

# "I Can Teach With My Videos"

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## “I Can Teach With My Videos”: How Do Teachers Teach English to Young Learners in a Technology-Limited Environment?

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**Abstract.** To ensure that learning continues during the Covid-19 pandemic, educators must understand pedagogical and content knowledge through the integration of information and communication technology (ICT). An example is English teachers at elementary schools in Indonesia making videos to help young learners learn English remotely. This paper aims to find out how teachers maximize student learning from their videos in a technology-limited environment and how teachers integrate their role as facilitators into their videos. We gathered data by <sup>6</sup> conducting observations of three English teachers for four months during the odd semester of the 2021–2022 academic year and interviews with the participants. The research findings indicated that participants implemented a cognitive load aspect that makes it easier for young learners to see real examples of objects, even if only on video, thereby reducing excessive cognitive load. In addition, the participants implemented the student engagement aspect, which reduces the intrinsic load and makes the text in the video more meaningful. A third aspect implemented was active learning, which serves to help students and teachers develop strong feelings of social cooperation. Moreover, participants integrated their role as facilitators in educational videos by using an information guide and by being friendly inquirers to their students. The findings imply that if packaged properly, teacher videos can be one of the learning techniques that teachers and students can use in any situation. Furthermore, unlike in offline learning, students can replay teaching videos to aid their learning process, without having to ask the teacher to repeat the explanation.

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**Keywords:** Indonesian primary schools; information communication technology; teacher-made video; teaching English; young learners

### 1. Introduction

The global Covid-19 pandemic is driving teachers and education practitioners to think creatively, develop unique solutions, and take meaningful action to

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implement their teaching process (Ferri et al., 2020). Teachers can continue teaching remotely using various methods, strategies, and techniques as a result of government-mandated work and study policies in virtually every country. The issue illustrates that merely possessing knowledge of topic pedagogy is not enough for teachers today (Beattie et al., 2022; Jacob et al., 2020). Teachers should increase their knowledge and ability to apply technology. This dilemma forces all teachers to confront this fact. However, a surprising proportion of teachers perceive the dilemma as a positive inhibition. These tenacious teachers have a wealth of ideas and techniques for preserving learning, of which one method is the creation of educational videos.

Teacher videos are a technique perceived by teachers to be good for teaching, as they allow students to repeatedly pay attention to the subject matter to grasp particular concepts (Dufour, 2020; Ok & Howorth, 2020). Students can watch videos to gain context of the speaker's discourse and body language and additional visual aids for comprehension. According to de Araujo et al. (2017), teacher-created videos can be used in place of textbooks in flipped mathematics classes, increasing students' enthusiasm for learning. Additionally, videos are an essential part of the curriculum at the school where this research was undertaken. Unlike de Araujo et al., who focused their research on mathematics, Cowie and Sakui (2021) surveyed teachers and students who created videos for English learning. They explored three facets of teachers and students' use of video in English language teaching (ELT), including the newest advancements in video technology, the reasons for teachers and students' video production, and strategies for making videos more engaging.

According to Cowie and Sakui (2021), teacher videos are becoming a popular trend that can be employed for online learning. In addition, the videos serve to educate students about digital literacy and academic integrity. The objective of employing video is to strengthen the current pedagogy. In other words, technology can be used to supplement an existing teaching technique. This is a genuine pedagogical step in which videos can be used to transform and reframe the way language instruction occurs. While de Araujo et al. (2017) did their research on mathematics education, this paper focuses on the implementation of teaching English with teacher videos. Furthermore, while Cowie and Sakui (2021) focused on teacher videos for teaching English at all levels of education, this research focuses on teaching English to young learners. Although both Dufour (2020) and the researchers of this study examined English learning videos at the elementary school level, Dufour used the phenomenological method in Texas, United States of America. In contrast, this study used a case study design in Indonesia.

Shrosbree (2008) recommended that language teachers focus on three essential areas while developing teaching videos: video models, comprehension tasks, and content instruction. In addition, Brame (2016) suggested practical ways biology teachers can apply these principles when using video as an educational tool. According to Brame (2016), teacher videos are effective when three aspects are considered: 1) videos can manage students' cognitive load; 2) videos can

maximize student engagement; and 3) videos can promote active learning. The indicator of using teacher videos in learning offered by Brame (2016) is applied to English learning conducted by teachers in Indonesia. The teachers make videos of short duration, which can reduce the burden on students to understand teacher explanations, and provide keywords on the screen to highlight important elements (to reduce cognitive load). In addition, even though they only use videos for teaching, the teachers still involve students in learning. For example, they engage students in the lesson by calling their names and asking them to repeat their words (student management). Likewise, videos are packaged by teachers with interactive questions to create a bond between teacher and student (active learning). The sophistication of teacher videos, which teachers make with several considerations for the videos to be effective for online learning, is intrinsically tied to the teacher's role as a facilitator of learning. Whatever technology is used, it will never be able to replace the teacher as the essential key to learning success. In his study, Jagtap (2016) offered several quality indicators of teachers as facilitators, including counsellors, guides, information providers, and inquirers.

