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Impact of Integrating Videos on Personal Potential and Discussion-Oriented Flipped Classrooms on Students' Motivation in a Professional English Course

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Abstract

The study aimed to reveal the capacity of discussion-oriented flipped classrooms exploiting educational video materials on self-development to increase students' motivation in a Professional English course. The authors exploited a mixed-methods research methodology, represented by a descriptive cross-sectional quantitative-based (pedagogical experiment; analysis of the data collected in a statistically valid manner, i.e., via the method of mathematical statistics to establish quantitative values of the level of students' motivation to learn professional English through integrating into the educational process a discussion-oriented flipped classroom with video materials on developing personal potential) and qualitative-based (survey; observation of the participants in the educational process; analysis and generalization of the problem under research) design. The significance of the study lies in increasing efficiency of the educational processes of a Professional English course grounded on adequate content integration of videos concerning developing personal potential of students, on the one hand, and on the organizational integration of a discussion-oriented flipped classroom, on the other hand. The data collected can contribute to further research on enhancing the motivation of medical students to learn English for professional use through different multimodal resources. A discussion-oriented flipped classroom is viewed as an effective teaching method which has a positive impact on student's motivation when implemented in a Professional English course. The positive dynamics of the student's motivation to learn English for professional use were experimentally proven.

Keywords: Communicative competence, discussion, flipped classrooms, medical students, motivation, personal potential, professional English language, Ukraine context

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Introduction

Today, in the educational environment, in the conditions of global socio-economic transformations and challenges, there is a search for new forms and methods of educational activities that would help to reveal the personality potential of young people more fully. In modern conditions of instability, uncertainty and unpredictable risks, the society is in dire need of individuals who can mobilize their potential and increase their proactivity for democratic transformations. In response to this public demand, present-day higher education, in particular the teaching of English to future specialists in various fields, turns to modernizing the educational process of English for specific purposes (ESP) in terms of developing the personal potential of students. Additionally, the latest report of the Organization for Economic Cooperation and Development (OECD (<https://www.oecd.org/>)) "Education Policy Outlook 2019: Working Together to Help Students Achieve their Potential" testifies the personal potential as a key educational priority in today's world (OECD, 2019).

The problem of improving the training of future specialists is constantly at the center of attention of learning methodologies. In modern realities, mastering English is considered one of the essential characteristics of the professional competence of a specialist in any field. Therefore, the process of identification and study of the conditions for increasing the effectiveness of a Professional English course has been the focus of pedagogical and psychological research in recent decades. It requires developing an appropriate approach to the organization, as well as the implementation and methodical support of the English language training for future specialists.

The main tasks of enhancing the existing practice of teaching a professional English course are the selection of the content of the educational material, forms, and methods of work that will ensure students' mastery of the English language as a means of professional communication, as well as the formation of motivational support not only for educational activities, but also for activities aimed at developing student's personality potential, self-improvement. In this connection, the academics concluded that learning a foreign language (in our case – English) should have a developmental character. Scholars claim that only within the framework of the developmental approach, the independence and activity of a student reaches a high degree due to the specificity of the organizational and pedagogical conditions, which are designed in accordance with the goals and objectives of a Professional English course (Fedorenko, 2018; Poehner, Van Compernelle, Esteve & Lantolf, 2018).

Given the aforementioned, it is necessary to create such an educational environment where all participants of the educational process have a high level of activity, which, in turn, is able to provide them with full-fledged equal communication. Such an environment not only activates the learning of English, but also promotes the development of the full potential of natural and socially conditioned mechanisms of assimilation and processing of information obtained during the interaction of all the participants in the educational process. Another prerequisite for the success of learning English for professional goals, according to such scholars as Dudley-Evans and St. John (1998), Fedorenko, Kolomiets, Tikan and Tsepikalo (2020), Fedorenko and Kravchenko (2023), Rintaningrum (2023), is integration. The involvement of students in the foreign linguistic and cultural activities related to their future professional activities is ensured by the use of various types of integration in the educational process, e.g., interdisciplinary, multicultural, organizational, technological integration.

