

# V-interESP – Using Videos to Enhance ESP Students' Learning Experience: International Joint Teaching and Research

## *V-interESP - Utilização de Vídeos para Melhorar a Experiência de Aprendizagem dos Estudantes ESP: Ensino e Investigação Conjunta Internacional*

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### ABSTRACT

Addressing the growing need to re-examine current approaches and teaching methods within the scope of ESP, this paper starts by describing the preliminary states of V-interESP – an international joint research project involving students and faculty from Lithuania, Portugal and Serbia. This project has two primary goals: to understand the role digital technology, and particularly videos, can play in enhancing students' learning experiences within ESP settings; and to promote the study participants' creativity, intercultural awareness and communication. Thus, in this study, the authors present preliminary research findings, based on the students' answers to an entry questionnaire. Data focusses on students' profiles and their perceived potential of using video to learn ESP, in particular regarding student motivation and the development of communication skills, as well as creative abilities.

*Keywords: video, ESP, teaching, communication, motivation*

### RESUMO

Tendo como principal objetivo rever abordagens e dinâmicas de ensino e aprendizagem no domínio do Inglês Para Fins Específicos, neste artigo descrevem-se as fases de planificação e implementação da primeira iteração do projeto V-interESP. Este projeto de investigação conjunta contou com a participação de alunos e docentes da Lituânia, Portugal e Sérvia, tendo com principais objetivos contribuir para a compreensão do papel da tecnologia digital, e mais especificamente dos vídeos, na promoção e enriquecimento das experiências dos alunos que frequentam aulas de Inglês para Fins Específicos; e promover a criatividade e a comunicação intercultural neste domínio. Desta forma, tendo por base um questionário inicial aplicado aos alunos, para além da descrição da

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implementação do projeto, são apresentados resultados preliminares quanto ao perfil dos participantes e as suas percepções, designadamente relativamente ao potencial da utilização de vídeos na aprendizagem de línguas e enquanto fator motivacional e de promoção de competências comunicativas e da criatividade.

*Palavras-chave: vídeo; ESP; ensino; comunicação; motivação.*

## 1. Introduction

Currently, two of the most significant challenges faced by teachers and practitioners of English for Specific Purposes (ESP), particularly at technical universities, are: 1) making students aware of the importance of English for their respective fields; and 2) being able to involve and motivate students to use technical terminology and interact within professional settings.

On the other hand, as the world becomes ever more digital and our daily interactions are increasingly mediated by digital technology, traditional approaches to language teaching, mostly based on reading and writing, are often deemed as outdated and inept, with students devaluing classroom learning in favour of other learning experiences, namely online.

Stemming from this need to re-examine current teaching methods within the scope of technical terminology and ESP, an international group of ESP teachers and researchers came together and created the International Research Network on Language for Specific Purposes (see <https://interlsp.wordpress.com/>). This network's mission is to connect LSP (Language for Specific Purposes) higher education practitioners and researchers worldwide and help establish a collaborative online community for sharing research data in different fields of LSP. Therefore, members have started to develop joint practice-based projects and evidence-based research that can enhance and strengthen the area.

Thus, the ESP branch of this network started to design and implement a project – V-interESP (see [https://interlsp.wordpress.com/v-inter-esp/v-inter\\_esp/](https://interlsp.wordpress.com/v-inter-esp/v-inter_esp/)) – that combines ESP teaching/learning and the use of digital technology. Involving higher education students and faculty from Lithuania, Portugal and Serbia, this project has two primary goals: to understand the role digital technology, and particularly videos, can play in enhancing students' learning experiences within ESP settings; and to promote the students' creativity, as well as intercultural awareness and communication.

The research goals were based not only on the perceived growing relevance of video in students' lives, but also on the findings of several authors (e.g., Gong et al., 2019; Yeh, 2018; Marzuki & Nurpahmi, 2019), who have focused on the role video can play in enhancing students' speaking performance. As a result, the project focused on the use of short videos to boost students' communication skills within technical settings.

Having previously been introduced to specific terminology within the scope of their fields, students were shown a video selected by the teachers and asked to carry out different tasks, including producing and sharing their own (<1 min.) videos, that were then featured in oral presentations. In addition to describing the premises behind the project and providing an outline of recently published research on the relationship between digital technology and ESP, this paper documents the set of tasks carried out by the students involved, drawing from their perceived potential of using video for learning ESP, in particular in what concerns the development of communication skills.

## 2. Background

Referring to teaching or studying English for a particular career or for business in general, the term English for Specific Purposes (ESP) dates back to the 1960s. As conceptualized by Dudley-Evans (1998) and Hutchinson and Waters (1987), ESP is based on the needs for communication in a specific field of study and professional setting, making use of appropriate, context-based pedagogies, materials, activities and assessment.

Goal-oriented and based on specific needs, this language-driven approach combines language teaching with the actual needs of specific areas and contexts, employing the “underlying methodology and activities of the disciplines that it serves” (Dudley-Evans, 1998, p.6). As far as materials are concerned, it is key that they “should be designed in such a way they harmonise with learners’ interests and are perceived as having relevance” (Maley, 2018, p.76). In the contemporary landscape this often implies the use of “the constantly shifting digital technologies that mediate many of our daily interactions” (Early, Kendrick, & Potts, 2015, p.448) in order to improve the uptake of the target language in an increasingly digital era.