It is therefore necessary to conduct in-depth research to determine how teachers can use videos in teaching English, especially in the context of EFL. This is why we investigated how English teachers at primary schools in East Java have incorporated video footage into their instruction in teaching English. We did a pre-observation at elementary schools and discovered that English teachers produced instructional videos, uploaded them on YouTube, and shared the link on the student WhatsApp groups. The teacher videos are not intended for public consumption and are only available to students at the school. Additionally, the teachers used applications such as CapCut and KineMaster to create videos by using the framework offered by Brame (2016) on how teachers practice maximizing their teaching through the videos they make. They also used Jagtap's (2016) framework, which highlights the role of teachers as facilitators, especially in their video learning in an environment that is very limited in technological facilities due to student and school demographic factors. Nonetheless, teachers still have to struggle and be creative in packaging English learning materials. To find out more about what is going on in the field, we propose the following research questions:

1. How do teachers maximize student learning from their videos?
2. How do teachers integrate their role as facilitators in the videos?

## 2. Literature Review

### 2.1 Teaching EFL to Young Learners in difficult circumstances

We collected several previous studies that discuss teaching English to young learners and how to properly teach English in difficult environments or conditions. Difficult conditions include the lack of learning facilities, mainly in today's digital era, and the demographic diversity in which students and teachers live, especially in the rural areas. Several researchers have attempted to examine good practice in difficult circumstances by interviewing and observing primary school teachers in various countries (Alyasin, 2018; Astutik et al., 2019; Binod, 2015; Garton et al., 2011; Khulel, 2021; Kuchah, 2018).

In Kuchah's (2018) study, both teachers and young learners identified good practice, with the findings indicating that teachers and learners have convergent, and in some cases, divergent notions of good practice for teaching English to young learners. It is these notions, rather than the practices themselves, that are important. Alyasin (2018) examined the challenges and coping strategies faced by an English teacher working in a Syrian refugee camp school in southern Turkey. The research demonstrated how the teacher developed pedagogic practices based on her prior experiences, her understanding of her students, and the unique contextual constraints in which they operate. Vignettes from the teacher's classroom demonstrate how to confront tough circumstances using available capacities rather than succumbing to the chaotic reality of conflict. Garton et al. (2013) identified realia as a successful approach for involving young learners in the classroom in Tanzania. At the foundation of these strategies are teachers' energy, animation, and interest, all of which lead to the positive, industrious attitude noticed in their courses. Astutik et al. (2019) also found that teachers who teach English to young learners in rural areas can continue to teach as long as they can be adaptive to all situations and conditions around them. No matter how good a method or strategy is, it will not work well if the teacher themselves cannot adapt to their environment and the characteristics of their students.

Moreover, Khulel (2021) discovered that rural schools confront far more obstacles than urban schools in EFL teaching in primary schools in Tulungagung, East Java, Indonesia. Khulel (2021) interviewed six English teachers at six different schools and found that teachers confront three distinct and significant hurdles. First, students' socioeconomic circumstances preclude them from accessing more advanced technological instruments such as laptops, computers, and private internet networks that facilitate student learning. Second, because English is not a required subject in schools, it is taught by instructors with limited time. The third hurdle is the Covid-19 pandemic, which challenges teachers in all school sectors, not only primary school teachers. As a result, Khulel (2021) recommended that more studies be performed to establish realistic ways of teaching English in elementary schools, particularly those located in rural regions. Binod (2015) encountered several problems in his research in India on teaching English in rural locations due to limited access to technology. As with Astutik et al.'s (2019) research finding, according to Binod (2015), as long as teachers are creative and innovative in their instruction, the absence of advanced technology is not an issue anymore. He underlined that the most important thing for students to learn is not the technical tools used by the teacher but how well the teacher can do their job.

All of the previous research findings show that, regardless of the settings and environments encountered by teachers and students and the presence or absence of sufficient technology, it is not a guarantee that English learning will take place or not. Teachers are the key to success and the efficient functioning of the learning process. English language skills, pedagogical skills, and technological literacy are all skills that teachers need to be able to work and survive in a technologically limited environment. Teachers who have these skills can be more creative when working with limited resources and conditions. Thus, teachers are required to optimize the facilities and abilities they have so that they can still teach in any

difficult situation. One of the teaching techniques used by teachers is to make videos of their teaching.

