Improving the Use of Lecture Videos to Increase Student Engagement in ESL Blended Learning Classrooms

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Abstract: Online lecture videos in classrooms have been shown to aid learning by delivering information in a variety of formats. However, problems with learning have been discovered when lecture videos were used inappropriately and were of poor quality, potentially reducing student engagement. This study aims to investigate the students' perceptions of using lecture videos in ESL blended learning classrooms and to examine their suggestions for the lecturers to improve the use of lecture videos. The study employed mixed methods research design in which the data collection procedure and data analysis were done following two phases; quantitative and qualitative. A total of (n=146) respondents were involved in answering the questionnaire and written interview. The data gathered from the questionnaire were analysed statistically using SPSS version 28 while the data obtained from the written interview were thematically analysed using Atlas.ti. The quantitative finding showed the respondents' agreement to all items indicating their agreement that lecture videos play significant roles in ESL blended learning classrooms. The qualitative finding revealed four major enhancements suggested by the students. The suggestions were grouped and coded as social media integration, quality

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and accessibility, content creativity, and feedback assessment. This paper proposes implications for lecturers to improve the use of lecture videos for better student engagement in ESL blended learning classrooms.

Keywords: blended learning, educational technology, ESL, lecture videos, student engagement

INTRODUCTION

A physical teaching and learning environment is conceivably the better and most effective setting that is still being vastly adopted throughout the institutions of higher learning all around the world. Nonetheless, over the last 30 years, higher education, particularly traditional lectures, have been heavily criticized. To date, blended learning is seen as a good initiative to be incorporated into the existing physical teaching and learning. Blended learning in the ESL context is a combination of traditional face-to-face instruction and online learning. It allows students to learn English in a more flexible and personalized way, as they can access online resources and activities at their own pace and convenience. Blended learning also allows teachers to use a variety of teaching methods and materials to meet the needs of their students.

More specifically, it is the integration of traditional classroom-based instruction with online learning. Video lectures offer a variety of learner/ system interactional features that are intended to supplement content delivered in various forms of both auditory and visual media (Alraimi, Zo, & Ciganek, 2015; Breslow et al., 2013). This approach combines the best of both worlds, allowing students to benefit from the convenience and flexibility of online learning while still having access to the support and guidance of a teacher. This approach has been particularly beneficial for ESL students, as it allows them to learn at their own pace and in their own environment, while still having access to the support and guidance of a teacher. Additionally, this approach has allowed for more personalized instruction, as teachers can tailor their lessons to the individual needs of each student.

In ESL blended learning classrooms, a variety of learning tools are used to help students learn English. These tools include online learning platforms, interactive whiteboards, video conferencing, virtual reality, and augmented

reality. Online learning platforms provide students with access to online resources such as videos, audio recordings, and interactive activities. Interactive whiteboards allow teachers to present material in an engaging way and provide students with an interactive learning experience. Video conferencing allows teachers and students to communicate in real-time, while virtual and augmented reality provide immersive learning experiences. All of these tools help to create an engaging and effective learning environment for ESL students.

The incorporation of media into video lectures enables students to process information received via channels of audio-visual communication. Illustrations, images, graphs, maps, animations, videos, slides, and texts are examples of visual media used to increase student attention and engagement with video lectures (Kizilcec, Bailenson, & Gomez, 2015). Meanwhile, auditory media, which includes music, sound effects, spoken text, the instructor's voice, and narration, is intended to increase student engagement (Kizilcec et al., 2015; Mayer, 2014). Hence, lecture videos can be a great tool for ESL blended learning classrooms. They can be used to introduce new topics, provide visual examples of language in use, and help students practise their listening and comprehension skills. Lecture videos can also be used to supplement traditional teaching methods, such as providing additional information on a topic or providing a different perspective on a subject. Additionally, lecture videos can be used to provide a break from traditional classroom activities, allowing students to engage with the material in a more relaxed and enjoyable way. The integration of informative as well as engaging nature of both visual and auditory in a learning environment is beneficial to the enhancement of efficiency necessary in assisting the students' language learning. It is accomplished by organizing information in working memory and transferring it to long term memory. This should ideally result in more schema construction and, as a result, a better understanding of the content (Mayer, 2014).