If you consider that “as long as there have been portable audio-video and computing devices, there has been interest in exploring their use in language learning” (Godwin-Jones, 2011, p.2), practitioners working with ESP are turning to digital technology and media to motivate students and enhance their learning experiences (Burkšaitienė & Selevičienė, 2017). Hence, the use of digital technology within the scope of ESP has been gaining notoriety among researchers (Jarvis, 2009; Dashtestani & Stojkovic, 2016; Selevičienė & Burkšaitienė, 2015), as it is considered to offer several affordances.

In addition to being perceived as a facilitator of communicative activities related to specific settings and task-based learning (Dashtestani & Stojkovic, 2016), technology also provides easy access to authentic content and materials and fosters communication, collaboration, all according to the students’ needs. These technology-laden “learner-centred and needs-specific learning environments” (Dashtestani & Stojkovic, 2016, p. 436), can also foster creativity and play an important role in assessment (Gong et al., 2019).

Over the last decade, there have been several studies highlighting the role played by videos within the ESP classroom. Overall, audio-visual materials are perceived as having a positive impact on vocabulary acquisition and expansion (Kaiser, 2011; Webb & Rodgers, 2009) and in the development of oral skills (Dikilitas & Duvenci, 2009) offering the potential of exposing “students to authentic language” (Milosevic, 2017, p.20).

Because they can include both verbal and non-verbal elements, thus contributing towards the meaning-making process, multimodal resources, such as videos, are often perceived as crucial for learning. In addition to helping learners to “see the language in use” (Harmer, 2001, p.308), these materials are also a readily available way of coming into contact with “paralinguistic elements (...) used in different contexts and cultures, thus also broadening their intercultural communication competence” (Bonsignori, 2018, p.59). Combining both visual and audio content, video is also associated with diversity, creativity and curiosity (Zhu, 2012). Moreover, videos engage different senses, which can be of “great significance in terms of addressing different learners and learning styles” (Ilin, Kutlu, & Kutluay 2013, p.273).

Currently, video sharing platforms, such as YouTube, that offer a plethora of video clips dealing with a wide range of topics, have arguably become “one of the most useful and effective teaching aids in Technical English courses” (Milosevic, 2017, p.16) featuring “valuable authentic material, which altogether is of great importance in the constructivist system of ESP” (Milosevic, 2017, p.16). However, the potential of video is not limited to

receptive activities, as students can also easily produce their own videos, thus reusing the target language in creative ways.

The last decades have witnessed the emergence of what Jenkins et al. (2009, p.3) have defined as “participatory cultures”, in which individuals can play an active role in creating and sharing content. This concept epitomizes the philosophy that it is possible for anyone to quickly and easily have access to and produce content, having become “prosumers” rather than just “consumers” (Hendron 2008, 15). Grounded on the premise, the V-interESP project aims at engaging students in learning, by harnessing their creative potential and channelling it into classroom activities, ultimately expanding their knowledge of specific terminology and communicative skills.

### **3. V-interESP as a teaching and learning strategy**

V-interESP is an on-going international joint-research project involving students and faculty from Lithuania, Portugal and Serbia. The project is the result of the ERASMUS+ Teaching Mobility (2017 and 2018) involving researchers from the three countries and five different Higher Education Institutions: Águeda School of Technology and Management, University of Aveiro (Portugal); Vilnius Gediminas Technical University and Vilnius University (Lithuania); and the University of Niš (Serbia). Overall the project involved eight faculty members, all teaching ESP courses, and 296 students, from the fields of study ranging from Computer Science, Engineering, Management, Applied Sciences and Humanities and Sports & Physical Education.

Aiming to integrate digital technologies and project work methodology into their current frameworks, researchers started out by establishing a common ground, having found that, despite studying in different fields, all students: 1) were required to learn and correctly apply specific terminology within their fields; 2) must prepare and deliver at least one oral presentation throughout the semester; and 3) needed to improve their communication skills. Considering these criteria, the profile of the students and the overall perceived relevance of video in their lives, the researchers agreed on developing a common ESP teaching/learning strategy based on the use and production of short videos, as described below.

### **4. Methodology**

This study is of exploratory nature and follows and the methodology used is in the scope of educational design research, which can be understood as:

the systematic study of designing, developing and evaluating educational interventions – such as programs, teaching-learning strategies and materials, products and systems –, as solutions to such problems, which also aims at advancing our knowledge about the characteristics of these interventions and the processes to design and develop them (Plomp & Nieveen, 2007, p.9).

This approach implies the active involvement of practitioners in the development of process- and utility-oriented interventions within real teaching/learning settings and encompasses different cycles of analysis, design/development, evaluation, and revision (Van den Akker et al., 2006). This study refers to a first cycle analysis, design/development, evaluation, which was implemented in the second semester of academic year 2018/2019 in ESP courses of the listed institutions (Águeda School of Technology and Management – University of Aveiro, Portugal; Vilnius Gediminas Technical University and Vilnius University, Lithuania; and the

University of Niš, Serbia). The common teaching/learning strategy and materials described in the section above were used by all the teachers/practitioners involved in the project.