## 2.2 Teacher-Made Videos in Teaching English to Young Learners

Teacher videos are one of the ICT-integrated teacher technological pedagogical content knowledge (TPACK) practice activities (Kartimi et al., 2021). Teacher videos are recordings of a teacher's activities during a lesson which are then compiled into videos for students to watch. Teacher videos are sort of an online learning method that has been developed to enable students to watch the teacher explaining and presenting the lesson's essential concepts even when they are not physically present with the teacher (Dufour, 2020; Ok & Howorth, 2020). This difficulty emerges as a result of limited facilities; also, time and distance constraints may hamper synchronous learning. This issue is especially true in rural areas, where many parents lack access to a computer or laptop and rely only on their smartphones to communicate with and educate their children during online schooling.

Teacher videos should be no longer than 5–10 minutes to avoid students feeling bored (Wijaya et al., 2020). Similar to Wijaya et al. (2020), Brame (2016) stated that teacher videos should be no longer than six minutes in order to manage students' cognitive load. Students who do not understand the teacher's explanation in the video can watch it as many times as they want during the period specified by the teacher prior to assessing student comprehension. The teacher can implement their knowledge of technology, pedagogy, and subject matter to the video like they would in a typical classroom. The distinction is that when a teacher teaches through video, they must do so independently, without aid from students in the same forum. The essential aspect for the teacher to remember is that even if they are alone in the recorded forum, they are still required to demonstrate effective implementation of their pedagogical content knowledge. This means that teachers must involve students in interacting while listening and watching their videos (Brame, 2016). In addition, teachers should create active and interesting learning so that students feel they are present with the teacher, even though, in reality, this is asynchronous learning where students and teacher do not meet face to face (see Figure 1).

For this reason, knowledge of technology is very important for teachers to master. By knowing and understanding the technology, they can package teaching videos well, such as editing the footage using an application, adding images, and making the video more engaging for students. As part of ICT integration, teachers can use YouTube to publish videos to their personal or institutional channels. Students can subsequently access what their teacher instructs them via a Telegram or WhatsApp group at any time.

Aspect to Consider	Cognitive load	Use signaling to highlight important information.
		Use segmenting to chunk information.
		Use weeding to eliminate extraneous information.
		Match modality by using auditory and visual channels to convey complementary information.
Student engagement	Student engagement	Keep each video brief
		Use conversational language
		Speak relatively quickly and with enthusiasm
		Create and/or package videos to emphasize relevance to the course in which they are used.
Active learning	Active learning	Packaging video with interactive questions.
		Use interactive features that give students control
		Use guiding questions.
		Make video part of a larger homework assignment

**Figure 1: Techniques for maximizing student learning through teacher videos (Adopted from Brame, 2016)**

### 2.3 Facilitator qualities as a teacher

Teachers are the most significant role player in education in developing a nation (Snoek et al., 2010). Students at all stages of education, from kindergarten through secondary school and college, are a country's most valuable asset. Teachers who are also competent in their disciplines must instruct competent, knowledgeable, and skillful students (Hammond & Berry, 2006). The field of English education for young learners, particularly in the EFL environment, is no exception. In this era of globalization, technological advancements cannot be stifled. Whether they are prepared or not, all instructors at all school levels must face this reality. While dealing with fast advancing technology, the learning styles of today's children have shifted from conventional to electronic learning. All instructors were compelled to learn how to use technology during the pandemic. Even when the pandemic is over, technology will remain; it will continue to advance (Lederer, 2021). The teacher's position as a role model for students can no longer be overlooked during that period. Teachers must continue to play the role of educators, with technology serving as a tool for teachers to adapt to the changing times rather than as a replacement for them.

According to Jagtap (2016), there have been several modifications and new developments in education. The teacher's position is evolving in the global era. The four pillars of education that the teacher must comprehend and concentrate on are learning to live, learning to know, learning to do, and learning to be. In smart and active learning methodologies, the teacher's role is changing. The teacher is now a learning facilitator. Owing to various educational advancements, both teaching and learning have changed. Jagtap (2016) divided the role of the teacher as a facilitator into several parts, that of guide, counsellor, provider of information, and inquirer.

