



A Systematic Review of E-Video Lecture Research in EFL Contexts: Generic Structure and Lexico-grammatical Features

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Abstract. During COVID-19 outbreak, e- video lecture increasingly become an alternative method in teaching and learning to provide students with active learning. A plethora of studies involving e- video lecture has previously been conducted, but little attention has been given to the systematic review of e- video lecture's generic (schematic) structure and lexico-grammatical features. Therefore, this present study provides a systemic review of the literature with the aim to investigate the generic structure and lexico-grammatical features of e- video lecture in EFL context on analysis of 15 published article journal from 2019 to 2022. This study is based on systemic literature review (SLR) approach, which allows it to gather data from various sources. SCOPUS and SINTA databases were used to obtain the data. SFL theory was used to analyze the generic structure and lexico-grammatical features. Meanwhile, these data then were analyzed using a qualitative content analysis. In terms of generic structure, the findings showed that three phases were identified, namely introduction phase, content phase, and concluding phase. In introduction phase, two moves were found, namely 'warming up' and 'setting up lecture agenda' with 'greeting', 'announcing topic' and 'presenting aims' as their steps. Then, in content phase, there are two moves such as informing and elaborating. Informing includes explaining, managing term, and demonstrating. Meanwhile, elaborating includes exemplifying. The last, concluding phase consists of one move, that is closing. Such move includes three steps, namely indicating the end of lecture, summarizing and reviewing key point, expressing future hope or wish, coming to a conclusion of lecture content, raising question, leaving taking. Meanwhile, in terms of lexico-grammatical features, interestingly four kinds of processes in ideational meaning through transitivity system were found, namely verbal process, relational process, and mental process. The current findings have crucial implications for non-native English speakers who want to use the general structure of e-video lecture discourse and their linguistic realization as an effective tool for understanding lecture discourse. The findings might potentially have pedagogical ramifications for certain new L2 professors who only have a rudimentary knowledge of English.

Keywords: E-video lecture, Generic structure, Lexico-grammatical feature, SFL, Systematic Literature Review

1 Introduction

The coronavirus disease (Covid-19) pandemic has had a significant impact on the educational sector. It has an influence on education from early infancy through higher education [1]. The process of teaching and learning is switched from face-to-face to online learning. Teaching and learning for example, is carried out online or blended based on technological tools such as lecture video [2, 3,4,5,6,7,8], google meeting, zoom meeting, and webex [9,10]. Among other technological tools, e-video lecture becomes an alternative in flipped classroom model to accommodate students' participation and active learning [1,11].

Many studies on e-video lectures in flipped classrooms with various topics in EFL classroom contexts have been conducted, including the effectiveness, students' evaluation, and experiences [1]; rhetorical structure or moves [6,7,8,12; 13]; e-video lecture search, retrieval, and indexing framework [2,3]; learning challenges [5]; learning, satisfaction, engagement, curiosity, and behavioral intention in the future [4,14]; access improvement [15]. According to current research, e-video lectures can provide students with active learning [1] and different learner or system interactional elements aimed to enhance knowledge supplied through various forms of both aural and visual media [5]. [5] further claims that the most essential component of video lectures is how the media is used since it enables most sorts of education and learner involvement, and e-learning would be impossible without it. Furthermore, employing video e-learning might result in a very effective and varied learning process. [2,3]. It is in line with [14]. They found that it is needed by students in universities to use video-based learning in supporting their success through flipped classroom.

However, based on previous studies, the transfer of teaching and learning activities from face-to-face to online or blended are still problematic. There are problems experienced by students, for example, especially non-native English speakers. They have difficulty in attending online lectures with English as the language of instruction [16]. Further, this makes it difficult for students to capture lecture content [17,18].

E-video lectures are classified as genres. A genre, according to systemic functional linguistics (hereinafter SFL), is a social activity in a certain culture that is carried out consciously, purposefully, and gradually utilizing language [19; 20]. The use of language in its lexico-grammatical pattern demonstrates the presence of a certain meaning at each level of the e-video lecture as a social activity. According to the SFL's view, language has three social functions, namely ideational, interpersonal, and textual meanings [21]. Ideational meaning explains how language represents experiences about the world and events. Interpersonal meaning emphasizes the interaction between the speaker and the listener. The last, textual meaning has a function as a message [18].