The significance of the study lies in increasing efficiency of the educational processes of a Professional English course grounded, on the one hand, on adequate content integration of video educational materials on developing personal potential of students, and, on the other hand, on the

organizational integration of a discussion-oriented flipped classroom. The data collected can be used in further research on enhancing students' motivation to learn English for professional use through different multimodal resources.

Despite the fact that different aspects of the pedagogical practices on forming personal strengths in second language acquisition have already been under study, the specifics of the influence of the educational materials related to developing personal potential on increasing students' motivation for learning English for professional use remain relevant. Therefore, the aim of this research was to reveal the capacity of discussion-oriented flipped classrooms exploiting educational video materials on self-development for enhancing students' motivation in a Professional English course.

The purpose-related objectives were as follows:

1) to conduct a pedagogical experiment aimed at studying the influence of the integration of educational video materials concerned with the development of personal potential on students' motivation to learn English for professional use;

2) to analyze the efficiency of utilizing discussion-oriented flipped classrooms in forming students' foreign language communicative competence;

3) to determine the level of students' motivation in learning English for professional use by integrating a discussion-oriented flipped classroom based on educational video resources related to developing personal potential into the educational process.

Literature Review

The literature review shows that many studies have investigated motivation in the context of foreign language learning, including English for Specific Purposes. It is well known that motivation is a fundamental determinant of success that has an impact on a student's ability to learn a foreign language (Dörnyei, 1998; Dudley-Evans & St. John, 1998; Gardner, 2010). Without motivation, it is difficult to achieve the aims of learning. Mirza (2021) argues that students require "opportunities for meaningful output to progress and to maintain motivation for language learning. Motivation fluctuates and it is actually a challenge for teachers to keep language learner's motivation high all the time" (p. 229). Students with a high level of motivation and a positive attitude towards the educational environment are ready for active interpersonal interaction. Thus, they learn a foreign language more effectively. However, Dörnyei (2005; 2009) proposes a new framework known as the second language (L2) motivational self-system to bridge the gap between previous conceptualizations of motivation and real learning contexts. The uniqueness of this tripartite model for English learning lies in shifting the focus of motivation to the internal sphere of L2 learners' self-concept, in a certain way contributing to developing their personal potential. The basis of the L2 motivational self-system is based on longitudinal empirical research in the field of psychology (the possible-selves theory (Markus & Nurius, 1986; Markus & Wurf, 1987), relevant to "how individuals think about their potential and about their future" (Markus & Nurius, 1986, p. 954)) and the field of motivation to learn a foreign language (Dörnyei, 2009; Hadfield & Dörnyei, 2013). According to Dörnyei (2005; 2009), this model of the L2 motivational self-system consists of the primary sources of motivation in foreign language learning: the perfect L2 self, the ought-to-be L2 self, and the L2 learning experience.

The perfect L2 self is an internal vision of the ideal self-image of a L2 student, which presupposes mastering professional and general competencies. Dörnyei (2009) argues that this component has some features of the classic notion of intrinsic and integrative motivation, as powerful images can help L2 learners ideally realize their personal potential. Many empirical

studies (e.g., Dörnyei & Chan, 2013; Kormos, Kiddle & Csizér, 2011; Kormos & Csizér, 2013; Ryan, 2009; Sampson, 2012) have shown that a substantial perfect L2 self-image can lead to strong motivation and subsequent successful learning a foreign language. Because students with perfect L2 selves have substantial internal resources to reduce the gap between their current (actual) self and desired perfect L2 self. In turn, the “the ought-to-be L2 self” compared to “the perfect L2 self” is a somewhat less internalized future vision of what the student should become, often encompassing the fulfillment of other people’s external wishes and expectations.

The last component, the L2 learning experience, is related to students’ experiences and attitudes towards the entire foreign language learning environment, which includes interactions with teachers and other students (Dörnyei, 2005).

