

# ENGLISH TEACHING VIDEOS EMPLOYED IN EFL STUDENTS TEACHER CLASSROOM: A CASE STUDY OF STUDENTS' PERCEPTION ON UTILIZING ENGLISH TEACHING VIDEO IN DEVELOPING TEACHING SKILLS

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## Abstract

This study tries to investigate the use of English teaching video in EFL student teacher classroom. It was initiated by the importance of providing authentic classroom teaching activities to the students. Employing English teaching videos to improve students teaching skills is alternatively important to do in order to gain a good insight of how native English teachers teach in the classroom. Therefore, some English teaching videos accessed from CELTA link, which is a platform of teaching practice for TESOL teachers were showed in the classroom. The implementation of the video was conducted for one semester, during teaching and learning process in the course of TEFL. The data are gained from the interview conducted with the students asking their opinion about English teaching videos whether they can affect students teaching ability. The result therefore reveals that the students agreed that English teaching videos help them learn more about teaching skills, classroom managements, student-teacher interaction and teaching methodology. However, they also stated that there was a weakness of the video that it is sometimes hard to understand. They stated that native speaker teachers' talks could be difficult to understand sometimes.

**Keywords:** *English teaching video, EFL classroom, teaching skill*

## INTRODUCTION

Teaching is a complex thing to do. It comes in many facets of communication. It goes from a very basic thing such as transferring and delivering, to advance things, such as building interaction and facilitating, giving motivation, modeling good instruction, and providing feedback. However, as it is a complex thing to do, teaching is not easy. It is a challenging activity not only for pre service teachers who are going to develop their career in teaching but it also puzzle in service teachers who have long time teaching experience. Every teacher expects to teach effectively. Having a well managed classroom, clear instruction and good comprehension of lesson delivered become characteristics of effective teaching. According to Kyriacou (2011; 2009) effective teaching is teaching that

demonstrates the success of students learning achievement as it is planned by the teacher. In other words effective teaching requires two important things "the teacher must have a clear idea of what learning is to be fostered and a learning experience is set up and delivered that achieves this" (p.7).

However teaching seems problematic, particularly for pre service teacher and students who are in training for teaching practice. Several previous studies conducted confirmed that most of students have difficulties in developing and applying their teaching skills. One study conducted by Genç (2016) stated that pre service teachers need to receive more understanding and perceptive productive feedback about how to teach better from more experts during their training and learning process. Formerly, Burns and

Richards (2009) also stated that what pre service teachers need is being more engaging in social context by constructing their knowledge and theory, thus it makes them avoid the process of only translating knowledge and theories.

Teaching can be transformed into a more pleasant and meaningful process when both teachers and the trainee have the insight to change (Canagarajah, 2013). One of ways is by instilling media like teaching video in order to provide more authentic experience for the student teachers to observe the classroom virtually yet authentically.

Teaching video is a video contains of real teaching activities in the classroom. The video reflects the situation in the classroom, interaction between teacher and students, the use of media and everything related to teaching and learning process conducted by the teacher and students. When a real classroom activity can be seen through a video, it provides a good picture for students who are learning and preparing themselves to teaching practice. For pre teaching training English department students, having a good teaching performance is significant. It is not only because English is a foreign language but making the students interested in studying it and the classroom more alive when teaching it are a must thing to do to make the students comprehend the lesson taught. The videos used in the classroom were taken from the internet from the CELTA program. The program is about teaching skill improvement and teacher development, thus it is useful to show the students about how English language taught overseas. It is also to provide an insight about classroom management and teaching methodologies. This authentic media is believed can show the differences

in term of classroom size, students' number, and language instruction. According to Erbaggio, Gopalakrishnan, Hobbs, and Liu (2012), providing authentic materials helps students to understand foreign language better in real situation and can make them have positive view on learning foreign language and culture. They also added that "By providing access to authentic content online, the pedagogical benefits of the use of authentic material can be maximized, while some of the drawbacks inherent in such use can be mitigated" (p. 28). Belaid and Murray (2015) also stated that nowadays source of authentic materials are many, either audiovisual or printed, for instance, TV, magazines, newspapers and internet, that the teachers and language learners can use them.