Elaborating on previous authors’ approaches to three-step sequence for oral presentations: Pre-activity, Activity and Post-activity (Duquette, 1995), the teachers/researchers designed an implementation plan, consisting of five phases: Phase 0 – preliminary work; Phase 1 – Video and one-page paper; Phase 2 – Video production; Phase 3 – Peer review; Phase 4 – Oral presentation.

#### Phase 0

Before the actual implementation of the project, each teacher/researcher introduced and worked on specific terminology with their students focusing on the description of technical features (and/or functionalities) of artefacts from their respective fields. Because this activity was field-specific, each teacher/researcher was responsible for selecting terminology and activities.

#### Phase 1 – Video and one-page-paper

In the first activity, students had to watch a professionally oriented video describing an artefact, selected by the teacher/researcher. This selection followed a set of previously defined criteria (Table 1).

Selection criteria	
Level	Upper Intermediate
Length	3-5 minutes
Content	The purpose of the video must be obvious to the viewer, as this will prepare the students for the learning tasks involved. The video must be authentic (professionally-oriented and edited). The video should include multiple examples of specific terminology and phrases needed to describe features (and/or functionalities) of a product. Information must be accurate, comprehensive, and current. Videos with the primary mission of describing products should include the following: <b>Target</b> – Who the product is for; <b>Relevant details</b> - What it will be used for (attributes, functions and materials); <b>Time and place</b> – When and where it can be used; <b>Benefits</b> – Why people should use it and where it stands with its competition; <b>Usage</b> – How it works. If possible, select videos that provide background information and/or incorporate elements of storytelling.
Topicality	The video must be current (< 2 years).
Quality	It must have a high standard of quality – high definition, colour balance (image); clarity, volume and natural pace (sound).

Table 1 Selection criteria for the video to be used by teachers/researchers

After watching the video, students were asked to fill in a one-page-paper template (Appendix 1), in which they listed specific terminology, wrote a summary of the video (using the terms), put forward suggestions of how they would add value to the artefact and identified the sources used.

The one-page-paper was assessed separately taking into account criteria such as terminological accuracy, summary writing techniques (e.g., paraphrasing, condensing, organization and coherence) (Hosseinpur, Nevisi & Bahrani, 2018) and critical-thinking. This activity provided the students with conceptual, linguistic and

pragmatic knowledge regarding technical descriptions and allowed them to develop the skills necessary for the production of their own videos, acting as scaffolding for the following phases and activities.

### Phase 2 – Video production

Divided into groups, students were asked to produce a 1-minute-video, in which they described the features (and/or functionalities) of a product. They were expected to capture, edit and caption the video and share it with the rest of the class. This activity aimed at engaging students in active learning, by resorting to collaborative group and project work, thus facilitating meaningful language acquisition.

### Phase 3 – Peer review

The next step involved students watching each other's videos. Each video was assigned to a different group that had to prepare 3 questions on the topic being presented according to previously defined guidelines (Appendix 2).

Having been sufficiently exposed to specific terminology, this activity gave students the opportunity to review key language structures and develop their critical thinking skills, avoiding repetition. In addition to preparing questions, students were also asked to assess their personal input to the project, as well as their colleagues' participation, having been provided with an online form (Appendix 3).

### Phase 4 – Oral presentation

In the final phase, students prepared and delivered an oral presentation based on the video and adding information as to the target audience, as well as extra information, such as fun facts. After presenting their work, they answered both the teacher's and their colleagues' questions.

### Assessment

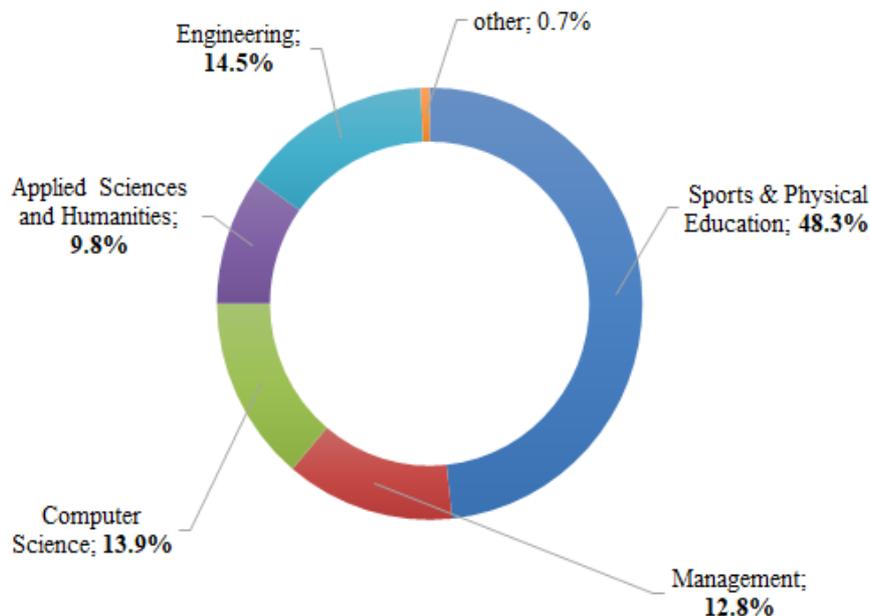
In addition to common guidelines, teachers/researchers developed common assessment rubrics to be used throughout the project. In addition to the rubrics for peer and self-assessment, concerning participants' perceptions regarding their and their peers' global participation in the project work (perceived quality and levels of commitment and involvement), they also came up with joint rubrics for teachers (see Appendix 4). These rubrics focused both on the video (formal requirements, content and spoken and written language) and the overall oral presentation (body language, content, language and the ability to answer questions).