The urgency of this study is due to the absence of a generic (schematic) structure model and lexico-grammatical features of E-video lecture in EFL contexts, so that this model can contribute in the form of a schematic structure model and effective lexico-grammatical features that students can use in understanding the lecture content with

English as their language of instruction. Furthermore, many research on generic (schematic) structure were done in traditional classrooms or in contexts of classroom situations when professors or lecturers were physically close or in face-to-face contact or manner. To fill the need, the current study is being done in or with reference to the flipped classroom, namely e-video lectures. Thus, the present study conducts a systematic assessment of the most recent literature on EFL flipped classroom to analyze the generic structure and lexico-grammatical features in responding to the covid-19 pandemic on education. Consequently, the present study attempts to answer the following questions (1) what is the generic (schematic) structure of e-video lectures in EFL contexts? (2) In EFL contexts, how are lexico-grammatical qualities created in ideational meanings realized in e-video lectures?

2 Literature Review

2.1 Generic structure (schematic) and lexico-grammatical features

Genre is a goal-oriented social activity. The genre in detail sets out the stages that the language user must go through in his social interaction. That step or stage is called the schematic structure of the text. A genre is considered a schematic structure if a group of texts in a culture share the same traits in achieving certain communicative goals embodied by lexico-grammatical elements [20]. By the time, the genre was expanded into three major developments, including digital genre analysis, multimodal genre analysis, and genre innovation. In this context, the present study focuses on digital genre analysis. Using a digital genres analysis could accommodate the complexity of integrating social knowledge and rhetorical knowledge contributed by diverse participants into the process of construction of a digital genre [22]. Further, Heyd [2008] in [22] proposed four parameter frameworks for analyzing digital genres. They are vertical parameter, horizontal parameter, ontological perspective, and dynamic & diachronic parameter. First, the vertical parameter advises analysts to take into account the amount of generality when categorizing genres and to differentiate between concepts such as supergenres, subgenres, and text kinds. Second, such a measure might horizontally view how a genre is connected to other genres. Following that, the ontological framework assists researchers in determining if a genre is top-down or bottom-up. The last component directs academics to examine genres from a dynamic and diachronic standpoint in order to comprehend how socio-technical elements, such as the growth of digital platforms, impact the evolution process of genre.

Meanwhile, [23] describes lexico-grammatical characteristic as a component of the way the text'speaks.' A first Meanwhile, [23] defines lexico-grammatical features as a component of how the text'speaks.' To provide a template of a genre's schematic structure, the first step in lexico-grammatical analysis is to break it down into its component phases, or motions. As a result, the lexico-grammatical elements are considered to generate three sorts of meanings related to field, tenor, and mode: ideational, interpersonal, and textual [see Figure 2 [19, 20]]. First, the transitivity system interprets ideational meaning as it pertains to human experience, which is an interpretation of what is going

on around and inside us. Following that, interpersonal meaning generates alternatives such as the usage of modals, whether to pose a question, and the speaker's attitude toward the utterances. The last kind is textual metafunction. It considers cohesive characteristics like as ellipsis and reference. The coherent features or devices indicate how we connect our thoughts.

2.2 Systemic Functional Linguistics

Several genre research methodologies have been proposed for use in academic and professional settings to study and teach non-native speakers' spoken and written language. According to [23, 24], there are three genre schools: English for Specific Purposes, Rhetoric Genre Studies, and systemic functional linguistics. These three school genres share and vary. Scholars in ESP, RGS, and SFL have developed genre-based pedagogy in a number of ways, with varying goals and educational contexts in mind. They aim to help students become better readers and writers of academic and workplace literature. In other words, researchers from the three genre schools may be able to aid you in incorporating genre theory and analysis into your classroom instruction [23]. However, the contrasts between these three school styles are dependent on the amount to which they have affected classrooms. The influence of genre studies on RGS classroom practices is difficult to assess. Other research implies a more extensive deployment than in ESP. SFL settings, on the other hand, are the most readily quantified in terms of genre's educational influence, with genre-based pedagogy impacting whole state educational systems. As a result, the current study employs SFL as the technique. The SFL approach is based on a descriptive as well as interpretive framework that is useful in seeing language as a source of meaning and a system of meaning [18].