Even so, it is argued that lecture videos made by lecturers are more effective than those found on YouTube in ESL blended learning classrooms. (Loan, 2021). Lecture videos made by lecturers have several advantages over instructional videos on YouTube. Firstly, lecture videos are typically created by experienced lecturers who have a deep understanding of the subject matter (Alksne, 2016). This means that the content is more likely to be accurate and up-to-date. Secondly, lecture videos are often tailored to the

specific course or topic, making them more relevant and useful for students (Ou et al., 2019). Finally, lecture videos are often accompanied by additional resources such as slides, notes, and other materials, which can help students better understand the material (Kurzweil et al., 2020).

1.1 PROBLEM STATEMENT

Online lecture videos in classrooms have been shown to aid learning by delivering information in a variety of formats. However, problems with learning have been discovered when lecture videos were used inappropriately and were of poor quality, potentially reducing student engagement. This can lead to students not understanding the material, not being able to retain the information, and not being able to apply the knowledge to real-world situations. Recent research has shown that students face difficulties in understanding the materials covered in video lectures (Wilton, 2019; Hegarty, 2011). Although video lectures can be a versatile and convenient medium for delivering learning materials, they can also be a challenging option for students due to the lack of face-to-face interaction. As a result, students may struggle to accurately understand and retain the information being presented, resulting in lowered performance on tests and assignments.

Additionally, the lack of interaction between the lecturer and the students can lead to a lack of motivation and engagement in the learning process. This issue was also raised in a study conducted by Loan (2021), in which some participants stated that using lecture videos in flipped learning resulted in a lack of interaction between teacher and student. When there was no face-to-face classroom and they had to watch lecture videos at home, they became lazy, unmotivated, and disoriented. The lack of interaction, motivation, and engagement between lecturers and students when using video lectures is an emerging concern in higher education (Ash, Boozer, Pai & Best, 2017). In such learning contexts, students often lack instructor feedback and meaningful dialogue with peers or instructors

(Koay, Nazzeer & Foong, 2017). Furthermore, video lectures can be passive and can be perceived by students as "dull and unmotivating" (Shabbir & Musavi, 2013). This can lead to a loss of student interest and motivation (Ash et al., 2017).

1.2 RESEARCH GAPS

Similarly, through the researchers' role as ESL lecturers, this issue can also be observed among the students who used lecture videos in the ESL blended learning classrooms at a Malaysian public university, in which some students reported that they struggled to understand and retain the lesson being presented, resulting in demotivation to learn and disengagement with the lectures. Therefore, in the dual role of ESL lecturers and researchers, the main purposes of this study were to understand and investigate the use of lecture videos in the ESL blended learning classrooms as well as to propose suggestions for better usage of lecture videos.

Other than that, this study was also conducted because many of the previous studies researched the use of YouTube videos in the ESL context (e.g., Zaidi et al., 2018; Hasan et al., 2018; Bakar et al., 2019; Dinh, 2018; Kabooha & Elyas, 2018, etc.) instead of lecture videos made by lecturers. This area of study is still under-explored and therefore needed to be investigated in this study.

1.3 RESEARCH QUESTIONS

This study aimed to seek answers from the following research questions;

1. How do the students perceive the use of lecture videos made by the lecturers in the ESL blended learning classrooms?
2. How should the lecturers improve the use of lecture videos in ESL blended learning classrooms?

2. LITERATURE REVIEW

2.1 ADVANTAGES OF USING LECTURE VIDEOS IN ESL CLASSROOMS

The use of lecture videos in ESL classrooms has become increasingly popular in recent years. It has been revealed that lecture videos can be used to provide a more engaging and interactive learning experience for ESL students. Studies have shown that lecture videos can be an effective way to engage students and improve their language skills (Deng, 2016; Li, 2016). Integrating lecture videos into classroom lesson plans is a great option for lecturers.

Lecture videos can also be used to supplement traditional classroom instruction, allowing students to review material at their own pace and to review material that was not covered in class. According to Robertson and Flowers (2020), video lectures are valuable and worth the time, but only when they are accompanied by other conventional materials like PowerPoint presentations, handouts, and lecture notes.