In addition to the phases described above, that have resulted in a corpus of videos and one-page-papers, a questionnaire was designed and answered to collect data as to the participants' profile and ascertain their perceptions towards the use and affordances of digital media, in particular regarding student motivation and the development of communication skills, as well as creative abilities, in the scope of ESP learning.

This paper follows a quantitative methodology based on the data collected from the 14 closed-ended questions included in this entry questionnaire (Appendix 5), which were divided into three different groups, i.e. regarding

the participants’: i) personal information, ii) ICT usage, and iii) perceptions as to using digital technology, and particularly video, for language learning.

This entry questionnaire circulated before Phase 1 and a total of 296 answers were gathered, which were analysed using descriptive statistics. Regarding the participants’ socio-demographics, from the total of 296 participants that answered the questionnaire, 35.1% (n=104) were female and 64.9% (n=192) were male students. In addition, 69.9% (n=207) were full-time students and 30.1% (n=89) were working students. As presented in Fig. 1, the



respondents are distributed between the following fields of study: Sports & Physical Education (48.3%, n=143), Engineering (14.5%, n=43), Computer Science (13.9%, n=41), Management (12.8%, n=38) and Applied Sciences and Humanities (9.8%, n=29).

Figure 1. % of students by field of study.

To analyse the data regarding the participants’ use of ICT and their perceptions on the use of technology for learning ESP, the Likert-type scale of measurement was used. The frequency of using ICT was measured by a five-point scale (ranging from ‘several times a day’ to ‘do not use’), whereas the participants’ perceptions were identified by using a six-point scale of agreement (ranging from ‘don’t know/no answer’ to ‘completely agree’).

It is important to note that the data collected was also paramount to anticipate problems regarding students’ abilities to produce videos, as they were asked about foreseeable technical shortcomings on this matter, and the preliminary results of the data analysis are presented in the next section.

## 5. Preliminary findings

The first step towards understanding the contribution of digital media towards students’ learning experiences was drawing their profile. In this respect, it was possible to determine that a substantial number of students own several digital devices (92.9% own either a laptop or a desktop and all – 100% – own either a mobile phone or

a smartphone) and use them at least once a day (with smartphone usage standing out with 79.4% respondents stating that they use this device once or several times a day).

As for services, students favour chats/messaging platforms (91.2% access these services at least once a day), social media and online sharing/streaming services (respectively 84.5% and 79.7% access them daily), as presented in Fig. 2.

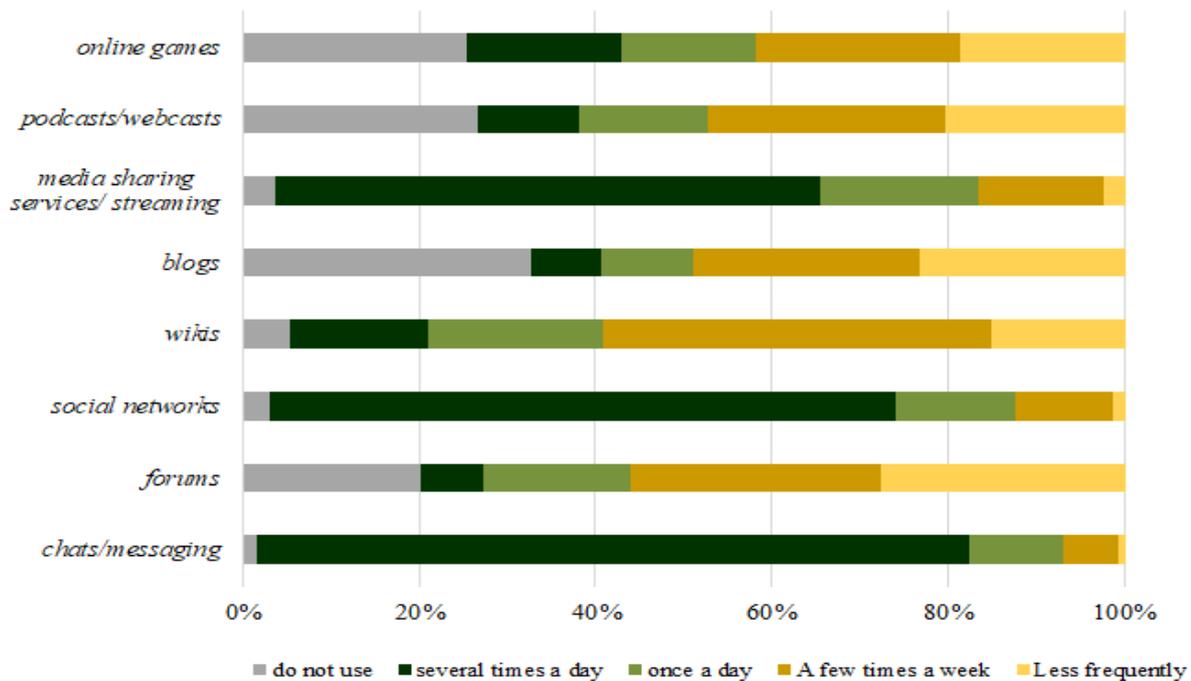


Figure 2. Participants' frequency of use of digital services/tool.

