented in this paper have broad and specific implications for classroom teaching and research. Suggestions for further research may be divided into questions that require the application of quantitative methodology and those that can be explored through the use of qualitative methodology.

Firstly, the efficiency of video materials as compared to reading materials for the development of the language skills and vocabulary in ESP settings needs to be explored in comprehensive quantitative research studies to ascertain whether video materials should be given a more prominent role in the learning process within ESP and GE, in conventional language classrooms and VLEs alike. Most teachers have stated using authentic video materials for the development of vocabulary. What needs to be researched further is which aspects of lexical competence (for instance, fixed expressions including collocations vs single word forms, general English lexicon vs semi-technical vocabulary or subject-specific terminology) are positively affected by video materials at each level of language competence.

Another research question that can be answered through the adoption of quantitative methods concerns the role of captions in the learning and acquisition of semi-technical and technical vocabulary. Research has shown that target-language captions have a positive effect on comprehension in the general English domain (e.g., Perez, Peters, and Desmet, 2014). Up to date, however, there is no research on the effects of (keyword) video captioning for ESP learners at various levels of language competence. Probably, captions will be eagerly accepted by low-level learners in particular but quantitative studies are needed to prove this assumption.

Related to the previous suggestion is the fact that two teachers only mentioned the development of the reading skill when using video materials. Whether not using target language captions is a result of a conscious decision to focus on listening and thus not providing reading input, of lack of time needed for the preparation of captions that are mostly not available, or of low awareness that captions might significantly assist low-ability learners is something that yet needs to be confirmed through further qualitative studies. Although it can be claimed that Slovene (higher education) language teachers are significantly better trained in teaching methodology than teachers of other disciplines because of promotion requirements and the nature of undergraduate language studies, the results of the present study clearly indicate the importance of lifelong learning and teacher training seminars. In other words, the findings indicate the need for more awareness raising training events for ESP teachers concerning possible and most efficient ways of using video, also as parts of innovative teaching methods such as flipped learning (which seems to have recognized the benefits of the symbiosis between VLEs and video) and within the CALL setting.

Next, in the Slovene higher education area, ESP teaching printed texts are viewed as core materials focusing on real content while authentic video in many cases is centred

on carrier content, thus diminishing its function as a language teaching tool. Semi-structured interviews and class observation might provide an empirical overview of the relationship between text and video in terms of language objectives, as well as between video used in classroom teaching and video made available to students in the faculties' VLEs. The main assumption based on the findings of the present study is that in classroom teaching the main role of video will be to supplement printed texts, and that video made available in VLEs will rarely be accompanied by well-designed language tasks with clearly defined language objectives in mind, which is the precondition for efficient autonomous learning to take place.

Last but not least, more studies are needed to determine the differences in information processing between listening to audio texts and listening to and watching video materials. If considerable differences are found, the illustrative scales for audiovisual reception in the Common European Framework of Reference (Council of Europe, 2001) would need to be expanded, and in the future the language teaching community might start talking about five basic language skills instead of four.

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