First, the teacher is a guide (Jagtap, 2016). A philosopher and a friend of students, the teacher should enthusiastically guide pupils. Students spend most of their time in school and in front of their teachers. As a result, teachers must determine which attributes their students possess. In addition, teachers should provide opportunities for students to demonstrate their talents. They can include students in many educational programs.

Second, the teacher is a counsellor (Jagtap, 2016). Sometimes, there are some issues with the students, and the teacher is aware of the difficulties that the students are experiencing. Troubles with study habits, low achievement, discouragement, financial difficulties, and family problems are among the issues that teachers may assist students with as counsellors.

In their role as provider of information (Jagtap, 2016), the teacher should keep up to date on their topic and the education system throughout the country. The teacher should be aware of current trends and conduct studies in education. The teacher improves students' general knowledge.

Lastly, the teacher serves as inquirer (Jagtap, 2016), a role which requires them to conduct investigations in school for their students. Students from all backgrounds attend the school. Some students come from slum areas, others from rural areas, and others from metropolitan areas. Some students do not attend school regularly. Teachers should always inquire about their students.

The role of the teacher as a facilitator in learning English for young learners through teacher videos therefore needs to be explored. By using the Jagtap (2016) framework, this paper tries to look deeper into the role of teachers as learning facilitators during online learning through their teaching videos.

## Research Methods

### 3.1 Research Design

We used qualitative research with a case study design. We conducted an intensive, detailed, and in-depth study of teacher practices in integrating technology in teaching English to young learners. We thus considered the case study design appropriate to answer the research questions.

### 3.2 Participants, Settings, and Research Data

The participants of this research were three English teachers who taught at different grade levels, from Grade 1 to Grade 6, at private elementary schools in East Java, Indonesia, implementing English lessons in their curriculum. All the participants were female, with ages ranging between 25 and 45. We selected the participants of this study based on several criteria, which included participants being college graduates from the Department of English Education and having at least two years of teaching experience. We used this process to select participants with similar interest levels to prevent bias in the study results.

This research took place from July 2021 to October 2021 or during the odd semester of the 2021–2022 academic year. Within these four months, data saturation was reached and no further data collection was necessary. Data were



collected from the three participants' instructions in their videos where they teach English to young learners. The data were presented as verbal and non-verbal data that were defined descriptively. The study's data sources were teachers' videos used to teach English to young learners.

### 3.3 Data Collection Technique

To answer research question 1, we collected data through non-participant observation, where we indirectly participated in the activities being carried out by participants and their students. This non-participant observation involved an overt observation model in which the research participants were aware of our presence. In addition, the research participants voluntarily provided us with their video documentation. To minimize the bias from overt observation data, we conducted an unstructured interview with each participant to clarify unclear information, such as why they did not implement some sub-aspects of practice maximizing student learning from their videos. Bogdan and Biklen (1997) supported the collection of data from research participants who are willing to be observed. During our observation of participants' activities in their videos, we made field notes using a checklist of Brame's (2016) theoretical framework indicators. Then, to answer research question 2, we used structured interviews, for which we had set question guidelines based on the Jagtap (2016) framework.

### 3.4 Data Analysis

We analyzed the data in various steps. We started by attentively viewing the participants' videos. We then used the Google Docs speech-to-text function to transcribe the participants' speech from the videos. This was followed by reviewing the transcripts of the observation data, identifying ways participants maximized student learning from their videos, and reducing the data to ensure we had the necessary data for the research based on Brame's (2016) framework. After we had completed analyzing the observation data, we transcribed the interview data to determine the participants' role as facilitator when teaching English through video. We also asked the participants questions about the procedures, starting from the preparation of making videos, distributing their videos to students, and ending with the assessment of learning through videos they had done. Finally, we concluded the analysis of the data to produce our research findings.

