

## CHAPTER V

### CONCLUSION, IMPLICATION, AND RECOMMENDATIONS

Video projects can be a meaningful tool to promote multiliteracies in EFL vocational high school context as it provides contextual learning that nurtures students linguistic and digital communicative skills. In this vastly changing digitized world, the demand to communicate critically in various modes of communication is inevitable. To catch up with the dynamic development, vocational high school students should be prepared with multiliteracies skills as they are trained to graduate as professional workers of their area of expertise. Thus, the application of the video project that promotes multiliteracies of EFL vocational high school students is justifiable to fulfil the 21st-century workforce demands as it provides meaningful learning activities that nurture students' linguistic and digital communication skills.

The application of the video project that promotes multiliteracies in EFL vocational high school context is analyzed with the Knowledge Processes framework proposed by Cope and Kalantzis (2010). The video project consists of four main stages, namely *experiencing*, *conceptualizing*, *analyzing*, and *applying*. Each stage is implemented with two different principles to promote the goals of multiliteracies. In the experiencing stage, the students experience the known and the new principle through related topics discussion and possible related topics exploration. The conceptualizing stage consists of naming and theorizing principles that situate the students to identify text type and text features. In the analyzing stage, the students are expected to reason and evaluate through mistakes identification and mistake correction activities. The applying stage refers to reconstruction and innovation principles that encourage the students to revise, prepare, and transfer written scripts to audio-visual aids.

The re-appearance of the analyzing stage after the applying stage is an exciting finding identified in the application process of the video project. The Knowledge Process consists of four stages to apply, but it does not limit the application sequence. The integration of the stages is adjustable according to the

teachers' judgement in viewing the classroom circumstances (Cope & Kalantzis, 2015). In the research context, the re-appearance of the analyzing stage is due to

the need of general evaluation on students' language performance. The teacher considers re-evaluation after the project to highlight common mistakes made by the students as well as correcting them. Thus, the re-appearance of analyzing stage in the video project becomes a distinct finding of the present research.

The seven modes of multiliteracies are identified throughout the video project, recognised explicitly in the classroom activities and student-made videos. Oral language becomes the most salient mode of multiliteracies used during the classroom activities in the form of classroom discussion and teacher's direct instruction, while the least represented modes are a gestural, spatial, and tactile representation. The least promoted modes in the classroom activities are primarily represented in the student-made videos. Subsequently, visual representation is identified to be the most promoted mode in the student-made videos along with the audio representation. In comparison, the least represented modes are tactile representation and written language. In conclusion, the seven modes of multiliteracies are present in classroom activities and student-made videos, though with different intensities.

The students' perspectives towards the video project are divided into two views, which benefits the students gain and challenges the students to face throughout the video project. It is identified that the benefits the students gain during the video projects are language skill enhancement, soft skill practice, confidence enhancement, an agent of change, new, interesting, engaging experience, authentic learning experience, English for specific purposes, self-evaluation and self-regulation, and digital skill enhancement. On the other hand, the challenges mentioned by the students are video-making technicalities, language anxiety, performance anxiety, and grading transparency.

Through the data analysis and discussion, it can be concluded that the video project has the ability to promote multiliteracies of EFL vocational high school students as the stages of Knowledge Processes and the seven modes of multiliteracies are all identified in the learning process. A distinctive finding of the research is the re-appearance of the analyzing stage by the end of the project due to the need for general feedback. Therefore, the video project is suggested to promote students' multiliteracies as it provides contextual learning that promotes

comprehensive thinking, language development, and communication required in the 21<sup>st</sup> century. The video project also comes with benefits that need to be maintained and challenges that required to be minimized to ensure the students' ease while completing the project. Due to the limited respondents and research context due to the COVID-19 pandemic, future researchers are recommended to explore the integration of video projects in multiliteracies promotion in classroom settings that focus on students' behaviour and learning attitude, so each principle of Knowledge Processes and modes of multiliteracies can be intensively promoted.