Additionally, lecture videos can be used to provide a more personalized learning experience, as students can watch the videos multiple times and pause and rewind as needed. The videos can be particularly helpful for ESL students who are struggling with listening comprehension. Also, lecture videos can provide visual cues that may help ESL students to understand the content of the lecture (Deng, 2016). Similarly, Li (2016) found that using videos in English as a foreign language classroom can improve student learning outcomes.

Among other advantages, it also enables the students to go over material again for a better understanding and improved recall (Copley 2007; Gorissen et al. 2012; Gosper et al. 2010; Traphagan et al. 2010; Zhang et al. 2006). It also enables the students to review for an exam. Furthermore, the availability of lecture videos enables students in both types of classroom settings to generate more comprehensive notes. Students from the in-person class who felt that their notes were incomplete or that they had missed a class might watch a lecture video in their own time and make more thorough notes for study. The

instructor's in-video explanations and demonstrations of various ideas can be used by online students to create notes (Brotherton and Abowd 2004; Luna and Cullen 2011).

2.2 CHALLENGES OF USING LECTURE VIDEOS MADE BY THE LECTURERS IN ESL CLASSROOMS

However, there are some drawbacks to using lecture videos made by the lecturers in ESL classrooms. One of the main challenges is that they can be difficult for students to understand. Lecture videos often contain complex language and concepts that can be difficult for ESL students to comprehend.

As stated in Pisarenko (2017), because foreign language is perceived as a complex phenomenon, working with videos is a more complex activity. The simultaneous perception of phonetic, grammatical, lexical, cultural, and other types of materials is what is being considered. It is quite difficult and may present additional difficulties to students and even more so, removing these constraints will take more time. She also added that in some cases, allocated contact hours are insufficient to help students learn a language. Unfortunately, the students' abilities to work independently when learning a foreign language are not fully developed. Students in Malaysian universities spend around 4 hours per week in a formal ESL classroom. Considering the small amount of hours spent to learn all aspects of the language, it is not enough to help them achieve a robust comprehension and fluency. This is especially so when these students are second language learners and already many of them do not possess the proficiency to be regarded as good speakers of the English Language. They lack the skills required to be independent language learners whereas the environment in our learning institutions is not often encouraging and to add to that, only limited time is allocated for most English Language subjects.

Another huge challenge that is faced by the students is technical issues. Such technical issues can arise especially when using videos for educational purposes. Some of the technical issues faced by students or teachers when using videos in learning, involve internet access, technological equipment, issues with copyrights, storage capacity,

compatibility issue, and also the most common; technical glitches. Slow internet connection can result in buffering and can affect the video's quality, making it difficult to follow. This can lead to frustration and a lack of engagement in the learning process. Students would no longer be eager and interested in watching or listening when the video play is constantly interrupted. Another issue is involving the copyrights. Videos used for educational purposes may be subject to copyright laws, which can limit their use. Teachers must first obtain permission for copyrighted material or use public domain images should they want to incorporate them in their lecture videos. This can be tedious, although many are still unaware of the ethical guidelines of using copyrighted materials.

Some widely used platforms such as Zoom and Google Meet are subjected to its allocated storage size, thus limiting the flexibility for sharing across platforms or through different medium. Videos can take up a lot of storage space and may be difficult to share with others (Zhao, 2020). Compatibility issue with learning management systems (LMS) is resulted from having an unstandardized method in addressing different types of LMS individually created by developers, in which some are not user-friendly to other LMS or video applications. Videos created by the lecturers may not be compatible with the institution's learning management system, resulting in difficulties uploading and sharing the videos. Lastly, technical glitches which , despite the technological advances, still frequently occurs. Technical glitches such as video freezing or audio-video synchronization issues can disrupt the learning process (Ke, et al., 2020). Cunningham et al. (2010), also addressed the same concern that when audio is unintelligible, studies have found that it can interrupt the learning process, causing students to go back and replay the audio. Teachers are required to test videos for technical issues before sharing them and provide backup options in case of technical problems. Although this is a common practice, it is still not an excuse for the lack of stability and dependability of any video-making applications or video players.

Apart from that, quality and reliability are some of the constraints in using video lectures. It is essential to ensure that the quality of visual media supports student engagement and, ultimately, learning.