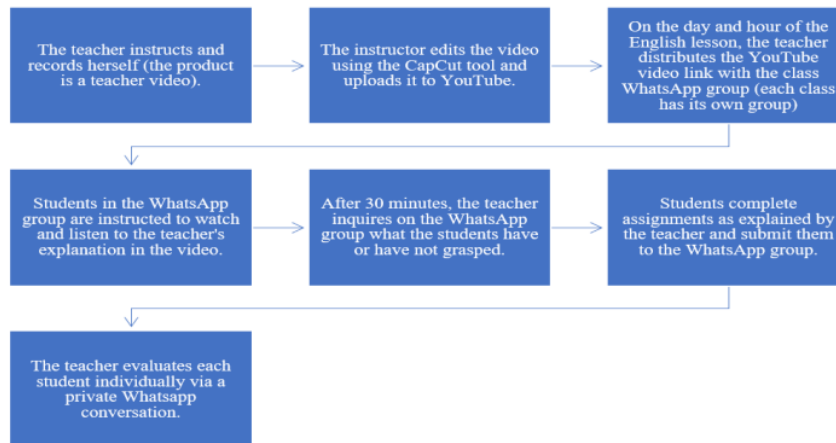
## 4. Research Findings

Before delving into the research findings, we want to describe how participants integrated their videos into their teaching to teach English to young learners at private elementary schools in East Java, Indonesia. The participants must complete seven phases, as seen in Figure 2. To begin with, they record themselves while teaching specific topics. Naturally, they encounter challenges while producing the instructional videos, including requiring additional time during teaching to retake the recording if there were technical difficulties. Second, they have to be deliberate in editing the videos to make them more engaging for their students. Third, they post the videos to the YouTube channel, where only the students of the school can access the URL. Following that, while the students are at home, the participants share the video link on the students' WhatsApp group.

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<http://ijlter.org/index.php/ijlter>

The participants then direct students in the WhatsApp group to view and listen to their fourth-stage explanation video. Fifth, 30 minutes later, the participants inquire on the WhatsApp group what the students have or have not grasped. Then, the students complete teacher-assigned assignments and submit them via the WhatsApp group. Finally, the participants conduct an individual assessment of each student privately via WhatsApp.



**Figure 2: Instructions and activities for students for teacher-made videos**

The following sections present the results of the data analysis. First, we look at how participants maximized their teaching activities with their videos. Second, we explore the participants' role as learning facilitator, which cannot be replaced by technological sophistication. During several meetings over four months, we collected video data from three participants, named T1, T2, and T3 (pseudonyms). We disguised all research participants' identities to uphold research ethics and human rights.

#### 4.1 How Participants Maximized Student Learning in Their Videos

We used Brame's (2016) framework as basis to present research findings on the participants' practices in maximizing student learning through their videos. The findings are presented in Table 1.

Table 1: Participants' processes in maximizing student learning from their videos

Aspect	Sub-aspect	T1	T2	T3	Examples	Functions
Cognitive load	Utilize signaling to draw attention to the important information.	√	√	√	The participant provides written English vocabulary accompanied by pictures of objects that are explained. The participant uses fascinating colors in their videos.	To emphasize the topics, teachers discuss and make it easier for young learners to see real examples, even if only on video. They can see how it is written and the object's shape, and they know how to pronounce it in English.
		√	√		The participant uses changes in contrast or color of the pictures of objects. The participant produces short videos (5-10 minutes). The participant cuts and merges several videos taken (self-recorded) separately in one video.	To emphasize relationships within information of the topic. To reduce excessive burden. To reduce intrinsic load.
	√		√	The participant does not use music in the video. The participant does not use a complicated visual background.	To reduce the extra burden while learning through teacher videos.	
	√	√	√	The participant inserts a native English voice into the video for pronunciation	Can make the text in video more meaningful.	

Aspect	Sub-aspect	T1	T2	T3	Examples	Functions
Student engagement	communicate extra information. Make each video brief.	√	√	√	vocabulary according to the lesson theme. The participant makes short videos.	In some cases, this may make it easier for students to watch more of each video, which may stop their mind from wandering.
	Use conversational language.	√	√	√	The participant places students in the lesson by saying "yours" instead of "the". The participant uses "I" to indicate their point of view.	When students and teachers work together, they feel like they are part of a group. This makes the students want to put in more effort to understand the lesson.
	Speak quite loudly and enthusiastically.	√	√	√	The participant speaks fluently and concisely, and does not stutter in explaining the topic of the lesson. The participant speaks with happy expressions and with enthusiasm.	Increases the percentage of pupils who view each video. May help students and teacher develop strong feeling of social cooperation.
	Make videos that are relevant to the course in which they are utilized.	√	√	√	The participant compliments to students who can follow their lessons in their videos. The participant makes videos specifically for the class in which they will be utilized, with teacher commentary	Increases the percentage of pupils who view each video. Helping pupils recognize connections may raise high cognitive load.