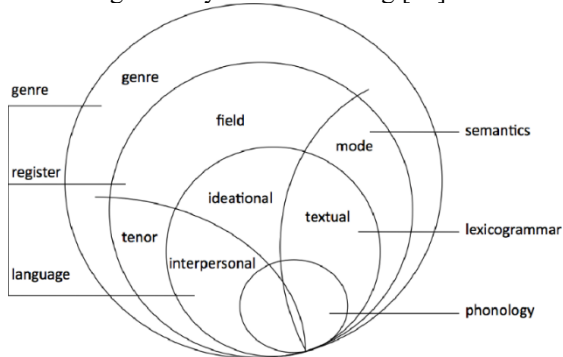


Fig. 1. Metafunction in relation to register variables and genre [31]

These meanings are realized at the lexico-grammatical level in the form of clauses. This fact carries the implication that speakers have infinite lexico-grammatical choices in constructing meaning. Furthermore, the SFL approach highlights how linguistic choices contribute to the realization of the social context.

3 Method

This study used [25]'s systemic literature review (SLR) as the method. This method provides insights into a research problem and allows a study to collect information from a variety of sources [26]. The techniques employed have also been adapted for use in the EFL flipped classroom, especially e-video lecture. This study was reviewed using [27] model. The review process consists of three steps, namely planning stage, implementation stage, and final stage.

First, the authors developed two study questions during the planning stage: (1) what is the general (schematic) structure of e-video lectures? (2) In e-video lectures, how are lexico-grammatical elements built in ideational, interpersonal, and textual meanings realized? Then, in the next stage, the present writers selected a scientific publication database, from SCOPUS and SINTA. Following that, the primary review process is required to aid in classification using the PICOC approach (population, intervention, comparison, outcomes, context). Next, the identification process determined that the population is "e-video lecture" in the context of "generic (schematic) structure and lexico-grammatical features." The intervention section was carried out to obtain information on focuses, such as a publication on a year 2019 and 2022.

In the selection process, the Scopus database (www.scopus.com) and SINTA (<https://sinta.kemdikbud.go.id/>) were used for the primary research using the Boolean operator (Search documents= ("electronic video learning") AND Search document=(EFL)). The literature type was set as 'article' and 'conference paper'. The research generated 71 articles published from 2019 to 2022. The reason for this limitation is to narrow the updated papers discussing the use of e-video lecture during COVID-19 pandemic. The present writers selected the articles based on the following criteria: (1) investigating EFL e-video lecture; (2) concerning the generic (schematic) structure and lexico-grammatical in EFL flipped classroom; (3) published article; (4) article in English; and (5) open access article. The present writers then checked the articles independently, and 14 articles were excluded. They were excluded as they were not about EFL online learning. Thus, a total for the review in this present study is 15 article journals. The data were retrieved and synthesized from the paper and analyze them using a content analysis [28], a technique extensively used in humanities and the social sciences.

4 Results

This study aims to provide a systematic review of research on generic (schematic structure) and the realization of its lexico-grammatical features including transitivity system, mood system, and textual system based on analysis of 15 published articles from 2019 to 2022 obtained from SCOPUS and SINTA databases (see Table 1).

Table 1. Publication years and journals (source: Scopus.com & Sinta)