Regarding the use of technology, overall, students agree that the use of digital technology can be motivating (70.6%, n=209) – i.e. 23.3% (n=69) completely agree and 47.3% (n=140) agree – and 16.2% (n=48) disagree or completely disagree (see Fig. 3).

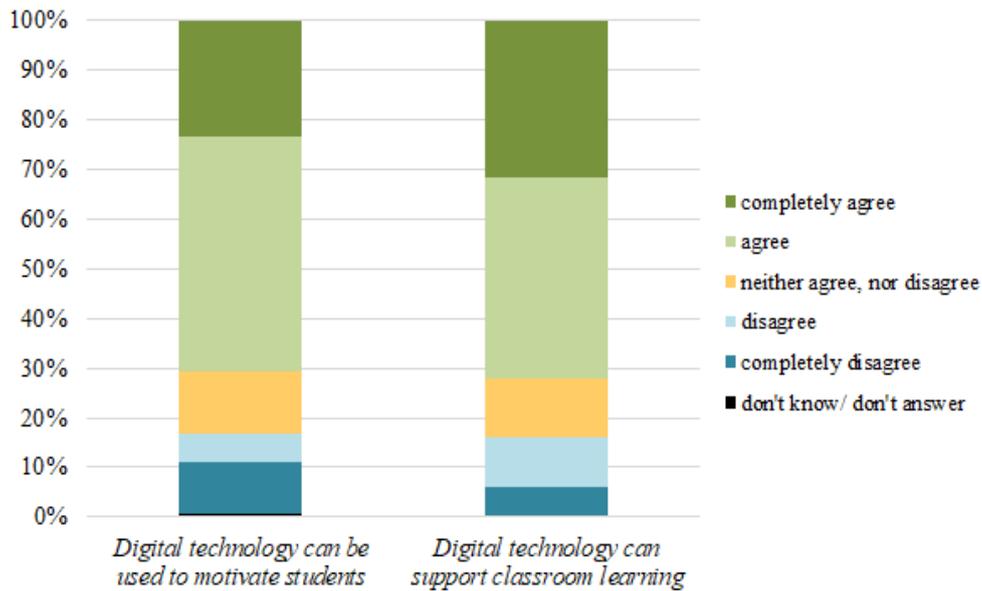


Figure 3. % of students that (dis)agree with the statement “Digital technology can be used to motivate students” and “Digital technology can support classroom learning”.

Moreover, and also presented in Fig. 3, students tend to agree that digital technology is useful in supporting classroom learning (72.0%, n=213) – i.e., 31.8% (n=94) completely agree and 40.2% (n=119) agree – and only 16.2% (n=48) disagree or completely disagree. Students have a similar perception as to the use of digital technology during class as a means of making better connections to the learning material (e.g., audio or video examples/ demonstrations/ simulations of learning concepts), i.e., as presented in Fig. 4, 64.9% (n=192) of the respondents agree or completely agree and 18.2% (n=54) disagree or completely disagree with this statement.

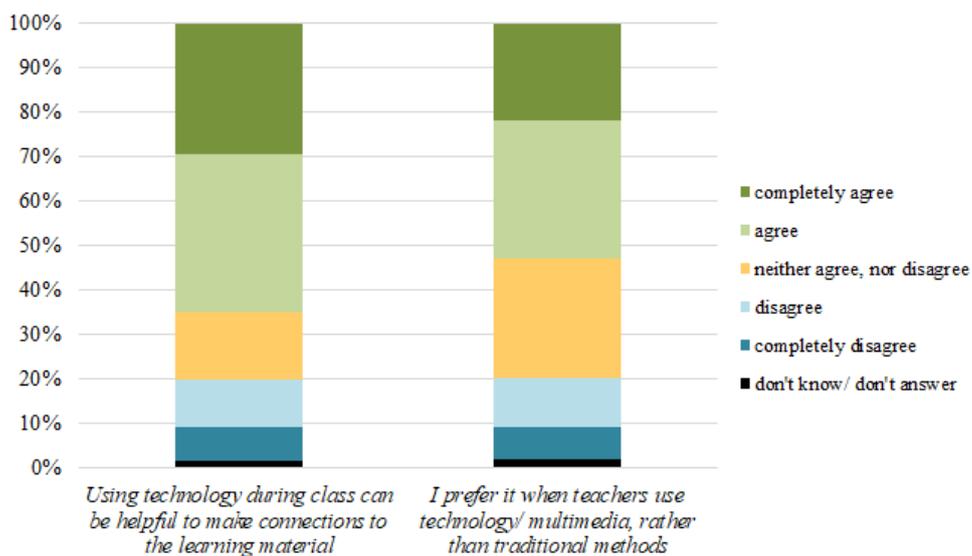


Figure 4. % of students that (dis)agree with the statement “Using technology during class can be helpful to make connections to the learning material” and “I prefer it when teachers use technology/ multimedia, rather than traditional methods”.