Aspect	Sub-aspect	T1	T2	T3	Examples	Functions
Active learning	Add interactive questions in the video packaging.	√	√	√	<p>explaining linkages to previous content.</p> <p>The participant provides explanatory text to help students understand where the video fits in the course.</p> <p>The participant asks questions verbally in their teaching videos.</p>	<p>It is possible that the testing effect will raise relevant cognitive load, improve memory, and improve learners' self-cognition.</p>
	Utilize interactive features that allow pupils to take control.	√			<p>The participant provides explanations in their videos by inserting other features such as YouTube content.</p>	<p>Increase student participation and may result in an increase in meaningful cognitive load.</p>
	Utilize guiding questions.	√	√	√	<p>The participant asks <i>What</i>, <i>Why</i>, <i>Who</i>, and <i>How</i> questions to guide the students to actively interact while watching teacher videos.</p>	<p>May result in an increase in germane cognitive load, a decrease in extraneous cognitive load, and an improvement in student self-assessment.</p>
	Make video part of a larger homework assignment.	√	√	√	<p>The participant assigns their students to watch their videos as a component of a larger homework assignment.</p>	<p>May boost student motivation, relevant cognitive load, and self-esteem.</p>

Table 1 presents the practices of participants in maximizing student learning from their videos. In reference to Brame's (2016) framework, the three participants did not implement all Brame's indicators. All three participants implemented the sub-aspect of using signals to draw attention to important information in the cognitive load aspect. For example, the participants gave written English vocabulary and pictures of explained objects and used fascinating colors in the video. Regarding the sub-aspect utilize segmenting to chunk information, only T1 and T2 implemented it, while T3 did not implement this sub-aspect in all videos. T3 was asked why during the interview. She stated that she followed standard school rules in creating the videos, so she could not modify it as she wanted. The same finding was made for the following sub-aspect, namely utilize weeding to remove extraneous information. T3 did not use different music and backgrounds, because she could not add any effects to the video, either sound or background view. However, the three participants agreed to insert the voices of native English speakers because, based on their explanations during the interviews, it was essential to provide examples of pronunciation from native English speakers. After all, they were aware of their shortcomings of sometimes not being fluent in English and wanted to avoid fossilizing students' cognitive ability to pronounce the correct vocabulary as they grow up.

In contrast to the cognitive load aspect, in the student engagement aspect, it appears that all three participants implemented all sub-aspects (Table 1), including making each video brief, using conversational language, speaking quite loudly and enthusiastically, and making videos that are relevant to the course in which they are utilized. The three participants agreed that the aspect of student engagement was the most important to be used in making teacher videos so that students were enthusiastic about learning by watching teacher videos. This can be seen in their implementation of each sub-aspect. For example, each video was short, the participants spoke fluently and concisely, and they did not stutter in explaining the lesson topic.

In the active learning aspect, all participants implemented almost all aspects, except for the sub-aspect utilize interactive features that allow pupils to take control, such as linking YouTube content to the learning video. Only T1 implemented this sub-aspect. According to T1, the activities aim to increase student participation and result in a significant increase in cognitive load. Meanwhile, T2 and T3 did not use a YouTube link because they thought that if they were active and solid in explaining the lesson topic, there was no need to link to YouTube. In addition, T3 reasoned that linking to YouTube would make the time spent on video editing longer and tiring. Thus, T3 decided to focus more on maximizing her performance without adding other features and instruments.

In addition to the findings on participants' practice of maximizing English language learning for young learners with technology limitations, the next session explains the participants' role during video teaching materials.

#### 4.2 Participants' Role in the Videos They Make While Teaching English to Young Learners

Using the framework offered by Jagtap (2016), the teacher's main role is to act as a facilitator. As a facilitator, the teacher provides services, including the availability of facilities, to provide convenience in learning activities for students. An unpleasant learning environment or a classroom atmosphere that is less conducive and supportive causes low student interest in learning. Therefore, teachers need to provide facilities for students to carry out learning activities that help students overcome difficulties in the learning process. In addition, they need to try to create an environment that challenges students to carry out learning activities. The following findings are the results of the interviews with the research participants on how they integrated their role as facilitator in their educational videos.

##### 4.2.1 "I guide my students in my video"

According to Jagtap (2016), the first part of the teacher's role as a facilitator is to be a guide. In the role of a guide, the teacher does not only guide in terms of academics. They also provide direction on some non-academic aspects, such as advising students to study hard even though they do not come to school, maintain health by exercising, and help parents do house work.

*"In my videos, before explaining the core material, I usually give an overview first to improve bonding with my students, such as asking them to consume vegetables rich in vitamins to maintain health during a pandemic. I do this because many children dislike vegetables." (T1)*

*"I always guide my students to exercise before the online lessons start to increase their enthusiasm for learning." (T2)*

*"I guide my students both non-academic and academically. They have to study and help their parents at home." (T3)*

In the three excerpts, participants indicated that, as a facilitator, they are also obliged to educate and direct their students academically. They agreed that teachers are facilitators for their students and should guide and direct their students as they learn.