According to Leacock and Nesbi (2007), the learning process is influenced by aesthetics, production values, and overall design. When the students are exposed to poor quality of the visual materials, their comprehension of the material may suffer (Molnar, 2017), of which lecture videos can be difficult to follow for ESL students who are not used to the lecturer's accent or speaking style. Additionally, a decline in concentration brought on by poor video lectures reflects a general decline in interest and focus caused by poor visual media (Molnar et al., 2013).

A specific limitation to using the lecture videos for learning noted by many students was lack of immediate feedback or interaction with the instructor such as there is no one to ask (immediate and non-immediate) questions to, and clarification from. This can lead to a loss of student interest and motivation (Ash et al., 2017). To put it another way, there is a lack of direct, human interaction, which restricts teachers' capacity for nonverbal communication. Combs (2020) cites discussion boards, surveys, and multimedia formats as effective tools for boosting student engagement. Therefore, video lectures must be used in combination with other active learning activities to effectively facilitate meaningful interaction, motivation, and engagement for students (Shabbir & Musavi, 2013).

2.3 STRATEGIES TO IMPROVE THE USE OF LECTURE VIDEOS IN ESL CLASSROOMS.

In order to improve the use of lecture videos in ESL classrooms, there are several strategies that can be employed. Brame (2015) mooted that in order for videos to become meaningful educational tools, there are three elements that teachers need to consider when designing and implementing videos; (i) student's cognitive load, (ii) student engagement and (iii) features of active learning.

Since working memory has limited capacity, teachers should try to minimize excessive cognitive load and focus only on the utmost important information (Ibrahim et al., 2012). Mayer (2008) highlighted that lecturers should ensure the language used in the video is appropriate for the level of the students, as part of the non-cognitive elements to improve student engagement. He also mentioned that

lecturers should provide students with a summary of the material covered in the video prior to viewing it, as this can help students to better understand the material. According to Hansch et al. (2015); Hollands & Tirthali (2014); Poquet et al. (2018) as cited in Ou et al., (2019), video lessons frequently include in-video tests or self-evaluation questions to engage students and support their study. Lange & Costley (2020) supported that illustrations, photos, graphs, maps, animations, films, slides, and text are just a few examples of the visual materials used to increase students' interest and engagement in video lectures. Students should also be provided with guiding questions, as proposed by Lawson et al. (2006), that are integrated into the videos to promote active learning, "to help them process the information and to monitor their own understanding" (Brame, 2015).

3. RESEARCH METHODOLOGY

3.1 RESEARCH SETTING, SAMPLE AND SAMPLING TECHNIQUE

A mixed methods of quantitative and qualitative research design employing a questionnaire to examine the students' perceptions on the use of lecture videos in ESL blended learning classrooms and a written interview to inquire the students' suggestions for the lecturers to improve the use of lecture videos were used in this study. Both methods were conducted between March 2022 to February 2023 over the course of two semesters at a public university in Malaysia. Research participants (n=146) were the students who took English courses which integrated blended learning in the classrooms. They were selected through purposive sampling for this study as they were using lecture videos made by the lecturers during the English blended learning classrooms.

3.2   STRATEGIES RESEARCH INSTRUMENTS

3.2.1 QUESTIONNAIRE

For the purpose of this study, an online questionnaire was created with Google forms and distributed to the participants through

WhatsApp and Telegram. The Google forms containing the adapted questionnaire from Galatsopoulou (2022) featured items asking for students' acceptance of using lecture videos in the ESL blended learning classrooms. These items were to answer research question 1 in this study. The incorporated questions were tailored to the needs of the current study. Most of the questions were structured on a five-point Likert scale in terms of agreement or disagreement (1-Totally disagree to 5 -Totally agree). The data from the questionnaire was analyzed using the latest SPSS software version 28.

3.2.2 ITEMS RELIABILITY

Reliability statistics was run using SPSS and Cronbach's Alpha was established at α = 0.974, i.e., the reliability of the questionnaire was ensured highly reliable.

Cronbach's Alpha	N of items
.974	16

Table 1. Reliability Statistics

3.2.3 WRITTEN INTERVIEW SHEET

In order to complement the data, an open-ended question about the students' suggestions for the lecturers to improve the use of lecture videos in the ESL blended learning classrooms was provided in an interview sheet to answer research question 2 in this study. The students' responses were collected through the same Google forms as the questionnaire and analyzed through thematic analysis using Atlas-ti where the responses were group-coded according to the themes to see trends and patterns in the data.