Year	Name of Journal	Studies	Kinds of Information
2022	(1) <i>European Journal of Educational Research</i> ;	Purwanti, Suryawati, & Eliwarti (2022).	e-video lecture
2021	(2) <i>International Journal of Computer Science and Network Security</i> ; (3) <i>IOP Conf. Series: Earth and Environmental Science</i> ; (4) <i>International conference on innovation in education, science, and culture</i> ;	Medida & Ramani (2021); Saragih, Batubara, Khairina (2021); Deng & Wanuruk (2021).	online or blended technological tools, flipped classroom, generic structure of e-video lecture
2020	(5) <i>LEARN Journal: Language education and acquisition research network</i> . (6) <i>International Journal of Educational Technology in Higher Educational</i> ; (7) <i>IOP Conf. Series: Earth and Environmental Science</i> ; (8) <i>International journal of academic research in business and social sciences</i> ; (9) <i>Research in Corpus Linguistics</i> ; (10) <i>Jadila: Journal of development and innovation in Language and literature education</i> . (11) <i>International Journal of Engineering and Advanced Technology</i> ; (12) <i>Opcion</i> ; (12a), (13) <i>International Review of Research in Open and Distributed Learning</i> ; (14) <i>Opcion (10b)</i> ; & <i>STEM Journal (15)</i> .	Lange & Costley (2020); Aryusmar, Luke, Pawestri, & Sela (2020); Rahim & Shamsudin (2020); Bouziri (2020), Widodo, Diani, & Safnil (2020).	technological tools, flipped classroom, lecture corpus, rhetorical structure
2019	(11) <i>International Journal of Engineering and Advanced Technology</i> ; (12) <i>Opcion</i> ; (12a), (13) <i>International Review of Research in Open and Distributed Learning</i> ; (14) <i>Opcion (10b)</i> ; & <i>STEM Journal (15)</i> .	Medida & Ramani (2019); Shamsudin & Rahim (2019); Fanguy et al (2019); Rahim & Shamsudin (2019); Sangdon (2019).	e-Lecture video, Rhetorical structure video's move analysis lecture, genre analysis

Generic (schematic) structure and lexico-grammatical features of E- video lecture in EFL contexts

According to the literature study, the typical structure of e-video lectures in EFL contexts consists of three phases: introduction, content, and conclusion. Furthermore, each phase is made up of motions and stages. First, during the introductory phase, two motions were discovered: 'warming up' and 'setting the lecture framework.' It involves greeting as part of the warming up process. Meanwhile, the move of setting up lecture framework consist of announcing topic and presenting aims steps. Next, in content phase, there are two moves such as informing and elaborating. Informing includes 'ex-

plaining', 'managing term', and 'demonstrating'. Meanwhile, elaborating includes 'exemplifying'. The last, concluding phase consists of one move, that is closing. This move consists of three steps: "marking the end of the lecture," "summarizing" and "reviewing important points," "expressing future hope/wish," "reaching to a conclusion of lecture material," "raising query," and "leaving taking." The specifics are shown in table 2 below.

Table 2. Generic structure of e-video lecture in EFL classroom [6,7,8,12; 29]

Phase	Move	Steps	Examples
Introduction Phase	M1: Warming up	S1: Greeting the students	'Hello, good morning'
	M2: Setting up lecture framework	S2: Announcing the topic	'Today I'd like to talk about listening comprehension'
		S3: Presenting aims	'All you need to know is...', 'the objectives in our lecture are..'
Content Phase	M3: Informing	S4: Explaining	'diesel engine has two doors for entrance and exit'
		S4: Managing term	'authentication is used to verify..'
		S5: Demonstrating	'as another example of resistance to a particular herbicide'
	M4: Elaborating	S6: Exemplifying	'as another example of resistance to a particular herbicide....'
Concluding Phase	M5: Closing	S7: Indicating the end of lecture	'as conclusion....', 'I think that is all the moment about my of field of interest here in my TVET institution'
		S8: Summarizing and reviewing key point	'I belief that programming can be learned...'
		S9: Expressing future hope/wish	'I hope my talk have been able to....'
		S10: Coming to a conclusion of lecture content	'This is indeed a closer look on how...'
		S11: Raising question	'Today if you ask me how do I achieve...'
		S12: Leave taking	'Thank you for watching. Bye'.

The framework of generic (schematic) structure of e-video lecture in EFL classroom, in table 1 above are adapted from [6]; [7]; [8]; [12]. The results shows that there are three phases, including introduction, content, and closing. These phases are formed in several moves and steps.

Introduction phase: At the stage of introduction, the lecturer greets the audience or students in the e-video lectures. The lecturers used expression such as 'hello, my name is'or 'good morning', 'assalamualaikum' to attract the student's attention to focus on the lectures. It is in line with [12], the lecturer expressed 'Hello' as a linguistic signal

which indicates that the speaker began. On the other hand, [29], in their findings most lecturers greet the students used some expression such as 'good morning', 'hope you are well', or 'stay healthy' as greetings. The second move is setting up lecture framework. Such move consists of two steps including announcing topic and presenting aims. This move is beneficial for students to capture the lecture content. In terms of announcing topic, it is categorized as obligatory. The example from this move is 'today we are going to learn about multimeters', 'today I'd like to talk about listening comprehension, something that you are doing right now'. This step is also realized by verbal process. Meanwhile, when it comes to providing goals, lecturers not only convey the lesson but also the limitations of the lectures, such as 'the objectives in our lecture are.....' or 'all you need to know is there are three procedures involved.' The first is authorisation, the second is authentication, and the third is settlement.' These phrases were created by the use of lexico-grammatical characteristics and a relational approach.

