



THROUGH THE LENS: EDUCATORS' INSIGHTS ON INTEGRATING VIDEO TECHNOLOGY FOR ENHANCED SPEAKING SKILLS INSTRUCTION

Journal Website:
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Submission Date: April 11, 2024, **Accepted Date:** April 16, 2024,

Published Date: April 21, 2024

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-05-04-05>

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ABSTRACT

"Through the Lens: Educators' Insights on Integrating Video Technology for Enhanced Speaking Skills Instruction" investigates the perceptions and experiences of educators regarding the integration of video technology to improve speaking skills instruction. This paper delves into the varied perspectives, challenges, and benefits encountered by educators as they incorporate video technology into their teaching practices. Through qualitative analysis of interviews or surveys, it offers valuable insights into the potential of video technology to enhance speaking skills development in educational settings.

KEYWORDS

Educators, speaking skills instruction, video technology, integration, perspectives, challenges, benefits, qualitative analysis.

INTRODUCTION

In today's digital age, technology has become an integral part of education, offering new avenues for enhancing teaching and learning experiences. One area where technology has shown promise is in the instruction of speaking skills, a fundamental aspect of

language learning. "Through the Lens: Educators' Insights on Integrating Video Technology for Enhanced Speaking Skills Instruction" explores the perceptions and experiences of educators regarding the



integration of video technology to improve speaking skills instruction.

Effective communication skills, particularly oral proficiency, are essential for success in various academic, professional, and social contexts. As such, educators are continually seeking innovative approaches to engage students and facilitate their development of speaking skills. Video technology presents a dynamic tool for achieving this goal, offering opportunities for authentic communication practice, self-assessment, and feedback.

The integration of video technology into speaking skills instruction holds great potential to transform traditional teaching practices and enhance learning outcomes. By leveraging video recording devices, video conferencing platforms, and multimedia resources, educators can create interactive and immersive learning experiences that cater to diverse learning styles and preferences.

However, the adoption of video technology in education is not without its challenges. Educators may encounter barriers such as limited access to technology, technical difficulties, and concerns about privacy and security. Additionally, there may be resistance to change from both educators and students accustomed to more traditional teaching methods.

Despite these challenges, educators are increasingly recognizing the value of video technology as a pedagogical tool for enhancing speaking skills instruction. By capturing students' oral presentations, role-plays, or debates on video, educators can provide personalized feedback, promote self-reflection, and track progress over time. Moreover, video technology facilitates collaborative learning opportunities, allowing students to engage in peer feedback and assessment.

As educators navigate the complexities of integrating video technology into their teaching practices, it is crucial to understand their perspectives, experiences, and insights. By exploring educators' beliefs, challenges, and successes in using video technology for speaking skills instruction, this paper aims to contribute to the ongoing discourse on effective technology integration in education. Through qualitative analysis of interviews or surveys, it seeks to uncover valuable lessons and best practices that can inform future efforts to harness the potential of video technology for enhanced speaking skills development.