RESULTS AND DISCUSSION

The data analysis followed two phases; quantitative and qualitative. In the quantitative phase, data collected from the Likert-scale questions were analysed in SPSS using descriptive statistics. The descriptive statistics

revealed students' acceptance of using lecture videos made by lecturers in ESL blended learning classrooms. The results gathered from the questionnaire answered the formulated research questions in the study as follows;

Research question 1: How do the students perceive the use of lecture videos made by the lecturers in the ESL blended learning classrooms?

	N	Minimum	Maximum	Mean	Std.
Deviation					
1. Lecture videos are easy to use during the English educational process	146	1	5	4.30	.858
2. Learning how to use lecture videos for English lessons is easy (playback/save/study with texts)	146	1	5	4.34	.765
3. Using lecture videos for English lessons provides flexibility in interaction (i.e., in conversations with lecturers or students)	146	1	5	4.02	.958
4. The use of lecture videos in the English course material gives me more control and flexibility in the study (i.e., I can watch the videos anytime I choose)	146	1	5	4.39	.791
5. I have fun watching lecture videos in English class	146	1	5	4.28	.828
6. Using lecture videos for English lessons is a pleasant experience	146	1	5	4.19	.873
7. Watching lecture videos in English class makes me look for creativity	146	1	5	4.08	.898
8. Watching lecture videos in English class makes me feel imaginative, sparks my imagination, and gives me ideas	146	1	5	4.15	.912
9. The use of lecture videos for English lessons is effective in achieving learning goals	146	1	5	4.18	.871

	N	Minimum	Maximum	Mean	Std.
10. The use of lecture videos for English lessons contributed significantly to the acquisition of relevant knowledge in the speaking, listening, reading and writing skills	146	1	5	4.24	.833
11. Watching lecture videos in English class helps me complete my assignment faster	146	1	5	4.22	.913
12. Watching lecture videos for English lessons improves the quality of my understanding of English subject	146	1	5	4.21	.846
13. If I need help watching lecture videos in English class, there are sources available to help	146	1	5	4.25	.827
14. I have the necessary technical tools (computer, mobile phone, internet access) to watch lecture videos in English class	146	1	5	4.37	.847
15. In the future, I will continue to use lecture videos during my English study	146	1	5	4.22	.867
16. In the future, I will continue to participate in discussions about the lecture videos shown in the English class	146	1	5	4.23	.822

Table 2. Frequency distribution on the student's acceptance of using lecture videos made by the lecturers in the ESL blended learning classrooms

Table 2 shows the frequency distribution on the students' acceptance of using lecture videos made by the lecturers in the ESL blended learning classrooms. 16 items show minimum values of 1 indicating that there was a respondent who totally disagreed with the items of acceptance of using lecture videos made by the lecturers in the ESL blended learning classrooms. In total, the maximum value shows respondents' agreement to all items indicating their agreement that lecture videos play significant roles in the English blended learning classrooms.

The finding confirms what was found from a bigger scale study by Ou et al. (2019), in which the students' perceptions of video effectiveness significantly predicted their perceptions of the course's overall effectiveness, indicating that lecture videos are critical to the success of an online course. The results indicated that students liked the lecture videos because they are interactive, easy to understand, interesting, and relevant.

A similar finding was found in a study that was conducted by Loan (2021), in which it was also discovered that all interviewees in the study agreed that instructional videos play an important role in their online learning. In this study, the students' responses were coded into 10 advantages of lecture videos which include learning autonomy, motivation and engagement in online learning, learning at one's own pace, self-directed learning, the flexibility of learning and accessing lecture videos, etc.

Therefore, it is inevitable that lecture videos are critical to the success of online/blended learning because they provide students with a visual representation of the material being taught. They also allow students to review the material at their own pace and can be used as a reference for future learning. Lecture videos can also help to engage students in the learning process and provide a more interactive learning experience.