As specified by Dörnyei and Kubanyiova (2014), it is necessary to create certain organizational and pedagogical conditions in the educational process to realize the perfect self-image of L2 students and their ought-to-be L2 selves, which in turn will increase the motivational ability of students to master a foreign language successfully (p. 9). These conditions are as follows: creating a favorable creative educational environment through active learning (e.g., flipped classroom); taking into account the psychological state of students and their personal needs for self-development; acquainting students with role models, that is, using educational materials (e.g., videos) for the development of students’ personal potential (Dörnyei & Kubanyiova, 2014).

According to Dudley-Evans and St. John (1998), students are motivated to learn through perceiving the direct connection between language acquisition and their personal strivings, including professional ones. Thus, one of the ways of enhancing students’ motivation in doing an ESP course consists in making educational process relevant to their personal aims. This forces students to participate in language learning process actively. Authentic educational materials (e.g., video materials) and active methods of teaching play a key role in raising students’ motivation levels (Abeysekera & Dawson, 2014; Belcher, 2006; Fedorenko & Kravchenko, 2023; Gardner, 2010). “In today’s digital age, video materials have become increasingly accessible and popular resources for language learning. With the advancement of technology, educators now have a wide range of video materials at their disposal to support various aspects of language acquisition” (Seitbekova, 2023, p. 126). When it comes to utilizing video materials in ESP courses, they are beneficial. Because videos can raise the level of students’ motivation by introducing topics relevant not only to their field of study, but also to their inner world concepts. In such a way it contributes to students’ self-enhancement. Furthermore, the educational content of videos can be used to improve students’ communicative competence by engaging learners in discussions on different aspects of self-development and self-realization (Alhaj & Albahiri, 2020; Morat, Shaari, Abidin & Abdullah, 2017; Woottipong, 2014).

The concept of personal potential originated from the depths of philosophy. In the 1960s, it expanded as a psychological and pedagogical problem within the theory of the hierarchy of needs and theory of self-actualization (Maslow, 1943). Maslow is considered the father of human potential research (Friedman, 2008). In his well-known hierarchy of needs, he assumed that all people strive for self-actualization (Maslow, 1943). But we should observe that in the late 1930s German-American psychiatrist and teacher Kurt Goldstein was the first who expressed the idea of innate self-actualizing potentialities embedded in the human body. This idea of Goldstein became a key principle in the theory of self-actualization. Over time, the process of unfolding and revealing personal potential has been studied in line with Goldstein’s approach and described in such terms as: “personal growth”, “self-concept” (Rogers, 1951; 1961), “self-actualization” (Buhler, 1967; Maslow, 1943), “self-realization” (Buhler, 1967).

In general, the desire for self-improvement and self-development is based on the higher spiritual needs of a person: knowledge, self-affirmation, self-expression, self-determination and self-actualization (Maslow, 1954; Rogers, 1951; 1961). Rogers (1951) describes self-actualization as a continuous life-long process in which an individual's self-esteem is maintained and strengthened by reflecting on and reinterpreting various experiences, allowing the individual to recover, change, and grow. Maslow (1954) considers the latter as a person's desire to realize their potential. The ideas of Rogers and Maslow were later developed by Fromm, who summarized that the main task of any person is to become in life what they are potentially ought to be (Fromm, 1993).

Today, the issue of personal potential has acquired a new sound in connection with the increasing pace and variety of changes in all spheres of life. The more changeable modern world encourages a new approach to solving this problem, emphasizing the dynamic aspects of the individual – readiness for desirable changes and resistance to undesirable ones. New approaches to the study of personal potential and its measurement open up new perspectives for a person to build a successful career, where the English language occupies one of the main places due to the processes of globalization in the modern world. Regarding the latest research in the field of personal potential as an integrative characteristic of a person, it is worth mentioning the scientific work of MacRae and Furnham (2020) from the University College of London, who identify six main personality traits that are associated with success in various areas of people's life and ensure their personal self-fulfillment. These personality traits refer to the characteristics such as conscientiousness, adjustment, curiosity (openness), ambiguity acceptance, competitiveness, and courage (MacRae & Furnham, 2020, pp. 1128-1130). The considered traits consolidate the understanding of the personal potential content, covering the individual's cognitive, emotional and motivational, and activity spheres (MacRae & Furnham, 2020).