However, when asked if they prefer it when teachers use technology/ multimedia, rather than traditional methods, 52.7% (n=156) of the students agree or completely agree, contrasted with 27.0% (n=80) of those who neither agree nor disagree and 18.2% (n=54) of those who (completely) disagree, as shown in Fig. 4.

This trend is also visible in statements referring particularly to English classes, since 49.7% (n=147) of the students taking part in the project like to use digital technology in English classes, as it opens their minds and helps them find creative solutions (see Fig. 5) and agree or completely agree that their creativity in classes is best supported by using digital technology for teamwork (45.6%, n=135), as shown in Fig. 5. In this respect, 19.9% (n=59) disagree or completely disagree and 32.0% (n=95) neither agree or disagree whether creativity and teamwork in English classes are best supported by using digital technology.

In fact, as presented in Fig. 5, 30.0% (n=89) of the participants consider they can be more creative when they do not use digital technology, a percentage that is very close to that of those who are unsure about the appeal of producing their own digital content (32.0%, n=95).

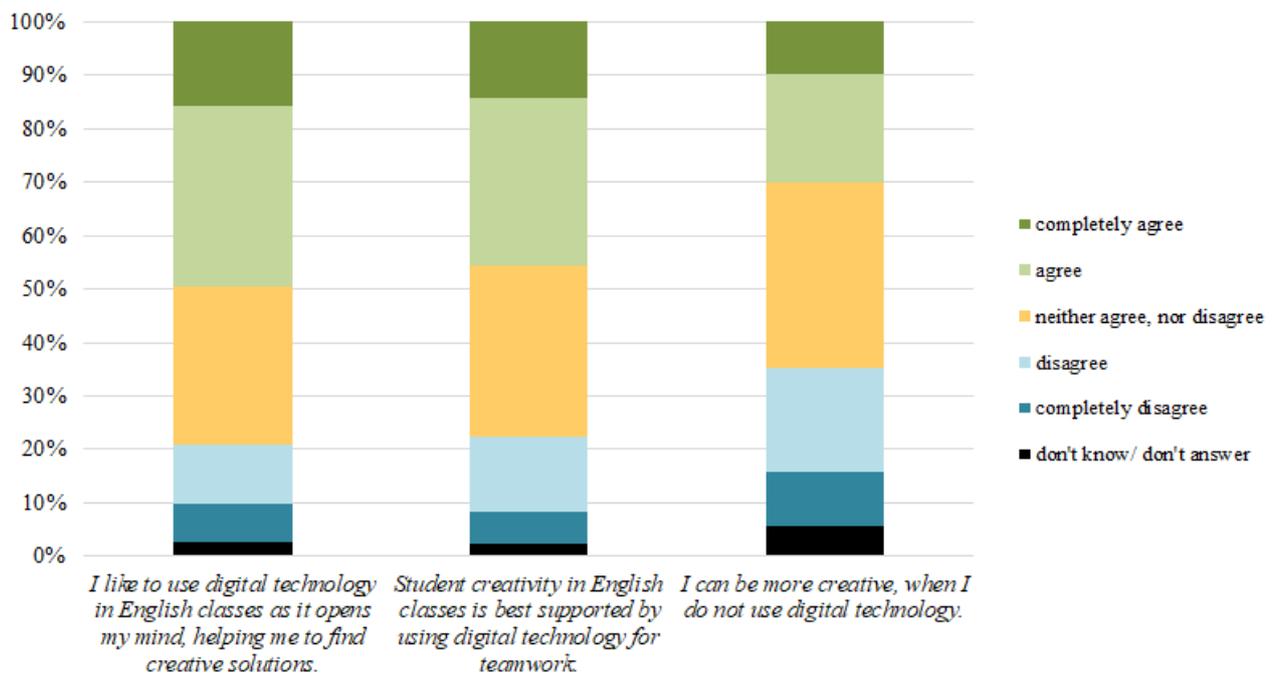


Figure 5. % of students that (dis)agree with the statements: “I like to use digital technology in English classes as it opens my mind, helping me to find creative solutions.”, “Student creativity in English classes is best supported by using digital technology for teamwork.” and “I can be more creative, when I do not use digital technology”.

Nevertheless, despite these reservations, 53.7% (n=159) of the participants state they will have no problem making or editing videos (see Fig. 6).

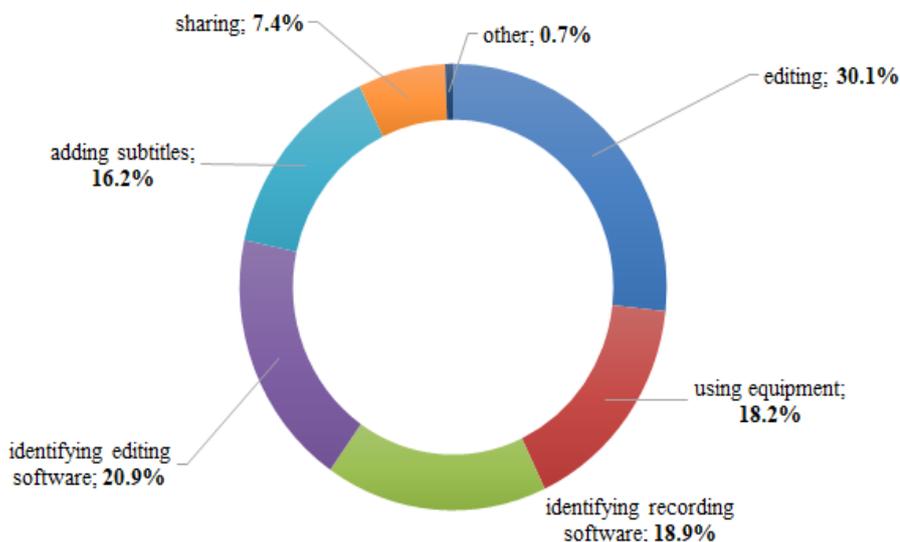


Figure 6. % of students that selected problems they may have with making or editing videos .