	Questionnaire item	Mean score
Item 4	The use of lecture videos in the English course material gives me more control and flexibility in the study (i.e., I can watch the videos anytime I choose)	4.39
Item 14	I have the necessary technical tools (computer, mobile phone, internet access) to watch lecture videos in English class	4.37
Item 2	Learning how to use lecture videos for English lessons is easy (playback/save/study with texts)	4.34
Item 1	Lecture videos are easy to use during the English educational process	4.30

Table 3. Questionnaire items with the highest mean scores

From the 16 items of acceptance of using lecture videos made by the lecturers in the ESL blended learning classrooms listed in the questionnaire, some of the items are regarded highly acceptable by the respondents, as most of the mean scores are over 4.00. The items with the highest mean scores were found in item 4, 14, 2 and 1.

As depicted in Table 3, the students mostly agreed that the learning is more flexible where they can watch the lecture videos anytime that they prefer. The analysis of item 4 validates the finding that was discovered by Ishak et al. (2020), in which it was found that the asynchronous online video lectures allow students to access the lesson at any time, any place, and as many times as they want. Students are empowered to choose what they will focus on and how much time they will spend learning the contents or watching video lectures both inside and outside the classroom. Furthermore, the analysis of item 14 supports the discovery made by Galatsopoulou et al. (2022) that technical parameters (computer, mobile phone, internet access, headphones) are not impediments to the process of video-based and video-assisted active learning, particularly lecture videos. Moreover, the analysis of items 1 and 2 corroborates the finding made by Nouri (2016), who discovered that when examining the students' experiences with lecture video as a learning tool, a number of reasons for appreciating video emerged. The students strongly agreed that being able to pause, rewind, and fast-forward the video was useful for their learning.

The use of lecture videos was a phenomenon especially in online learning during the Covid 19 pandemic. However, it is still applicable in the current situation where lecture videos are still being used in the ESL blended learning classrooms. Lecture videos can be a flexible learning tool for students because they can be accessed at any time and from any location. This allows students to watch the videos at their own pace and on their own schedule. Lecture videos can also be paused, rewound, and replayed as needed, allowing students to review material as often as they need to. In terms of technical tools to use with the lecture videos, it could be observed that ever since the pandemic, the majority of students have better internet access. This could be attributed to modern improved connections, whether via landlines or Wi-Fi. Similarly, to watch lecture videos with video quality, modern productions include high-quality audio, even in the form of surround-sound techniques, which can be played back using classroom

equipment or inexpensive headphones. As a result of the findings, using lecture videos during ESL blended learning sessions is not hampered by technical tools.

In the qualitative phase, the results gathered from the written interview answered the formulated research questions in the study as follows;

Research question 2: How should the lecturers improve the use of lecture videos in ESL blended learning classrooms?

A total of 146 students responded to the open-ended question about suggestions for the lecturers to improve the lecture videos. 80 students (54.8%) responded that the lecture videos were excellent and that no changes were required. The remaining 66 responses were thus coded. Thematic data analysis method was employed using Atlas.ti software to identify, analyse, and document themes and codes from the open-ended question in the questionnaire. The data coded is as illustrated in Table 4;

Code	Frequency	Explanation	Illustrative Note
Social Media Integration	6	Lecture videos are linked to variety of social media platforms	S10: Use easier platforms such as Youtube S91: Use Microsoft Teams for better experience S102: Using Tiktok
Quality & Accessibility	27	Ease-of-use, duration/ length, video features	S123: in my opinion, should improve video quality and have good sound S107: Insert subtitle, interesting media and clear audio

Content & Creativity	19	Interactive, fun, engaging and interesting content	S61: In my personal opinion, lecturers should include more graphics in the video/slides to make it more interesting and fun. S98: By using visuals colours, images and animations.
Feedback & Assessment	14	Rooms for students to ask questions and test their knowledge & understanding of the videos	S12: Test knowledge with quizzes and self-assessment S76: In my opinion, lecturers can make a activity like quiz

Table 4. Students' suggestions for the lecturers to improve the lecture videos: Code, frequency, explanation and illustrative note

Students expressed the points that needed to be taken into consideration during the use of lecture videos in the future as can be found in the following themes;

i) Social media integration

Students emphasized this theme based on the suggestions of how they could benefit from the lecture videos and receive meaningful language learning experiences. Social media integration of lecture videos such as YoutTbe and TikTok can be a beneficial component of ESL blended learning classrooms, as it allows lecturers to extend learning to the online environment and create a meaningful language learning experience for the students. Some student statements in this regard are as follows.