In due course, extensive literature has developed on the specifics of different components of personal potential exploited in learning a foreign language in general and ESP in particular. Previous studies by Belcher and Lukkarila (2011), Chugai, Lytovchenko and Zelikovska (2023), Duff (2012), Fedorenko (2018), Levy, Leong and Gibson (2007), Sharp (2008), etc. cannot be considered as conclusive in terms of the complex phenomenon of personal potential because they have scrutinized the formation of separate personality traits in second language acquisition. A closer look at the literature on the problem under study reveals a number of gaps and shortcomings. To our knowledge, no prior studies have examined the issue of the influence of educational video materials on developing personal potential on enhancing students' motivation for learning professional English.

Method

In this study, we exploited a mixed-methods research methodology (Creswell, 2014), represented by a descriptive cross-sectional quantitative-based (pedagogical experiment; analysis of the data collected in a statistically valid manner, i.e., via the method of mathematical statistics to establish quantitative values of the level of students' motivation to learn professional English through integrating into the educational process a discussion-oriented flipped classroom with video materials on developing personal potential) and qualitative-based (survey; observation of the participants in the educational process; analysis and generalization of the problem under research) design.

Research Participants

The experimental study, which took place during the 2022-2023 academic year, involved 248 students (156 at the Educational and Scientific Institute “European Medical School” of the International European University in Ukraine, and 92 at the Faculty of Medicine of the University of Granada in Spain). All the students participated in the experiment at all stages.

Five teachers of the course “Professional English” from the aforementioned universities were the authors of the study. The researchers informed the students of the study objectives. All the participants gave voluntary consent to participate in the research. The surveys were conducted in the participants’ mother tongue.

Research Instruments

The pedagogical experiment aimed to investigate the influence of a discussion-oriented flipped classroom model assisted by video materials on raising students’ motivation for learning English for professional use. Data were collected utilizing a combination of pre- and post-surveys with a sample of students and their teachers.

At the onset of the study semi-structured interviews were conducted with the teachers to get qualitative insights into their attitude and experience of using a discussion-oriented flipped classroom in the educational process of a Professional English course and their role in enhancing student’s motivation to learn English for professional use. Additionally, the researchers used a survey with a sample of students to discover their understanding of the concept “personal potential”.

The instruments exploited included questionnaires to assess students’ motivation before and after the intervention. The quantitative values of the dynamics of the student’s motivation to learn English for professional use were determined with the method of mathematical statistics.

Research Procedures

At the ascertaining stage of the pedagogical experiment, a survey among the teachers of a Professional English course was carried out. The teachers were asked face to face to enlarge upon their attitudes to exploiting videos on personal potential issues in the discussion-oriented flipped classrooms, and their role in increasing the students’ motivation. Additionally, we surveyed the students online through the Google Form to learn their understanding of the concept “personal potential”. Also, we asked them to determine the functions executed in the educational process by the video materials on self-enhancement.

At the forming stage, the pedagogical experiment was conducted in a flipped classroom mode. The students were given home assignments to watch certain video materials from Internet resources (see Appendix A). The students exercised learning materials with the support of videos provided. In the lesson, the teachers organized a discussion based on the information received from this or that video.

At the control stage of the experiment, the replicate survey among the teachers was organized to discover the quantitative and qualitative changes in the student’s motivation to learn a Professional English course. We analyzed and generalized the dynamics of the student’s motivation to learn English for professional use. The quantitative values were determined by mathematical statistics.

Results

At the ascertaining stage of the experiment, a survey of students was conducted to determine their understanding the essence of the concept “personal potential”. We asked the

students in five minutes give their answer to the question “What do you understand by the term “personal potential of an individual”?” independently, i. e., without the help of others and hints from the Internet.