Providing students in their pre teaching training with authentic teaching practice in the classroom is impossible to be accommodated. Moreover, it is absolutely essential to provide more opportunities for students to observe more teacher practices in school. However, this is also impossible to do because later the students will get the opportunities to conduct teaching practices at school in their apprentice teaching period. To solve these difficulties, the researcher initiated to provide students more experiences in teaching practices by utilizing English teaching videos from CELTA Program. The researcher believes that even though this is not the real context of teaching practices but it gives different point of view on how teaching is conducted in the real classroom.

Another idea was triggered by intention to give authentic classroom situation about native speaker teacher in teaching international students with many

different background of language competent. This situation, at least build their confident about teaching English and inspires them to teach better. Providing English teaching video is hoped can bridge their understanding about the theory and practice, even though it is virtual practice.

Several researches have been conducted by many educators and practitioners on using videos in teaching classroom. A study conducted by Coffey (2014) reported that the use of video to increase teaching practice skills by reflecting and examining had been useful to enhance students' capacity to reflect on their teaching skills. A prior study on using video to see teaching practice was also conducted by Newhouse, Lane, and Brown (2007). The study revealed that "the use of digital video-based case study analysis clearly provides a good basis around which to reconceptualise teacher education courses and supports students in linking theory with practice" (p. 60). Shepherd & Hannafin (2008) study on video reflection stated that video recorded made pre service teachers considered diverse classroom perspectives that had not been considered previously; developed improvement plans; change their opinions of teaching outcomes based on examination of video evidence. Moreover, Romano & Schwartz (2005) identified 10 first year teachers were videotaped on their teaching and the results showed that teachers indicated that videotaping was the most important means for facilitating reflection because it helped them to "see mannerisms" and make changes in their teaching. All of studies conducted showed positive attitudes towards the use of video reflection on teaching practices. In addition, no research has been found that surveyed the utilizing of English teaching video in pre teaching

training classroom in order to support students teaching skills. Therefore the current research investigated students' perception on the impact of utilizing English teaching video in TEFL classroom.

## **METHOD**

In order to achieve a better understanding of how students in TEFL class view on the use of English teaching video in the classroom can develop their teaching skills, the researcher conducted interviews individually through email with the students. This way helped the researcher in documenting the answers from the students. This research was guided by the following three research questions:

1. What are students' opinions on using English teaching video in TEFL course?
2. What do students consider they should do in English teaching?
3. What teaching skills do the students think can be developed through watching the English teaching video?

### *Participants*

12 students from fifth semester of English Education Department of STKIP Bina Bangsa Getsempena were chosen to do interview and all of them are from TEFL class. The majority of the students are between the ages of 20-21 years old.

### *Data Collection and Analysis*

The research design of this study is qualitative study by using structured interview by asking the students the same questions. The researcher employed qualitative research to explore the research questions because it could give more rich and deep data (Cresswell & Cresswell, 2017, Punaji, 2010, Ary, et al, 2010) for the

concern is to gain various students' opinion and beliefs. The interview was conducted through email. This is because the researcher wanted to give more time to students to give more explicit answers towards the questions asked. The participants or students would feel free to answer the questions without time pressures. The sample of the study is purposive because the researcher wanted to gain an insight of utilizing English teaching video in the TEFL classroom and wanted to know what and how students perceived it and commented to it. Transcripts were read thoroughly and common themes and perceptions were highlighted. In the first phase, the transcripts were read, and coded for initial reactions. The second phase, which Ary, et al (2010) labels the categorical phase, the researcher labeled the categories that involve students' view on how the teacher starting the lesson, what the teachers do in the class, how the teacher interact with the students and also how the teacher give appraisal to students. Finally, in the third phase, the thematic phase of coding, three major themes emerged that the researcher believes represents participants' views. Those are classroom management, teaching methodology, and teacher-students interaction.

## **RESULT AND DISCUSSION**

During the final phase of coding, it is identified different point of views related to the use of English teaching video in the classroom that make the students talk out of the questions given in the interview session and some additional opinions made by them related to benefit and the imitation of utilizing English teaching video in developing English teaching skills.

The findings from the results of students' interview are discussed according to three thematic issues as mentioned below.

### **Classroom management**

Most of the students interviewed responded enthusiastically toward the question asked about what is the best part of English teaching. They asserted that when the students respond to what they taught and understand the lesson explained well is the most interesting part for them. They said there is no exciting thing in teaching besides students understanding after all.

However, some students responded that having the capacity to make students feel enjoy in the classroom and are motivated to learn is the best part of teaching. That kind of classroom can be gained through investing creative and fun technique, for instance using game in the classroom before moving to more serious thing to teach. One of students said that “the best part of teaching is when I can give a clear instruction and then my student understand and respond it, So the student will involve (active) in the class and they love to study with me”.

Most of the students agreed that when classroom become comfortable place to learn, thus the teaching and learning process will run well. They also stated that teacher should understand students' differences and give appropriate instructions to them. Providing clear instruction before leading them to activities is a great and must thing to do, because they assume that when the instruction is unclear thus it leads to misbehaving and chaos in the classroom. The English teaching video shows them the way how teacher treats their students and make the

teaching and learning process becomes effective. Misbehaving students are always there when the teacher cannot manage the classroom well.

Almost all of the students also commented that teachers' knowledge is important in leading effective classroom. When the teachers lack of confidents because they lack of knowledge thus the classroom will not be an active and effective classroom. Thus teacher should have good knowledge about teaching and learning. Nervousness is also can lead to ineffective teaching. Two of the students revealed that it is always hard for them to manage good classroom because of their nervousness. Another opinion of the students related to classroom management is about teacher and students interaction. Almost all of the students agreed that interaction is crucial thing. When the teachers cannot build and maintain good interaction with the students, the teaching and learning process will not be effective. They agreed that it is not easy to make and maintain a good interaction with the students. One of the students said that it is hard to manage their emotion when interacting with the students and it is the hardest part of teaching. Thus, the video illustrated that how teacher interact with the students and maintain it well. The students said they learn something from the video how to interact effectively with the students.

### **Teaching methodologies**

When it links to teaching methodologies, the students respond variously. Regarding the video played in the classroom, the students said that the video is useful in providing good way of teaching. The students asserted that "the video will help me in teaching and I can

imitate the way how she or he teaching and I got something new from the video so I can apply in my teaching later". Other said .... "Now I know how to teach well the student and how to make the class fun until they can enjoy the lesson. And then I can differentiate where the bad way and where the good way in teaching. So the video it's very beneficial for me and I hope in the future I can do that as well". They agree that the video is beneficial to give new insight for them in teaching.

The students agree that by watching the real classroom activity from the video, they learn several things such as, how to teach well, to speak clearly with the students, to gain students attention and their interest. They also learned that never make the students bored because boredom can lead to unmotivated situation.

One student said, the method used by the teacher in the video is practical. The teacher in the video performed very interesting way of teaching, delivered the lesson well and integrated skills in each lesson. The students literally know that integrating the skills in teaching is effective enough to make the students practice some skills. However, they do not know how to apply it. Thus, the video depicted the practical way how to integrate the skills. They said the way the teacher taught the lesson run smoothly and work well with the students' ability. In addition to that portrayal, they want to teach later like the teacher in the video.

Another student said that what I learn from the video that I want to apply later in my classroom is the ability to manage time in the classroom, so the lesson can transferred well and proper. She said, "I will have trouble with time, some time I will focus on something but miss other things, so it will not be effective".

However, from the video she can learn the teacher finished the lesson well in appropriate time.

### **Teacher-students interaction**

The interaction in the classroom is important. The teachers should provide good and meaningful interaction with the students. Thus, she or he could maintain the teaching and learning process well. Regarding this point, the students in pre teaching training assumed that a good teaching and learning process is when the teacher and students interact well. The teachers know how much she or he should talk in the classroom, and know when the students should be given time to talk and express their ideas. Teaching should be fun and interesting so the students can feel comfortable in the classroom. Some students answered that classroom should be a comfortable place for students to learn. One of the ways to make them feel comfortable is by teaching them in a soft way. Therefore they do not feel intimidated and afraid of any instruction given by the teachers.

Other thing that should be paid attention in building a good interaction with the students is maintaining eye contact and smile. The students agreed that “I feel secure and interested to learn when the teacher smile at me and always look at me, so I want to do the same thing to my students later”. The teachers in the video always do that to their students and every student got the same attention by the teacher and had a chance to talk to the teachers.

However, some students think they will have difficulties in interacting with the students. They said that they have difficulties in questioning skills. They lack of communication skill and their speaking

skill is still low, since they believe interaction can be build through good communication skills. The students revealed that the teacher in the video has good communication skill as they are native speakers. It is similar with the findings of Benke and Medgyes’s (2005) study that 422 Hungarian learners of

English at various institutions stated that native-speaker teachers were seen as friendly and energetic, good representation for imitation, and expert at supporting learners to participate in the classroom.

Linking to research question of this study, the first question is asking about students’ opinions on using English teaching video in TEFL course. This question is answered by the students appreciatively. All of the students agreed that utilizing English teaching video in the classroom helps them improve their knowledge about English teaching practice. All of them choired that they want to do the same way like the teacher in the video did. They feel enthusiast to do their practical teaching later by applying the teaching skills that they got from the video. Regarding the second research question what students consider they should do in English teaching, the students stated that the most important thing to do to have a good teaching skill, one should have good English knowledge first. Thus they revealed speaking skill should be improved and vocabulary should be added to make them more confident to teach. Finally the last research question is about what teaching skills the students think can be developed through watching the English teaching video. In responding toward this question, the participants said that by watching this video, they know how to teach well in the classroom, even though it

might be not similar to experiencing the real teaching practice, but they said they can improve the way of managing classroom, handling misbehaving kids, making good interaction, presenting material integrating with other skills and appraising students properly. They said although the classroom is virtual they want to imitate they way teachers in the video taught their students and had fabulous classroom.

Overall the English teaching video has been seen as a good medium for them to observe real classroom activity. Students believe through this video they can add more knowledge about teaching skills, how to manage classroom and maintaining interaction and also encouraging students to participate in the classroom. However, there are also weaknesses of utilizing the English videos. Some students responded at the end of interview by stating that English teaching video is hard to understand. They stated that native speaker teachers' talks could be difficult to understand sometimes. It is also declared by the study conducted by Walkinshaw and Duong (2014) Native English speaker teachers' speech could be hard for L2 learners to understand, and the differences of linguistic and cultural background of most native speaker teachers sometimes hampered learning.

## CONCLUSION

Teaching is a complex thing to do. It requires a lot of things to consider in order to having an effective teaching. It not only requires your cognitive capacity but more than that you should have high quality instruction, have creative ideas in developing students' skills, and manage student behavior. Having good quality of classroom management is essential thing to

have an effective classroom. However, many pre teaching training students do not receive adequate classroom management training before conducting their practical teaching at school. Especially in English teaching, having authentic and several of teaching method, classroom management, instilling appropriate material and technique are still needed by the students. It is because firstly English as a foreign language, students need model in teaching in order to compare ways of teaching, enrich their knowledge about English teaching and develop their teaching skills. Secondly, having a model from non native teacher, it is probably different in term of classroom management, teaching techniques and student teacher interaction, and activities. It does not mean, non native teacher lack of capacity in teaching, but it is about having new insight in teaching. Another thing is because observing native teacher teaching in a real classroom cannot be afforded. Therefore, utilizing English teaching video in the classroom is hoped can fulfill those deficient and needs. Students at least understand some differences in teaching method, classroom size, material delivery, classroom instruction and some techniques and strategies employed by the teacher in the video. The most important thing is the video can bridge the gap of theories and practice.

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## APPENDIX

### Interview Questions

Key: The principal research questions are in bold. The interview questions that researcher asked are in dot points. Potential follow-up questions are italicized.

### Research Question:

What are students' opinions on using English teaching video in TEFL course?

- Tell me what do you think about the video of English teaching used in the classroom?
1. *Do you think it is good example of English teaching?*
  2. *What do you think is the best part of teaching and what is the obstacle?*
  3. *Do you think is the video beneficial? Or has a lot of deficient from real classroom?*
  4. *Does it represent the real classroom situation?*

**Research Question:**

What do students consider they should do in English teaching?

- What do you think you should do to have an effective classroom?
1. *What is the most important thing to do to have good teaching performance?*
  2. *Do you think a teacher should have cognitive skills? or are there a lot of things the teacher should do besides that?*

3. *What do you think you need to improve to have an effective teaching and good classroom management?*

**Research question:**

What teaching skills do the students think can be developed through watching the English teaching video?

- Tell me what is the most beneficial thing you got from the video?
1. *Is there any teaching skill that can be improved after watching the video? How?*
  2. *What do you learn about English teaching from the video?*
  3. *What aspect of English teaching from the video you think will help you in practical teaching later?*
- How do you think the teachers develop their teaching skills?
1. *What do the teachers should do to improve their performance?*