S10: "Use easier platforms such as Youtube"

S102: "Using Tiktok"

It can be seen that the availability of social media sites has had a major impact on the ESL blended learning experience, allowing lecturers to provide students with instructional videos that are easily accessible. This type of benefit can enhance the learning experience by offering helpful cues and additional practice for language learners (Plonsky, 2020). The suggestions by the students also validate the study of Hall & Nguyen (2018) stating that through social media, the lecture videos can provide students with the opportunity to review and revisit lesson material and activities in an engaging format outside of the classrooms. By making lecture videos available through social media, students can interact with the material and course content at their own pace and in their own time, allowing lecturers to manage long-term learning objectives, explore more in-depth concepts, and increase overall comprehension (Vilar and Kostagiolas, 2019).

S91: "Use Microsoft Teams for better experience"

Additionally, lecturers can create groups through social media channels such as Microsoft Teams as suggested by S91 to manage interaction and communication between the lecturer and the students, allowing them to provide feedback on the lecture videos and keep discussion threads alive during and after lecture sessions (Vilar and Kostagiolas, 2019). As cited in Combs (2020), multimedia formats can also become effective tools for boosting student engagement along with the lecture videos. Therefore, the video must be used in combination with other active learning activities and platforms to effectively facilitate meaningful interaction, motivation, and engagement for students (Shabbir & Musavi, 2013).

ii) Quality & accessibility

This theme is one that received the majority of the suggestions. Students believed that videos used in the learning process enriched by quality and accessibility helped to improve the lecture videos in the classrooms. This is especially important in ESL classrooms as the quality of the material can influence the quality of learning outcomes (Wang & Liu, 2018). The theme of quality and accessibility is composed of the following explanations: "ease-of-use, "duration/

length", and "video features". Students stated that lecture videos should be improved in terms of their quality and audio clarity since they aroused interest and prevented boredom. A student's explanation in this regard is as follows.

S123: "in my opinion, should improve video quality and have good sound"

This suggestion above represents the belief that videos should be of good quality as it associates with the students' learning experience. Studies have found that high quality video is essential to learning success (Kim et al., 2017). Recent research has shown that utilizing lecture videos in ESL classrooms can have a significant impact on the education of students by promoting engagement, increasing collaboration, and improving the overall quality of learning (Fang & Chiang, 2017). With the increased use of video lectures in ESL classrooms, it is important to consider the video and audio quality of the lectures. In order to ensure that the lecture videos being utilized in ESL classrooms provide the best learning experience possible, it is important to ensure the videos are of the highest quality. This means using the best quality equipment and software available to ensure the video is clear and the sound is at an appropriate level. In addition to high quality video, having clear and crisp audio is essential for students to fully understand and benefit from video lectures (Kim et al., 2017). It might be challenging for students to fully understand what is being said if the sound is distorted or muffled, which makes learning more challenging for them. To reduce the risk of this issue, it is important to use good sound equipment and to carry out regular sound checks throughout each video to ensure the audio is clear and is at an appropriate volume which will help to ensure that students get the most out of their educational experience.

S107: "Insert subtitle, interesting media and clear audio"

Additionally, students also emphasized on the interesting media and subtitles to improve on their comprehension of the subject as suggested by S107. To achieve their full potential, it is essential that lecture videos be of the highest quality and be easily accessible. It is therefore

important for lecturers to ensure that their lecture videos meet these criteria to enable improved learning outcomes for their students. This is similar to the previous study conducted by Umsetzung (2018) in which the asynchronous nature of video lectures reduces the sense of pressure that may accompany in-class discussions and allows learners to view and review instructional videos at their own pace. By providing learners with the option to take a pause and rewatch the lecture of the video, lecturers can ensure the easy access of the videos and help the students to gain a better understanding of the material. Additionally, videos can be used to supplement, rather than replace, the in-class work by allowing instructors to cover material more efficiently and without sacrificing quality (Kuhle, 2020). Additionally, the quality and easy accessibility of the lecture videos help in sustaining students' interest and engagement of the subject.

iii) Content & creativity

In general, including graphics in videos and slides when teaching in the classroom can provide numerous advantages in different perspectives. By doing this, it provides context, increases accessibility, increases creativity, appeals to younger generations, enhances learning retention, increases engagement, facilitates understanding, and appeals to different learning styles. Students highlighted the inclusion of more graphics, colors, and animations in the video to make it more engaging. Several statements from the students can be quoted as follows.