The survey results showed that the posed question aroused interest and prompted students to think creatively. Thus, 120 respondents (48%) expressed the opinion that the concept “personal potential” includes manifestations of inclinations and opportunities for development in certain conditions (e.g., Polina D. answered that “personal potential is the limits of creative, intellectual, physical abilities of a person, which help to reveal themselves in certain circumstances when a person is in harmony with their inner “I”; Kostiantyn S. wrote that “personal potential is a set of possibilities, talents that a person exploits to achieve goals in life”; Artem K. noted that “personal potential consists of internal capabilities that help an individual develop and reach heights in the desired spheres of life”).

Seventy-four students (30%) attributed a set of specific soft skills and abilities to the personal potential (e.g., Dmytro R. answered that “personal potential involves different soft skills”; Sofia P. expressed the opinion that “an individual’s personal potential is acquired or innate skills that a person knows how to use to achieve certain goals; Iryna N. argued that “personal potential is a person’s ability to organize their knowledge and manage it in life, using experience and intelligence”).

At the same time, a relatively small part of the respondents, 40 respondents (16%), associate the concept under study with the abilities and skills of controlling one’s thoughts and regulating one’s behavior (e.g., Maria K. claimed that “personal potential is an ability to control thoughts, the ability to make decisions, to regulate one’s behavior, taking into account a certain situation”).

The rest of the students (14 respondents) (6%) in their answers pointed to the complex nature of the psychological and pedagogical phenomenon of personal potential, which combines knowledge, abilities, skills, and capabilities, utilized on the way to the realization of the set goals (e.g., Natalia Z. answered that “personal potential is a complex of abilities, skills, and opportunities that help to be realized in various spheres of life in the future”) (Figure. One).

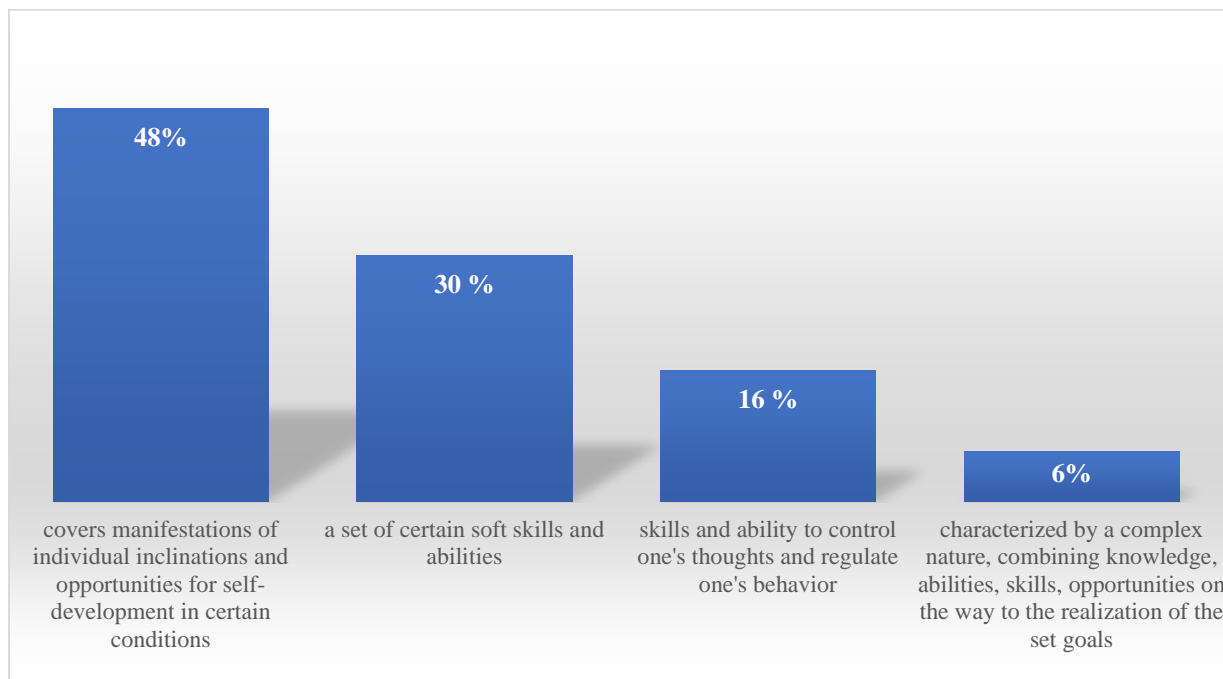


Figure 1. Distribution of students' answers to the question on the essence of the concept "personal potential"