Regarding ESP and the role of videos, 95.2% (n=282) students agree or completely agree that videos can be useful for learning English. In this respect, when asked to specify, participants selected different options as to what videos can be used for in the English classroom setting. As presented in Fig. 7, the most common were: for learning specific terminology (58.4%, n=173), for motivating students (51.0%, n=151), and answering questions/ clearing up doubts (48.0%, n=142).

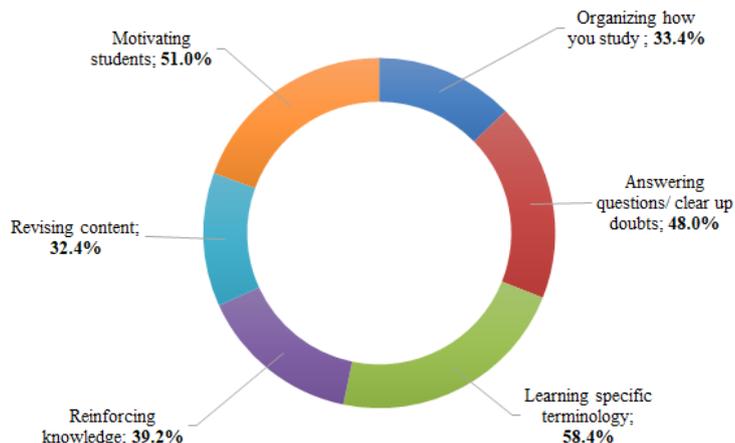


Figure 7. % of students that selected the different options as to what videos can be used for in the English classroom setting.

Based on the previously described data, researchers were able to draw preliminary inferences that will scaffold future research.

## 5. Conclusion and Final Remarks

The V-interESP project consists of a practical experience in the use of digital video technology to teach ESP to Computer Science, Engineering, Management, Applied Sciences and Humanities and Sports & Physical Education students from different universities and countries. Having taken place in the second semester of 2018/2019, the project was designed to meet students' communicative needs and help them apply specific terminology in context by harnessing their creative potential in the production and presentation of short videos.

Despite the project's experimental nature, and the fact that data collection and analysis is still in progress, the findings suggest that, even though students are divided on whether the use of technology can disrupt classroom learning, overall, they are motivated to use digital devices for learning and perceive videos as useful for learning English and technical terminology. These findings support Maley's (2018) assertion that the course materials should be in harmony with the learners' interests and should be perceived as having relevance to what is being learnt. Overall, the preliminary data suggests that students are keen on using digital devices, and videos in particular, for learning and perceive them as useful for learning ESP.

In fact, the data seem to indicate that this project-based, technology-laden approach had a positive impact on students' motivation and also support the use of videos in ESP classrooms, as they make allowances for collaborative and creative projects that require students to apply specific terminology within the scope of their fields. This creative outlet can be instrumental in helping students develop communicative and problem-solving skills. These results are in line with Sherer and Shea's (2011) argument that the use of some new technologies, including online videos, can create an active learning environment, which engages students in their learning and results in enhanced class-participation as well as simultaneously develops students' skills.

However, as a more comprehensive analysis, including data stemming from the final questionnaire applied to the students is currently still ongoing, results are provisional and will require further research. Further iterations of the strategy are also expected to be carried out and expected to provide valuable insights, namely by making it possible to further compare and crosscut variables such as field of study, gender and country. In future research, the authors also aim to put forward a more thorough, diachronic study, including the analysis of the videos produced by the students (in terms of discourse analysis), and the students' final evaluation of the teaching and learning.

Grounded on the premise that educational design research is instrumental to sustain innovative teaching and learning approaches, this paper substantiates a contribution towards the on-going discussion on how digital technology can be integrated in teaching and learning. Moreover, it is in sync with the challenges currently faced by HEI, namely the need to move their activities online and the pressing need to boost interinstitutional collaboration and internationalization, which warrants the need for further pedagogic initiatives and strategies that harness the potential of digital platforms and tools. This signals the importance of projects such as V-interESP in fostering well-structured, didactic collaborations with practical implications in their respective fields.

### Declaration of conflicting interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

## Funding

The author(s) received no financial support for the research, authorship, and/or publication of this article.

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## Appendix 1

International research – Portugal, Serbia, Lithuania (2019)  
*Project work*

### Task 1 – One-page paper

1. After watching the video, follow the instructions and complete the document.

#### One-page paper

**Group:**

**Authors:**

Title	
Selected terms <sup>1</sup>	
Summary <sup>2</sup>	
Review <sup>3</sup>	
Sources	

1. Selected terms – Select 3 key terms and define them using reliable sources.
2. Summary – write 120-160 words. Make sure to include technical terms.
3. Review – Describe how you would improve or add value to the product. You may also include relevant suggestions.