S61: "In my personal opinion, lecturers should include more graphics in the video/slides to make it more interesting and fun"

S98: "By using visuals colors, images and animations"
In general, using these elements in lecture videos will make it more appealing to the younger generations. Younger generations have grown up with technology and are often more visually oriented in their learning preferences. Including graphics in videos can cater to this preference and make learning more relatable and relevant to students (Bates, 2015). Using colors, images, and animations enhances learning retention. According to the dual-coding theory, learners

process information better when it is presented in both visual and verbal formats. Incorporating graphics in videos can aid to visual learning and improve the retention of information.

Moreover, as pointed out by Mayer (2014), incorporating graphics in videos can make the learning experience more engaging and enjoyable for students. It can break the monotony of just listening to a teacher speak, which can lead to student disengagement. Graphics can provide context to the information being presented in the video. This makes sense because visual images aid in helping the information to be received more effectively. For instance, when explaining about a theory, learners would understand better if it is accompanied with visual imagery to represent the said theory. It can help students understand how different pieces of information relate to each other and can create a more cohesive learning experience (Mayer, 2014).

iv) Feedback & assessment

Lecture videos can provide rooms for students to ask questions and to test their knowledge and understanding of the videos. Overall, these strategies can provide multiple opportunities for students to ask questions and test their understanding of the material. By incorporating interactive features, discussion forums, and assignment feedback, instructors can create a more engaging and interactive learning experience for their students. Referring to the interview responses from the students, some excerpts mentioned the details as seen below.

S12: "Test knowledge with quizzes and self-assessment"

S76: "In my opinion, lecturers can make an activity like quiz"

Some lecture video platforms let teachers incorporate interactive elements like tests or polls right into the presentation (Hsin & Cigas, 2013). Lecture video platforms often have interactive features such as quizzes, polls, or other activities that can be embedded within the video. These features can be used to test students' understanding of the material and provide immediate feedback. For example, instructors can pause the video and ask students to answer a multiple-choice question

related to the material. The students' responses can be immediately graded and displayed on the screen. This allows students to see how well they understand the material and identify areas where they need to review.

Discussion forums are online spaces where students can post questions or comments about the material and engage in dialogue with their peers and instructors. Discussion forums can be utilized as a virtual forum for students to ask questions or make comments on the course material and interact with other students and teachers (Hew & Cheung, 2014). Instructors can post questions related to the lecture video and ask students to respond. This can help to clarify students' understanding of the material and encourage them to engage with the course content. In addition, students can post their own questions or comments and receive feedback from their peers and instructors. This can create a sense of community among students and help them to feel more connected to the course.

Lecture videos should also be used to provide a platform for assignment feedback. Assignments connected to the lecture video material can be utilized to assess students' comprehension of the subject and offer tailored criticism on their performance (Brame, 2016). Assignments related to the lecture video material can be used to test students' understanding of the material and provide personalized feedback on their performance. For example, instructors can assign a quiz or essay related to the lecture video and provide feedback on the students' performance. This can help to identify areas where students may be struggling and provide suggestions for improvement. In addition, instructors can use the assignment feedback to guide their instruction and identify areas where they may need to provide additional support.

CONCLUSION

In conclusion, using lecture videos made by the lecturers in the ESL blended learning classrooms was found to be effective. The quantitative finding from this study points out the students' agreement that lecture videos play significant roles in blended learning. In addition, the qualitative finding identifies four major suggestions by the students. The suggestions were

grouped and coded as social media integration, quality and accessibility, content creativity, and feedback assessment. However, this study has some limitations. The sample size is small, so the findings cannot be generalized due to the small sample size and the population, which is limited to the students at that specific Malaysian public university. A larger sample size could have resulted in more accurate quantitative results. Furthermore, more open-ended questions in the written interview could be added to elicit more responses and supplement data. Aside from that, the research design used to achieve the objectives of the study is a combination of quantitative and qualitative methods, with only questionnaire and written interview question serving as instruments. In this study, no quasi-experimental research design was used to investigate the use of lecture videos among students. Future research on the acceptance and perceptions of students' use of lecture videos in ESL blended learning classrooms should address these limitations.

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