Content phase: At the stage of content, it consists of two moves, including informing and elaborating. First, informing has three steps. They are explaining, managing term, and demonstrating. The last, elaborating has only one step, namely exemplifying. In terms of explaining, it is used to describe and elaborate the important information regarding the topic. For example, is 'diesel engine has two doors for entrance and exit. The entrance door called in the inlet valve'. Besides, the second steps are managing term. It functions as providing students with the certain term or definition. For instance, 'authentication is used to check cardholders and card validity.' This stage is accomplished by a mental process. The final stage is to demonstrate. It is consistent with the [30] word, modeling activity. The instructors teach how to execute any task or activity using multiple modalities such as verbal and illustration in this phase. For example, 'as yet another example of herbicide resistance'. These phases were accomplished linguistically through the relational process. Furthermore, the second motion is elaborating. It is classified as a compulsory move. This maneuver has only one step: exemplifying. It is used to explain the meaning of an utterance by offering a relevant example, such as 'as another example of resistance to a specific herbicide, weeds are permitted to survive in an environment that has been sprayed with that herbicide.' Concluding phase: At the conclusion stage, it consists of one move, concluding with their six phases, namely indicating the end of the lecture, summarizing and reviewing important points, expressing future hope/wish, coming to a conclusion of lecture content, raising a question, and taking departure. The closing move functions to indicate that the lecturer is ended. Further, the move is categorized as obligatory due the absence in all video lectures. In the first step, indicating the end of the lecture. It was used to give a signal that the lecture ended, for example, 'as conclusion....', 'I think that is all the moment about my of field of interest here in my TVET institution'. This step is realized by mental process. Next step is summarizing and reviewing key point. It aims to summarize the main take away of the lectures for example, 'I belief that programming can be learned and the fear of C programming....'. Besides, the expressing future hope or wish is the third steps in this move. This step functions to express their hope towards the students after the lecture for example 'I hope my talk have been able to highlight the problems and factors of students fearing C programming...'. This step is also realized by mental process. The

fourth step is coming to a conclusion of lecture content. Such step has an optional category for example 'This is indeed a closer look on how the semiconductor device can be made interesting, relevant and meaningful'. Then, the fifth step is raising question. It is evident in 'Today, if you ask me how I obtained Autodesk professional certificate AUTOCAD 2015, I would say via my experience.' This stage is accomplished through a verbal procedure. This phase is used to get pupils to respond. The final step is to take leave. This is the final phase of the video lecture. 'Thank you for watching,' for example. Bye'.

5 Conclusion

The findings of this systemic literature study show that the generic (schematic) structure of e-video lecture of EFL context in flipped classroom consists of three phases, namely introduction phase, content phase, and concluding phase. Each phase has several moves and steps with both optional and obligatory category. In introducing phase, it consists of two moves such as warming up and setting up lecture framework and three steps for instance greeting the students, announcing the topic, and presenting aims. Besides, in content phase has two moves and four steps. The moves include informing and elaborating. In terms of informing, It consists of three steps: explaining, controlling terms, and showing. Meanwhile, one is exemplifying in terms of elaboration. The final, ending phase has one move. That concludes the discussion. It consists of six steps: marking the end of the lecture, summarizing and reviewing significant points, expressing future hope or wish, reaching a conclusion, proposing a question, and leaving taking. Meanwhile, the linguistic realization of lexico-grammatical features twelve steps was found. The present study found three kinds of lexico-grammatical features, including ideational, interpersonal, and textual meaning. The present findings then implicate that the model of generic structure of e- video lecture discourse and their linguistic realization is very beneficial for NNS of English students as a tool to capture the lecture content. Furthermore, the model might be utilized for instructional purposes for certain rookie L2 instructors who only have a rudimentary grasp of English.

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