## Appendix 2



## Appendix 3

### PROJECT WORK EVALUATION Student's rubrics [socratic]

Name:

No.:

#### 1. Self- and peer-evaluation

##### 1.1. How do you evaluate your own overall/global participation in the project work?

- 5 = Excellent work; highly committed
- 4 = Very strong work; committed
- 3 = Sufficient work, committed
- 2 = Insufficient work; low commitment
- 1 = Insufficient work; not committed

##### 1.2. How do you evaluate your colleague's overall/global participation in the project work?

- (1) neither involved nor committed
- (2) involved but with low commitment
- (3) involved and committed
- (4) highly involved and committed

## Appendix 4

**PROJECT WORK EVALUATION**  
**Teacher's rubrics – oral presentation**  
 [Google forms]

Group no.:

**A. Visual Aids****1. Formal requirements****0 – 10**

1.1. File format &amp; length

1.2. Image: high definition &amp; colour balance

1.3. Sound: volume &amp; natural pace

1.4. Originality &amp; sources

1.5. Subtitles: font &amp; size

**2. Content – main features****0 – 25**

2.1 Purpose &amp; context of use

2.2. Target audience

2.3. Attributes

2.4. Functions

2.5. Materials

**3. Spoken Language (audio)****0 – 25**

3.1. Technical terminology – accuracy

3.2. Sentence structure – syntax and grammar

3.3. Discourse structure &amp; linking words

3.4. Effective information communication

3.5. Clear/ near-native pronunciation &amp; fluency

**4. Written Language (subtitles...)****0 – 25**

4.1. Technical terminology – accuracy

4.2. Sentence structure – syntax

4.3. Sentence structure – grammar

4.4. Cultural translatability (idioms...)

4.5. Audio/text match

**Obs.**

[elements that can added-value to the presentation as a whole]

[aspects to take into account in the students'/groups' assessment – answers to questions...]

**Partial Grade**

## Appendix 5

### Entry Questionnaire

Dear Student,

This questionnaire is part of an international research project and was designed to help us understand how you use digital technology in your everyday life and the role it can play in learning English for Specific Purposes.

Participation in this questionnaire is entirely voluntary. The gathered data is anonymous and confidential.

Participation in this questionnaire indicates that you are only giving the Educational Institutions below permission to use this information for international research on English for Specific Purposes.

#### I. Profile

1. Age
2. Gender
3. Institution
4. Field of study
5. Numbers of years learning English
6. Working-student Yes No

#### II. Devices

1. Check the devices you use more frequently. \* Check all that apply.

Desktop

Mobile phone

Smartphone

MP3/4

Laptop

Tablet

2. How often do you use these devices? \* Mark only one per row.

	Several times a day	Once a day	A few times a week	Less frequently	Do not use
Desktop					
Mobile phone					
Smartphone					
MP3/4					
Laptop					

Tablet					
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**3. Over the last year, how often did you use the following services/ tools (for academic or personal purposes)?**

	Several times a day	Once a day	A few times a week	Less frequently	Do not use
Chats/ messaging (Whatsapp, messenger, ...)					
Forums					
Email					
Social networks (Facebook, Instagram, ...)					
Wikis (ex. Wikipedia)					
Blogs					
Media sharing/ Streaming (Youtube, Slideshare, Netflix, ...)					
Podcasts/ webcasts					
Online games					

### III. Using digital technology to promote language learning

**1. Please mark to what extent you agree with the following statements. Mark only one per row.**

	Completely disagree	Disagree	Neither agree, nor disagree	Agree	Completely agree	Doesn't know/ doesn't answer
Digital technology can be used to motivate students.						
Digital technology can support classroom learning.						
Using digital technology in class can disrupt classroom learning.						
Using technology during class can be helpful to make						

connections to the learning material (e.g., audio or video examples/demonstrations/simulations of learning concepts)						
Producing your own digital content is appealing.						
I get more actively involved in courses that use technology.						
I prefer it when instructors use technology/ multimedia, rather than traditional methods.						
Technology that I use in my courses now will prepare me adequately for my chosen career after college.						
Using digital technology in English classes will develop my creative abilities						
In English classes I prefer to fulfil tasks that do not require the use of digital technology						
Student creativity in English classes is best supported by using digital technology for team work						
I like to use digital technology in English classes as it opens my mind, helping me to find creative solutions						
I can be more creative, when I do not use digital technology.						

**2. Do you think videos can be useful for learning English? Mark only one answer.**

Yes                      No

**2.1. If you have answered yes, what ways do you think videos can be used in the English classroom setting?**

*Check all that apply.*

Organizing how you study

Answering questions/ clear up doubts

Learning technical terminology

Reinforcing knowledge

Revising content

Motivating students

**3. Do you think you will have problems making or editing videos?**

Yes                      No

**3.1. If you have answered yes, what do you think you will have problems with? Check all that apply.**

Using equipment

Identifying recording software

Identifying editing software

Editing

Adding subtitles

Sharing

Other: