

PRE-SERVICE TEACHERS' VIEWS OF USING VIDEO RESPONSES TO ENHANCE THE LEARNING OF LITERATURE

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Abstract. The study aimed to examine pre-service teachers' views of the usage of video responses to enhance the learning of literature. The study respondents were 39 students of the B.ed Teaching of English as a Second Language (TESL) programme from Universiti Selangor. The students had enrolled in the CES1363 (Survey of Prose and Poetry) course in August 2024. The group of students were purposively selected to represent the participants of this study. The students were instructed to create an individual video response in Week 4 and reminded to submit it in Week 7. They were required to write their scripts and practise their scripts before making the videos. After submitting their videos in a specified Google Drive, the students were required to fill in a questionnaire consisting of 4 open-ended questions and 17 statements using the 5-point Likert scale. The study findings from the study indicated that the pre-service teachers were mainly positive about their experience in using video responses to enhance literature learning. Furthermore, more than 87 percent of them agreed that creating video responses was a fun and engaging way to learn literature.

Keywords: pre-service teachers, video responses, TESL, literature

Introduction

English literature has often been thought of as a boring subject in Malaysia. It is also becoming an extinct subject, as the number of students sitting for the subject in the Malaysian public examinations seems to have dropped drastically. As reported by Ong (2022), the Malaysian Examinations Council's annual reports stated that only 65 students sat for the Sijil Tinggi Persekolahan Malaysia (STPM) 'Literatures in English' paper in 2022, which is a drastic drop from 95 candidates in 2012. To prevent the number from decreasing, some intervention should be planned by teachers and education policymakers. A few studies conducted in Malaysia have cited particular challenges faced by teachers and students in the teaching and learning of the English literature subject, such as the examination-oriented system (Fikray and Habil, 2022), teachers' lack of training and guidance (Ukat and Ismail, 2022), teachers' lack of confidence and pedagogical training (Yeoh et al., 2018), teachers' poor teaching methods (Affendi and Aziz, 2020) and also teachers' usage of boring teaching methods (Hashim, 2019). As such, there have been some suggestions given by experts for teachers to make the subject more interesting for students.

As stated by Erdem (2015), in order to avoid a boring class, the teacher is expected to create an inviting environment for the students to learn literature. This is done by giving them the opportunity to discuss, question and defend their opposing views. Furthermore, according to Kim (2004), the teacher has an important role in conducting

and supporting both student interaction with the text and interaction with other students. One particular way to enhance the learning of literature among students is to utilize technology and ICT in the classroom. As suggested by Kaur (2016), the teaching and learning of poetry could be made more interesting by utilising digital technology via projectors and audio-video poetry approaches. Mehrpouyan (2023) proposed some effective online teaching strategies for teaching literatures such as using case studies, mini projects, video presentations and others. As stated by Moorhouse and Wong (2022), using the Google Education (GE) tools to teach and learn the English language, particularly literature, promotes students' digital literacy abilities as they learn how to operate and navigate various digital platforms. Benavent and Peñamaría (2011) reiterated that the effective use of video in the classroom can make students feel more comfortable and motivated, thus transforming language learning into an educational process of self-development and discovery. As such, the researchers had taken the initiative to utilise video responses in learning literature among pre-service teachers as a viable approach in making the subject more engaging and interesting.

Materials and Methods

Research design

The researchers collected data from 39 teacher trainees in the TESL programme at Universiti Selangor. The purposive sampling method was utilised for the data collection process. The questionnaire was distributed to the trainees using Google Form. The study participants were a group of B.ed TESL students in Universiti Selangor. The students are currently undergoing a training of about 3 years to become qualified English language teachers. They had taken the compulsory CES 1363 Survey of Prose and Poetry course in the August 2024 semester. The questionnaire contained 21 statements which had to be answered using the 5-point Likert scale. The statements were adapted and adopted from previous studies conducted by French et al. (2023), Vacalares et al. (2023) as well as Galatsopoulou et al. (2022). The researchers conducted the data analysis by calculating the percentage of responses towards each statement in the questionnaire. Using the quantitative approach, they were able to assess the views of the teacher trainees towards the usage of video responses in the literature classroom. Later, the data collected would be presented in the tables showing percentages. This would be followed by a discussion of the results.

Research procedure

The students were enrolled in the CES1363 course for the August 2024 semester. This was a short semester consisting of 7 weeks. The course comprised 60 percent of assignments and 40 percent of final examination. At the beginning of the semester, the lecturer informed the students about the assignments to be completed. Some of the tasks were the group presentation and the individual video response. The students were reminded to create the video responses and submit them in the 7th week. They were provided with the rubrics for the video response. In the 4th week, the lecturer introduced them to the novella *We Have Always Lived in the Castle* by Shirley Jackson. The lecturer chose this novella due to particular themes in the text (isolation/fantasy/family) as well as the presence of the two main characters (Mericat and Constance) who are probably in the same age group as the respondents. The students were introduced to the

author of the novella and also the background of the story. Next, she assigned the students into 9 groups according to the number of chapters in the novella. The students were instructed to read each chapter assigned to them as a group. They were required to describe what happened in each chapter as well as (a) character analysis, (b) symbolism, (c) setting analysis, (d) theme exploration, (e) character comparison, (f) foreshadowing, (g) narrative perspective, (h) suspense and tension and (i) climax and resolution. The students were given a week to complete their research and later present their findings. In the fifth week, the lecturer reminded them about their video response submission. She used videos from Youtube to provide the students more exposure on how to make a video response. Most of the students submitted their video responses in in the specified Google drive in week 7. They were then reminded to complete the questionnaire provided in the Whatsapp group before they sat for the final exams. Some of the excellent videos were later uploaded onto the lecturer's Youtube channel as seen in *Figure 1*.

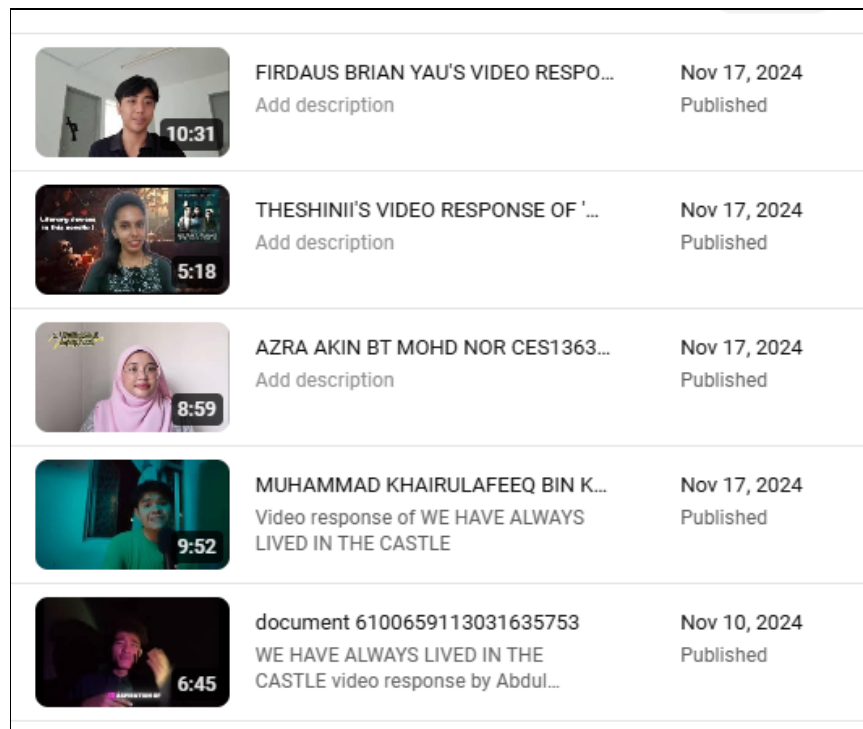


Figure 1. Selected video responses of 'We Have Always Lived in the Castle'.

Results and Discussion

The 39 teacher trainees were required to answer the survey which was conducted using the Google Form questionnaire. The survey findings indicated that the trainees mainly had positive views about their experience with video responses in their Prose and Poetry course. As shown in *Table 1*, the findings provide noteworthy insights into the teacher trainees' experience of using video responses in the literature classroom. Most of the questionnaire items measuring the teacher trainees' views of the usage of video responses showed an average point of 3 and above using the 5-point Likert scale. This clearly indicates that the trainees mostly agreed with the statements in the questionnaire. A few open-ended questions in the survey enabled the researcher to get a

view of the students' demographics. 23.1 percent of the students are males while the rest are females. 28.2 percent of them were in the age group of 22-25 years, while the remaining were in the age group of 18-21 years. 7.7 percent of them were in the third year of study, another 7.7 percent were in the second year of study and the rest were first-year students. The students were asked about their preferred video application for making the video. 76 percent of them or 30 students preferred to use Capcut. This is probably due to the fact that Capcut is suitable for people who want interesting videos without paying any fees as previously stated by Dian Safitri (2021). 5.2 percent of them or 2 students preferred to use Adobe Video Maker. The rest used other apps such as Filmora 12, OBS Steam, Inshot and others.

Table 1. *Trainees' preparation to shoot the video.*

No	Statement	SD	D	N	A	SA
4	I felt confident in my ability to use the necessary equipment (e.g., camera, microphone, lighting) to shoot a video response.	2.6	5.1	28.2	25.6	38.5
5	I found it helpful to write a script or outline before recording my video response.	0	0	7.7	41	51.3
6	I practised my video response before recording to make me feel more prepared and confident.	0	2.6	5.1	43.6	48.7
7	I had a suitable location in mind for recording my video response which was quiet and well-lit.	0	2.6	15.4	41	41
8	I felt comfortable with the technical aspects of video recording, such as framing, lighting, and sound.	2.6	5.1	17.9	35.9	38.5

