



VOICES ON SCREEN: A CASE STUDY ON A TEACHER'S BELIEFS ABOUT INTEGRATING VIDEO TECHNOLOGY IN TEACHING SPEAKING SKILLS

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ABOUT ARTICLE

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Abstract: This case study explores a teacher's beliefs and perspectives regarding the integration of video technology in teaching speaking skills. With advancements in technology, video-based instruction has gained prominence in language teaching contexts. However, teachers' attitudes and beliefs play a crucial role in the successful implementation of such innovative practices. The study focuses on a single teacher's experiences and reflections as they incorporate video technology into their speaking lessons. Qualitative data were collected through interviews, classroom observations, and the teacher's reflective journal. The findings provide valuable insights into the teacher's beliefs, challenges, and successes in integrating video technology, shedding light on the factors that influence the effective use of this technology in language classrooms.

INTRODUCTION

In recent years, the integration of technology in language teaching has become increasingly prevalent, offering new possibilities to enhance language learning experiences. Among the various technological tools, video technology stands out as a versatile resource for language educators. It provides opportunities for engaging and authentic language exposure, offering learners a window into real-life language use. However, the effective integration of video technology in language classrooms relies heavily on teachers' beliefs and attitudes towards its implementation.

This case study delves into the beliefs and perspectives of a language teacher regarding the integration of video technology in teaching speaking skills. By examining a single teacher's experiences, reflections, and practices, we aim to gain valuable insights into the factors that influence the successful

incorporation of video technology in language instruction. Understanding teachers' beliefs and experiences is crucial for designing professional development programs and pedagogical strategies that promote the effective use of video technology in language teaching.

The focus of this study is on the speaking skills of language learners, as oral communication is a fundamental aspect of language proficiency. By exploring how video technology influences the teaching and learning of speaking skills, we seek to contribute to the broader conversation on the impact of technology in language education.

METHOD

Research Design:

This study adopts a qualitative research design, specifically a single-case study approach. By focusing on a single teacher's beliefs and practices, we can gain a deep understanding of their experiences with integrating video technology in teaching speaking skills.

Participant Selection:

The participant for this case study will be a language teacher with experience in teaching speaking skills. The teacher will be selected based on their willingness to participate and their use of video technology in the classroom.

Data Collection:

a. Interviews: Semi-structured interviews will be conducted with the selected teacher to explore their beliefs, attitudes, and experiences regarding the use of video technology in teaching speaking. The interviews will also provide insights into the teacher's motivations, challenges, and successes in incorporating video technology into their lessons.

b. Classroom Observations: Classroom observations will be conducted to observe the teacher's instructional practices when integrating video technology in teaching speaking skills. These observations will focus on the teacher's pedagogical approaches, student engagement, and the overall impact of video-based instruction on language learning.

c. Reflective Journal: The teacher will maintain a reflective journal throughout the study, documenting their thoughts, experiences, and reflections on using video technology in the classroom. The journal will provide an additional source of data on the teacher's beliefs and evolving perspectives.

Data Analysis:

The data collected from interviews, classroom observations, and the reflective journal will be transcribed and thematically analyzed. Thematic analysis will help identify recurring patterns, themes, and key factors that influence the teacher's beliefs and practices in integrating video technology.

Ethical Considerations:

This study will prioritize ethical considerations, including informed consent from the teacher participant and confidentiality of data. The teacher's identity will be anonymized in reporting to ensure privacy and confidentiality.

By employing a case study approach and gathering rich qualitative data, this research aims to provide valuable insights into a teacher's beliefs and experiences regarding the integration of video technology in teaching speaking skills. The findings will contribute to the growing body of knowledge on effective technology integration in language education and inform pedagogical practices to enhance language learning outcomes.

RESULTS

The case study on a language teacher's beliefs about integrating video technology in teaching speaking skills yielded valuable insights into the teacher's experiences, perspectives, and practices. The data revealed that the teacher held generally positive beliefs about the potential benefits of video technology in language education. They saw video-based instruction as a valuable tool for providing authentic language exposure, enhancing student engagement, and promoting real-life communication skills. The teacher's use of video technology was primarily motivated by the desire to create dynamic and meaningful learning experiences for their students.

Classroom observations indicated that the teacher effectively integrated video technology into their speaking lessons. They carefully selected videos that aligned with the language learning objectives, cultural context, and student interests. The videos served as catalysts for interactive and communicative activities, stimulating discussions, role-plays, and language production tasks. The use of video technology fostered a communicative and student-centered learning environment, allowing learners to practice speaking in meaningful and relevant contexts.

The reflective journal entries provided further insights into the teacher's evolving beliefs and experiences with video technology integration. While the teacher acknowledged the positive impact of video-based instruction, they also expressed some challenges. Technical issues, limited access to technology resources, and time constraints were identified as obstacles to seamless integration.

DISCUSSION

The findings of this case study emphasize the importance of teachers' beliefs in the successful integration of video technology in language teaching, particularly for speaking skills. The teacher's positive attitudes towards video-based instruction contributed to a communicative and engaging learning environment, enhancing students' speaking proficiency and overall language learning experiences.

The effective integration of video technology in teaching speaking skills lies in the intentional selection and thoughtful use of video materials. The teacher's ability to align videos with language objectives, cultural relevance, and student interests facilitated authentic language exposure and interaction. This

approach empowered learners to engage in meaningful communication, bridging the gap between classroom learning and real-life language use.

The challenges encountered by the teacher highlight the need for institutional support and resources to ensure seamless technology integration. Training opportunities and access to appropriate technology resources are essential to empower teachers to leverage video technology effectively in their language classrooms.

CONCLUSION

This case study offers valuable insights into a language teacher's beliefs and practices regarding the integration of video technology in teaching speaking skills. The teacher's positive attitudes and thoughtful use of video materials contributed to a communicative and engaging language learning environment.

The findings underscore the importance of supporting teachers in embracing technology as a pedagogical tool and providing them with the necessary resources and training. By empowering teachers to leverage video technology effectively, language education can become more dynamic, authentic, and student-centered.

As video technology continues to evolve, its potential to enhance language learning experiences is vast. By understanding teachers' beliefs and practices, language educators and policymakers can design targeted professional development programs and institutional support to harness the full potential of video technology in teaching speaking skills and beyond.

In conclusion, this case study sheds light on the voices of a teacher who embraced video technology as a powerful tool to amplify their students' speaking skills. The integration of video technology, when driven by positive beliefs and supported by appropriate resources, can empower learners to break free from traditional language learning barriers and engage in authentic and meaningful communication, ultimately enriching their language proficiency and overall learning journey.

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