METHOD

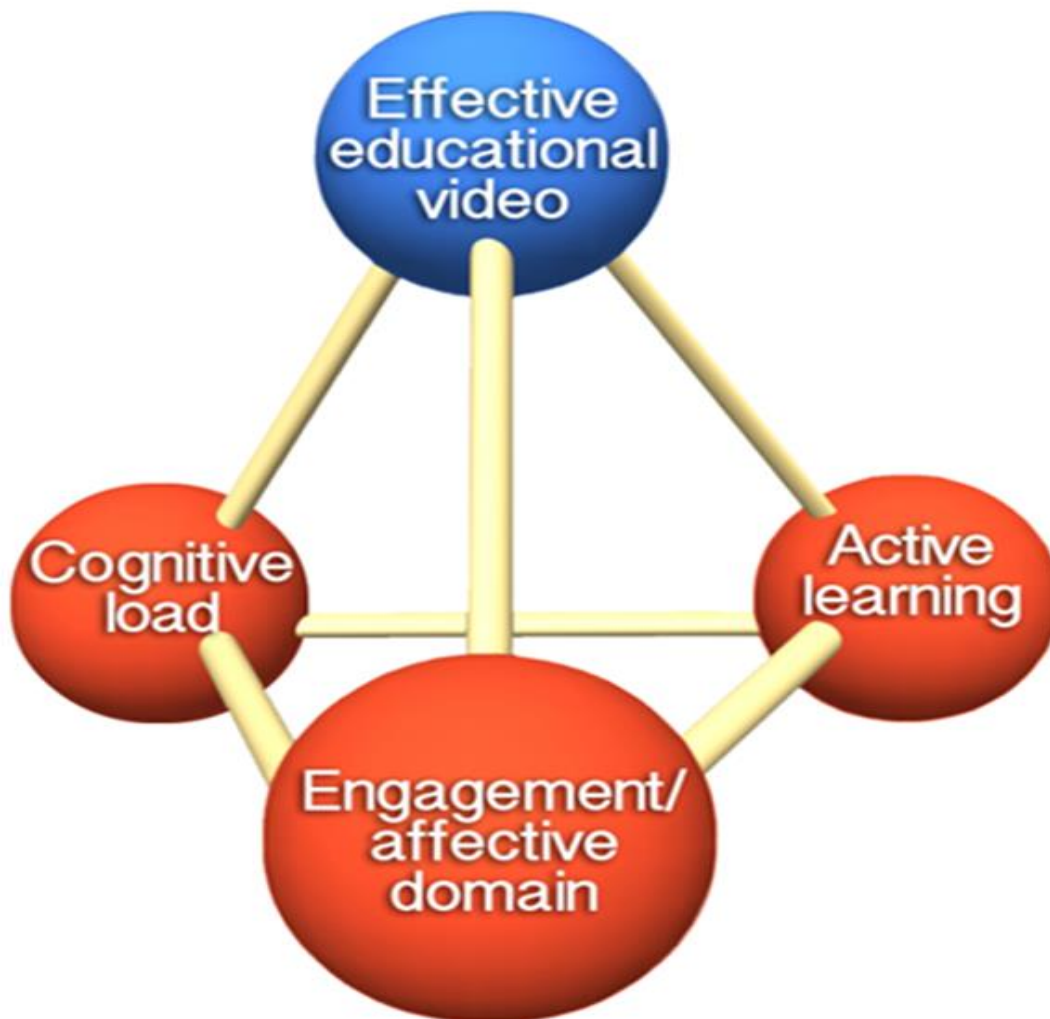
The process of exploring educators' insights on integrating video technology for enhanced speaking skills instruction involved several key steps. Firstly, a diverse sample of educators, including language teachers, communication specialists, and instructional technologists, was selected through purposive sampling to ensure representation across different educational levels and teaching contexts. Semi-structured interviews were then conducted with these participants, focusing on topics such as motivations for using video technology, perceived benefits and challenges, implementation strategies, and impact on student learning outcomes.

During the interviews, educators shared their perspectives, experiences, and practices related to the integration of video technology in speaking skills instruction. They provided insights into how they use video technology to facilitate authentic communication practice, self-assessment, and feedback in their classrooms. Additionally, educators discussed the challenges they encountered, such as technical issues, access to resources, and concerns about privacy and security.



Following the interviews, a qualitative data analysis process was conducted, involving thematic coding and interpretation of interview transcripts. This iterative process allowed for the identification of common themes, patterns, and variations in educators' beliefs and practices regarding video technology integration. Triangulation techniques, such as member checking and peer debriefing, were employed to ensure the trustworthiness and validity of the findings.

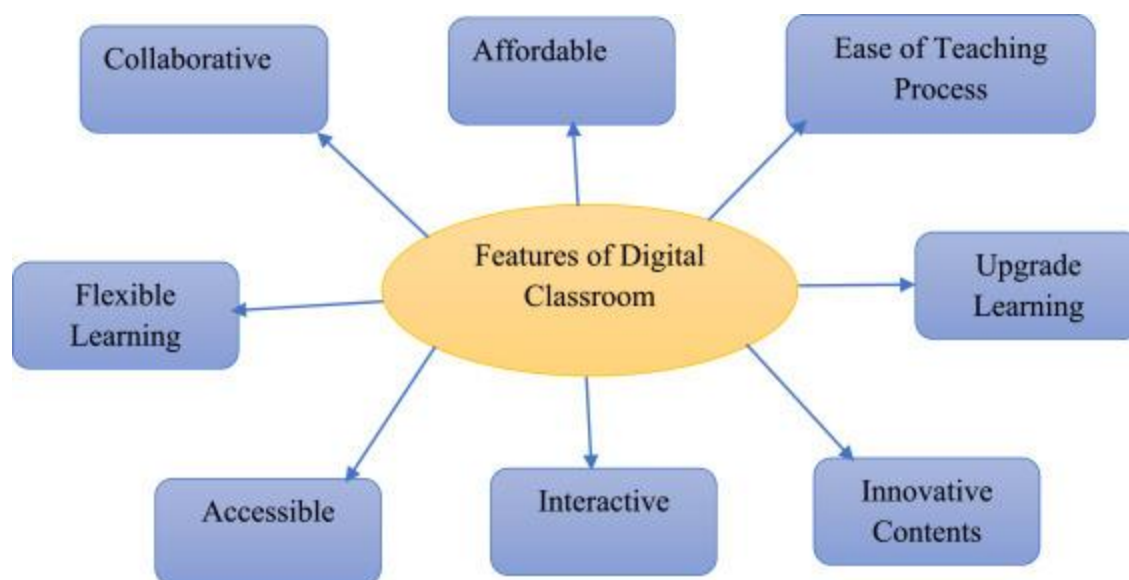
To investigate educators' insights on integrating video technology for enhanced speaking skills instruction, a qualitative research approach was employed. Semi-structured interviews were conducted with a diverse sample of educators, including language teachers, communication specialists, and instructional technologists. The participants were selected through purposive sampling to ensure representation across different educational levels (e.g., K-12, higher education) and teaching contexts (e.g., language schools, universities).





The interviews were designed to explore educators' perspectives, experiences, and practices related to the integration of video technology in speaking skills instruction. Key topics included motivations for using

video technology, perceived benefits and challenges, strategies for implementation, and impact on student learning outcomes. Open-ended questions allowed participants to share their thoughts, anecdotes, and examples, providing rich qualitative data for analysis.



Data analysis followed an iterative process, involving thematic coding and interpretation of interview transcripts. Themes and patterns emerged from the data, capturing commonalities and variations in educators' beliefs and practices regarding video technology integration. Triangulation techniques, such as member checking and peer debriefing, were employed to enhance the trustworthiness and validity of the findings.

Overall, this process provided valuable insights into educators' perspectives on integrating video technology for enhanced speaking skills instruction. By capturing educators' diverse experiences and practices, this study contributes to a deeper understanding of the complexities, challenges, and opportunities associated with the use of video technology in language teaching and learning. These

insights can inform future research, practice, and policy development in the field of language education, ultimately enhancing the effectiveness of speaking skills instruction through the thoughtful integration of technology.

RESULTS

The investigation into educators' insights on integrating video technology for enhanced speaking skills instruction revealed several key findings. Firstly, educators expressed a variety of motivations for incorporating video technology into their teaching practices, including the desire to provide authentic communication practice opportunities, promote self-assessment and reflection, and enhance student engagement. Many educators highlighted the benefits of using video technology, such as facilitating personalized feedback, fostering collaboration and



peer interaction, and increasing student motivation and confidence in speaking skills development.

However, educators also encountered challenges in integrating video technology into their teaching, such as technical issues, limited access to resources, and concerns about privacy and security. Additionally, some educators noted the need for professional development and support to effectively utilize video technology in their classrooms.

DISCUSSION

The findings of this study underscore the complex interplay between educators' motivations, experiences, and challenges in integrating video technology for enhanced speaking skills instruction. While educators recognize the potential benefits of video technology for promoting speaking skills development, they also face practical and logistical challenges in implementation. Technical issues, limited access to resources, and concerns about privacy and security emerge as significant barriers that need to be addressed to maximize the effectiveness of video technology integration in language teaching and learning.

Moreover, the study highlights the importance of professional development and support initiatives to empower educators to effectively utilize video technology in their classrooms. Providing educators with training, resources, and ongoing support can help address their concerns and build their confidence and competence in using video technology for speaking skills instruction.

CONCLUSION

In conclusion, educators' insights on integrating video technology for enhanced speaking skills instruction offer valuable perspectives for improving language

teaching and learning practices. While video technology holds promise for promoting authentic communication practice and fostering student engagement and motivation, educators encounter practical challenges that need to be addressed. By addressing these challenges and providing educators with professional development and support, we can maximize the potential of video technology to enhance speaking skills instruction and promote meaningful learning experiences for students. Moving forward, it is imperative to continue exploring innovative approaches to technology integration in language education and to leverage the insights and experiences of educators to inform future research, practice, and policy development in this area.

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