As shown in the figure above, the surveyed students associated the concept of personal potential with the particular individual characteristics, knowledge and skills, which encouraged people to express themselves and discover opportunities for self-improvement and self-realization. Those results were prominent and explicable. We can conclude that modern students are interested in issues of personal growth. After all, this precisely helps them overcome the challenges of today's fast-moving world.

As far as the functions executed in the educational process by the videos looking at self-enhancement are concerned, we received the following answers: entertaining (67%), enlightening (83%), thought-provoking (59%), other (8%). Furthermore, the students unanimously argued that a flipped classroom technique was conducive to learning professional English. Moreover, most students (86%) pointed to the importance of using different educational materials on self-enhancement in a Professional English course.

During the ascertaining stage of the pedagogical experiment, we conducted individual interviews with the teachers. The interviews aimed to find out the level of the student's motivation to learn English for professional use. The findings turned out to be as follows: according to the observations of the teachers, 78 students (31.5%) had a low level of motivation, i.e., they didn't show the interest in the course, and their linguistic and communicative competence was at a relatively low level (level A2); 84 students (33.8%) demonstrated a medium level of motivation, i.e., they eagerly participated in the class activities, but very often they didn't make efforts in doing homework properly, and had a sufficient level of linguistic and communicative competence (level B1); 86 students (34.7%) were characterized by a high level of motivation, i.e., students were actively engaged in all class activities, and regularly did their homework properly, had an distinguished level of linguistic and communicative competence (level B2). This survey assisted

us in deciding on efficient language content in video materials on the personal potential issues in a Professional English course and in determining the tools relevant for implementing at the formative stage.

During the control stage of the experiment, the results of the replicate survey among the teachers gave evidence of the quantitative and qualitative changes in the student's motivation to learn a Professional English course. The dynamics of the student's motivation to learn the course through the flipped classroom instruction based on videos related to developing personal potential were generalized. The quantitative values were determined by the mathematical statistics (Table One).

Table 1. *The dynamics of the levels of the student's motivation for learning professional English through the flipped classroom instruction based on videos looking at self-enhancement*

Levels	The ascertaining stage		The control stage		Dynamics
	students (quantity)	students (%)	students (quantity)	students (%)	%
Low	78	31.5	46	18.5	-13
Medium	84	33.8	98	39.5	+6.3
High	86	34.7	104	42	+8.7

The analysis of the data, shown in Table One, demonstrated positive dynamics in the levels of the students' motivation to learn English for professional use. As we made an effort to provide students with an opportunity not only to interact by exploiting English as a tool actively but also to acquire vital knowledge and skills. Furthermore, the students brought to the English classroom discussions their understanding of the issues on developing personal potential. At the same time they demonstrated their autonomy in working with the video materials.

Discussion

This research is a modest contribution to the continuing study on the influence of student-centered active learning (e.g., discussion-oriented flipped classroom) in instructing ESP on increasing student's motivation to learn. The flipped learning based on the educational videos materials related to developing personal potential encouraged the students' engagement in the classroom discussions relevant to their personality sphere (Duff, 2012; Fedorenko & Kravchenko, 2023). Moreover, the interactive tasks also helped students acquire essential universal competencies, communicative competence in particular, that serve as the basis for developing students' both professional and social skills (Dörnyei & Kubanyiova, 2014; Morat et al., 2017; Woottipong, 2014). We tried to encourage students to think about the issues in the videos provided and link them to their observations concerning the behavior of other people or students' experiences and feelings, reflecting "on the meaning of life, their place and role in the world through generalizing and organizing their own experiences" (Fedorenko, 2018, p. 27). In line with Alhaj and Albahiri (2020), the findings show that video material "has great potential as a valuable aid in both academic and social life in an ESP situation" (p. 312). Additionally, the authors

consider a Professional English course as a process of “personality transformation where feelings, values, etc. are of great significance” (Fedorenko, 2018, p. 29).