##### 4.2.2 "I don't act as a counsellor in my videos, but on WhatsApp, I do"

According to Jagtap (2016), another role of the teacher as a facilitator is that of a counsellor. It turned out that none of the three participants assumed this role.

*"In the video, I cannot directly give a solution to my student's problem. I think it is difficult to do. So, during online learning, I call them at certain times." (T1)*

*"There is no consultation session in the video. I think it is ineffective, and I only focus on delivering the lesson material." (T2)*

*"I am not a counsellor in the video, but I do home visits to students' homes by implementing health protocols." (T3)*

The excerpts show that all participants had their reason for not acting as counsellor. Participants admitted that it was difficult to provide solutions from their learning videos because the learning videos have a short duration. In addition, providing solutions or explanations is not effective if it is not done one on one or face to face. The only way the three participants could do this was through WhatsApp calls or home visits.

#### 4.2.3 "I insert important information to my students in the video"

Jagtap (2016) stated that teachers must stay up to date with learning topics. They need to be aware of current trends to increase children's general knowledge. All three participants adopted the role of information provider to their students. T1 told students how important it is to study hard both inside and outside of school, T2 told students how important it is to stay healthy, and T3 told them about interesting reading suggestions to excite them about learning English. This can be seen in the following extract snippets.

*"In my videos, I always give information about the importance of studying even though the students are not present at school." (T1)*

*"I always provide information about how to maintain health during a pandemic by exercising and consuming nutritious food. Children sometimes do not like to eat vegetables. I give information about vegetables that are good for health at the same time, and I teach the vocabulary of vegetable names in English." (T2)*

*"I gave information about accessing web links for learning English, such as Duolingo and LearnEnglish." (T3)*

The excerpts demonstrate that T1, T2, and T3 provided students with information that is useful outside of the particular topic. In this way, their role as an information provider can continue even when teacher and students do not meet face to face in offline learning.

#### 4.2.4 "I'm an inquirer, I ask a lot of questions in my videos. I hope my students answer it"

Even though the three participants did not act as inquirer in their videos, their role as teachers includes to evaluate their students. In their videos, the three participants asked many questions related to the discussion of certain topics. According to Jagtap (2016), teachers need to conduct school investigations for their students. This is because demographic differences and the environment where students live are dissimilar, which will affect the student learning process or even student learning outcomes. In their videos, T1, T2, and T3 always asked whether the students had understood the specific lesson. Where students did not get the answer right away, the participants could confirm it again on the WhatsApp group.

*"Sometimes, it seems funny when I have to ask questions without the students in front of me while making videos, but I did. I hope my students will answer it when they watch my teaching videos." (T1)*



*"In videos, I often ask my students questions after explaining certain material, such as, 'Do you understand?' even though I do not hear their answer directly." (T2)*

*"I always ask my students in my videos, at the beginning of the video, I ask them, 'How are you today?' Furthermore, other questions about the material when I teach, such as, 'What is the name of a banana in Indonesian?' Hopefully, they will enthusiastically answer them while watching me in the video." (T3)*

The excerpts illustrate the efforts of participants in asking questions to their students even though the students could not respond directly. The participants thought that by asking students questions, they can still invite them to be active in learning English.

## **5. Discussion**

Individual competitiveness has intensified as the globalization era has moved to Industry 4.0. As a result, foreign language skills, particularly in English, a global language, have become increasingly important to acquire (Bao, 2021). Parents should begin teaching their children English at a young age. In Indonesia, many parents compete to enroll their children in English language education classes beginning in elementary school (Jaekel et al., 2017). They do this because government regulations stipulate that English should be a subject, with local content implemented at the school's discretion, and not all elementary schools in Indonesia include English lessons in their curricula (Astutik & Munir, 2022). Teaching EFL to young learners in difficult circumstances creates an imbalance in Indonesian elementary schools, as schools in big cities and rural areas certainly have different environments, such as learning-support facilities. Schools in big cities are better resourced with fast and easily accessible learning facilities and tools such as technology. English teachers in elementary schools in the city also have it easier, because parents in the city are more prepared to facilitate their children's learning with the technology needed. Conditions in the city for learning English in elementary schools are inversely proportional to those in rural areas. The lack of technological literacy of parents and students due to unfavorable demographic conditions makes all teachers think extra hard about solving these problems so that learning continues, especially during the pandemic, where learning must still be done remotely.