The students were also asked on the specific literary element which they had focused on in the video. 69 percent of them or 27 students focused on the characters in the novella. As stated by Sivapalan et al. (2008), when students identify with the characters in a literary text, this facilitates feelings of appreciation towards literature as well as nurturing a love of reading. The other literary elements chosen by the students were theme, setting, plot and point of view. Another question which the students had to answer focused on the time they spent making the video. 59 percent of them or 23 students answered that they spent 1-3 hours to make the video. 30.8 percent of them answered that they spent 4 to 6 hours to make the video. The rest of the respondents (15.3 percent) answered that they spent from 7 hours to more than 12 hours to make the video. This probably suggests that almost 60 percent of the students were quite skilled in making short videos. As seen in the *Table 1*, the trainees seemed to be well-prepared to take on the task of making video responses. Regarding statement 4, 64.1 percent of the trainees generally agreed that they felt confident in their ability to use the necessary equipment to shoot the video response. For statement 5, 92.3 percent agreed that writing a script or an outline helped them before recording the video response. Regarding statement 6, 92.3 percent of the trainees agreed that they practised their video response before recording to make them feel more prepared and confident. As for statement 7, 82 percent of the trainees also agreed that they had a suitable location for recording the video response. As indicated in the responses for statement 8, 74.4 percent of the trainees were comfortable with the technical aspects of video recording, such as framing, lighting and sound. This showed that they were generally familiar with the basic aspects of video recording.

Table 2 shows the trainees' responses regarding their experience of using video responses in their literature course. The trainees had mainly positive responses regarding their experience. Regarding statement 9, 64.1 percent of the students agreed that the video responses helped them to understand the literary concepts better. As for statement 10, 92.3 percent of the students agreed that they felt more confident in

understanding literature after finishing the video response. For statement 11, another 92.3 percent of the trainees agreed that they found it easier to remember literary concepts after completing the video responses. 82 percent of the students agreed with statement 12 which indicated that the video responses helped them to connect with the characters and themes in the text. 70.4 of the trainees were positive about statement number 13, which stated that they felt more confident to answer the final exam after completing the video responses. As shown in the responses for statement number 14, 74.4 percent of the trainees stated that they would prefer to have more opportunities to create video responses in the literature class. Regarding statement number 15, 81.6 percent of the trainees agreed that by creating the video responses, they were able to develop their critical thinking skills. As for statement number 16, 74.3 percent of the trainees agreed that video responses would be more effective for learning literature compared to conventional methods. For statement number 17, 82.1 percent of the trainees agreed that they would recommend using video responses in literature classes to other students. 84.6 percent of the trainees were positive towards statement number 18, which stated that the video responses allowed them to express their ideas more creatively than written assignments. For statement number 19, 87.3 percent of the trainees agreed that making video responses was a fun and engaging way to learn. As for statement number 20, another 87.3 percent of the students admitted that they would like to learn more about creating high-quality video responses. Regarding statement number 21, only 69.2 percent of the trainees were positive about sharing their video responses with others. This was the lowest percentage of positive responses for the entire survey. 12.8 percent were neutral and 18 percent were negative about sharing their responses with others. The mainly positive findings from the survey are indeed aligned with Thang et al. (2016) study which stated that Malaysian undergraduates are mainly receptive about the use of technology.

Table 2. Trainees' experience of using video responses.

No	Statement	SD	D	N	A	SA
9	Using video responses helps me understand literary concepts better.	2.6	5.1	28.2	25.6	38.5
10	I feel more confident in my understanding of literature after completing the video responses.	0	0	7.7	41	51.3
11	I find it easier to remember literary concepts after completing the video response.	0	2.6	5.1	43.6	48.7
12	Video responses help me to connect with the characters and themes in the text.	0	2.6	15.4	41	41
13	I feel more confident in the final exam after completing the video response.	2.6	5.1	17.9	35.9	38.5
14	I would prefer to have more opportunities to create video responses in my literature classes.	2.6	5.3	21.1	44.7	26.3
15	Video responses help me to develop my critical thinking skills.	0	0	18.4	42.1	39.5
16	Video responses are a more effective way to learn literature than traditional methods.	0	2.6	23.1	33.3	41
17	I would recommend using video responses in literature classes to other students.	0	2.6	15.4	43.6	38.5
18	Video responses allow me to express my ideas more creatively than written assignments.	0	0	15.4	61.5	23.1
19	Creating video responses is a fun and engaging way to learn.	0	0	12.8	46.2	41
20	I would like to learn more about how to create high-quality video responses.	0	5.1	7.7	41	46.2
21	I feel excited about sharing my video responses with others.	2.6	15.4	12.8	28.2	41

Conclusion

Teachers should look for exciting ways to teach English literature in schools in order to encourage students to become more interested in the subject. From the research conducted, we can ascertain that using video responses in the literature classroom is a

particular teaching approach which should be fun for the students to explore. This approach is certainly the opposite of conventional teaching methods, as it is more student-focused and it also provides an opportunity for the students to express themselves. As stated by Torrington and Bower (2021) videos can be used effectively in the classroom, enabling students to acquire a deeper understanding of subjects and increase knowledge acquisition. As such, we can propose that this approach should be considered by teachers in teaching English literature.

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Conflict of interest

No commercial or financial contributions were received from external parties in the process of completing this study. The authors conducted this study using their personal effort and resources.

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