The present study finds support from several researchers who have verified the relationship between active methods of teaching and raising students’ motivation levels (Abeysekera & Dawson, 2014; Belcher, 2006; Dörnyei, 1998; Gardner, 2010; Kormos & Csizér, 2013).

Nevertheless, the authors must acknowledge some limitations in the research. Firstly, it did not show a comprehensive picture of enhancing the students’ communicative competence, as the experimental period was relatively short. A more extended period of conducting this research would also be beneficial. Secondly, the experiment was limited to instructing undergraduate medical students. Hence, similar studies can be carried out in other vocational domains (e.g., engineering students) and other age groups of students (e.g., master students). Despite the limitations mentioned, the students were satisfied with the discussion-oriented flipped classroom technique to master English for professional use, as their motivation increased through integrating video learning resources into the educational process.

Conclusion

Summing up, it can be concluded that video can be utilized as an important tool for stimulating students to learn professional English especially when used as part of active learning, in our case – a discussion-oriented flipped classroom. This active method of learning serves as an effective intrinsic motivator, and our research showed that it has a positive impact on student’s motivation when implemented in a Professional English course. The positive dynamics of the student’s motivation to learn English for professional use were experimentally proven. Furthermore, video is a valuable tool that allows teachers to dilute the narrow professional focus of linguistic material in a Professional English course with linguacultural and personality-based psychological concepts. The latter ones are of paramount importance to medical students not only in terms of their professional use of English, but also in the matter of developing their personal potential.

Overall, our results demonstrate that a discussion-oriented flipped classroom with video materials on personality potential contributed to the successful formation of students’ communicative competence in the complex of its constituents: speech, language, socio-cultural and educational-cognitive elements, as well as the development of students’ need to use professional English as a means of communication, cognition and self-realization.

However, while emphasizing the appropriateness of integrating educational video resources, there should be a balance between entertainment content and educational one. We do not exclude the possibility of irrational use of such resources in the educational process. To avoid this irrational use teachers of professional English should properly formulate educational goals.

In our opinion, future research should consider the potential effects of video resources more carefully, for example, in forming multimodal communicative competence of medical students.

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Appendix A: Video Texts

- The 7 Essential Pillars of Personal Development (<https://www.youtube.com/watch?v=AWGayyX9I6o>);
- What is potential? (Part 1) How do you unlock your potential?
 (<https://www.youtube.com/watch?v=Zvm10flZ7n8>);
- Unlock Your Potential (<https://www.youtube.com/watch?v=HS6iatEpiYg>);
- Unlock Your True Potential – Watch To Know How!
 (<https://www.youtube.com/watch?v=4QWJi30xC54>);
- Unlock Your True Potential: Effortless Power Revealed | Personal Growth (<https://www.youtube.com/watch?v=dea4RG8TDaM>);
- Unlock You True Potential (Part 2) (<https://www.youtube.com/watch?v=6Y3c5hPeTNw>);
- A Dynamic Prescription for Personal Growth (<https://www.youtube.com/watch?v=JE-7RkG3p4U>);
- 10 years of self-improvement knowledge in 14 minutes 52 seconds
 (<https://www.youtube.com/watch?v=OWYU-zNKdh0>);
- 5 HABITS that CHANGED my LIFE in 1 WEEK (<https://www.youtube.com/watch?v=6EmzPk0cuHc>);
- Personal Potential: The Power of One – Respect, Optimism, Positive Energy
 (https://www.youtube.com/watch?v=rw_Oz1Waprw);
- What is Self-Realization? (<https://www.youtube.com/watch?v=sLvALi-gKCC>);
- The Dark Side of Self Improvement (<https://www.youtube.com/watch?v=wIjRiAofFJ8>)