Video, YouTube, and WhatsApp are considered more effective for asynchronous learning for rural schools unfamiliar with other learning management systems (LMSs) such as Moodle and Google Classroom. It is not that they do not want to learn the applications, but they have limitations of technological tools such as computers and laptops, making learning with specific LMSs challenging. Since videos are timeless, teachers can use them beyond the pandemic. Teachers are therefore expected to be able to create their learning videos in terms of their English competence, teaching pedagogy strategies, and technological literacy that can be adaptive in this digital age. This research is supported by the findings of several studies which have found that good learning is learning that adapts to the conditions and characteristics in which students live (Astutik et al., 2019; Astutik

& Munir, 2022; Binod, 2015; Khulel, 2021; Kuchah, 2018). In the new-normal era, teacher videos remain a successful medium for some schools, particularly in rural areas, where residents have only cell phones and no laptops, even though they may access the internet from anywhere. Rural residents lack facilities for conducting synchronous learning sessions with their children, for example, because the majority of them are from the lower middle class, do not work in academics or administration, and hence do not require these tools. Few teachers and office staff have access to laptops, iPads, and computers (Utami et al., 2021). As a result of this imbalance, teachers, particularly English teachers at elementary schools in East Java, have developed innovative ways to package their teaching activities.

Aligned with Torrington and Bower (2021), teacher videos positively impact both elementary school students and teachers in learning. This study also identified best practices for how teachers in environments with limited access to technology and facilities constantly develop themselves with ideas, creativity, and innovation. Although teacher videos are not new, the participants of this study and their students have experienced their benefits in the learning process, especially during the Covid-19 pandemic. These participants tried their best to implement their knowledge of pedagogy, content, and practice by integrating technologies, one of which is teacher videos, in teaching English to young learners. By prioritizing English skills as the core of the learning objectives, the participants successfully taught these skills through videos. The participants used aspects proposed by Brame's (2016) theory about making videos suitable for learning. For example, the participants created videos to make students easily understand lessons and not burden their cognitive abilities; they could still interact with students and make learning through videos interactive.

Various studies have indicated that contemporary teachers try to adapt to technological advancements (Ogalo et al., 2020; Taopan et al., 2019; Walker, 2020). Nonetheless, in the twenty-first century, technology is a tool that all teachers in all sectors and levels of education, including those teaching English to young learners, should manage. Additionally, teachers are expected to be wiser and more creative in their teaching approaches due to the integration of ICT to adjust their instruction to the unique characteristics of their students at any given time. Teachers should not rely solely on prior learning experiences (Astutik et al., 2022), as the era in which teachers first learned as students is vastly different from the era in which children now live, an age of increasing technological sophistication. It is time for educators to adapt to new situations and points of view. By not neglecting their role as facilitators, teachers are also expected to be able to become guides, counselors, information providers, and inquirers for their students. They must do so, so that in whatever way they teach, even remotely, they can still bond with the students. As a result, students will inevitably acquire English through ICT integration. The issue is no longer the pandemic, but more crucially, in the post-pandemic digital era, requirements in all disciplines, including English, will become increasingly demanding. This study has shown that the participants were able to adapt to technological advances in the most difficult conditions and situations where technological equipment facilities were minimal in rural areas.

However, because they were ICT literate, they took advantage of the existing facilities with their pedagogical and technological knowledge by making videos for teaching English to young learners.

This study contradicts prior research (Taopan et al., 2019; Walker et al., 2019), which has found that teachers are not proficient in ICT practices when teaching English to young learners. In fact, the participants, teachers from remote areas, were able to succeed in education with a commitment to continue learning and adapting. In essence, the success of learning is not determined by technological sophistication but by how teachers can be adaptive to technology in any situation. This is because, essentially, technology cannot replace the role of the teacher as an educator who fosters students' cognitive and character growth.

### 7 Conclusion

The findings of this study indicate that English teachers for young learners can still continue to innovate their teaching practices even though they are in an environment situation that is limited by the absence of technology. Therefore, teachers need to adapt their teaching methods, strategies, and techniques to keep up with the dynamics of change based on students' demographic conditions and characteristics in the city or the countryside. Thus, teachers should develop a strong foundation in the teaching framework, namely TPACK.

Teachers should have better teaching practices in delivering the subject matter, one of which is teacher videos to teach English to young learners. With good packaging and consideration of aspects that focus on students' achievement of English language skills, teacher videos are a relevant teaching technique during the Covid-19 pandemic. In addition, teachers must become facilitators for their students. This means that the integration of technology and ICT can never completely replace the role of the teacher as a shaper of student character. Technology is just a tool that teachers can use to help them transfer their knowledge to students. However, we cannot conclusively state that teacher videos can be used in all subjects in primary schools. As such, we recommend that future researchers conduct similar research in various fields or even at higher school levels.

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