EXPLORING THE USE OF VIDEOS OF TEACHING MODELS IN A TEFL COURSE: A CASE STUDY

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Abstract: One of the competencies that has to be achieved by students of the English Department in a college is to understand principles or theories on language learning and teaching. In particular, they have to be able to explain learning and teaching concepts and their implementation in the teaching and learning process in the classroom. Based on the classroom observation in a Teaching English as a Foreign Language (TEFL) course in the English Department of a state university in Indonesia, in general students find it difficult to reach the maximum level of this competence since they do not have any teaching experience yet. The lecturer's teaching experience has shown that his current teaching approach is not maximally effective. This low degree of effectiveness of the teaching approach is assumed to be due to the nature of language and language learning principles; they are abstract and need real examples for students to really understand them. The use of videos of teaching models is theoretically effective to improve students' understanding of learning and teaching concepts underlying practices of teaching English as a foreign language. This article is a report of a case study with the aim of empirically finding out in what ways videos of teaching models can be used effectively in improving college students' understanding of language learning and teaching concepts underlying practices of Teaching English as a Foreign Language.

Keywords: principles, language learning, language teaching, TEFL

INTRODUCTION

In general, the initial teacher education (ITE) programs in many universities placed the focus of Teaching English as a Foreign Language (TEFL) course on principles or theories on language learning and teaching. No sufficient training which has been taught to prospective students in the teaching of TEFL method. During micro-teaching and teaching practicum programs, they are not afforded the opportunity to implement TEFL method which has been taught in the relevant course and they often misunderstood the concept of TEFL. The main cause is that because they do not have any teaching experience yet. Based on the classroom observation in a Teaching English as a Foreign Language (TEFL) course in one of English department of a state university in Surakarta, in general students find it difficult to reach the maximum level of the competence to explain learning and teaching concepts and its implementation in the teaching and learning process in the classroom. In addition to that, in general, the lecturer's teaching experience has shown that his/her current teaching approach is not maximally effective. The nature of language and language learning principles which are abstract and need real examples for students to really understand them, in fact, causes the low effectiveness of teaching approach in

TEFL course. This experience may affect how prospective students teach English skills in the classrooms as a teacher. It is unquestionable that in most of the language classrooms, the teaching method used by the prospective students focuses mainly on how to teach the learning materials without any practical experience of relevant TEFL method and they often misunderstand the teaching concept based on the relevant teaching method. As student teachers are accustomed to have teaching learning process of TEFL course with limited practice and understanding, when they become English teachers in the actual profession, they have to be able to explain the learning and teaching concepts and their implementation in the teaching and learning process in the classroom. This condition is commonly found in most language classrooms in higher education.

This paper has been divided into four parts. The first part deals with this introductory section. Section two begins by laying out the theoretical dimensions of the research. The third chapter is concerned with the methodology used for this study. The fourth section presents the findings of the research, focusing on the two key themes namely: 1) to what extent do videos of teaching models mediate TEFL course to optimize the understanding on principles or theories on language learning and teaching; and 2) to what extent does discussion raise their awareness of different aspects and concerns of TEFL practice. The fourth section also analyses the results of findings and data undertaken during the research. Finally, the conclusion gives a brief summary of the findings.

LITERATURE RIVIEW
Teaching English as a Foreign Language (TEFL)

There is a large volume of published studies describing the definition of approach, method, and technique in language learning. An approach is general (e.g., Communicative), that a method is a specific set of procedures more or less compatible with an approach (e.g., Total Physical Respond), and that a technique is a very specific type of learning activity used in one or more methods (e.g. using online-mediated of listening materials to cue and facilitate language practice in the Communicative Language Teaching). In order to improve the quality of language learning and teaching, Edward Anthony who is an American applied linguist, identifies three important concepts called approach, method, and technique (Richards & Rodgers, 1986, p. 15). Approach, method, and technique are among the most frequently used terms in any academic curriculum. For the purpose of avoiding any confusion, Anthony (1963) defines each term as follows:

1) Approach is a set of correlative assumptions that deal with the nature of language teaching and learning describing the nature of the subject matter to be taught.

2) Method is an overall plan of the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. A single approach includes several methods.

3) Technique is what actually takes place in a language teaching classroom such as a particular trick, strategy, or plan for accomplishing a specific objective. (Richards & Rodgers, 1986, p. 15)

Four approaches are grounded on a slightly different theory or perspective of

how students learn second or foreign languages or how learners use languages. Those approaches are cognitive approach, affective humanistic approach, comprehension approach, and communicative approach.

Cognitive Approach has a theory that language is rule-governed cognitive behavior (not habit formation). Affective-Humanistic Approach focuses that Learning a foreign language is a process of self-realization and of relating to other people. Comprehension Approach takes a main point on language acquisition occurs if and only if the learner comprehends meaningful input. Communicative Approach points out that communication is the purpose of language and the goal of language teaching.

Previous studies on Teaching English as a Foreign Language (TEFL): Video of Teaching Model as an Approach

Recently, researchers have shown an increased interest in Teaching English as a Foreign Language (TEFL). As prospective teachers, they need to build up practical skills in teaching which involve dealing with the interaction of a complex array of factors. These factors include a detailed knowledge of the language being taught, the course content and materials, their understanding of how students can learn a language, the learners' characteristics, and their perception of how best to teach a language.

Video is a powerful way to teach. It enables all sorts of new ways to show exactly what the teacher want his/her students to learn. Years ago, it was adequate to simply videotape the teacher's lecture and give students access to the video and other resources such as a textbook or reference material. Just by consuming the media, the students would theoretically learn the material and the teaching goals would be reached. While this approach was effective in

some circumstances, especially in academic categories, it does not do so well when teaching tasks or processes.

Also, those early attempts lacked interactive elements such as asking questions, presenting different scenarios, giving instructions, and even demonstrating an understanding of the material through knowledge assessments. Today, video occupies a proven spot in the hierarchy of learning modalities when encompassed in a well-planned and executed e-learning program. This exemplifies the power of teaching complex subjects by showing you how to perform a task and then allowing the learner to demonstrate mastery.

As Sherin (2004) explained, ''Video allows one to enter the world of the classroom without having to be in the position of teaching in-the-moment'' (p. 13). Therefore, video can be utilized to create a shared experience from the students which can function as a starting point for teachers' collaborative exploration when they have activities of teaching and learning process in a classroom. In addition, when a teacher may not consider carrying out a lesson, video records can enhance aspects of classroom life. The findings show that that the strategies which can guide teachers to examine central aspects of learning and instruction are choosing video clips, posing substantive questions, and facilitating productive conversations.

Multimodality Theory

Viewed from a multimodality theory, media and forms of input encompass more than just by seeing or hearing by using the sensory means through which the input is retrieved. Modality refers to both the form (e.g. oral speech) and the media (e.g. poetry performance accompanied by music, video or dramatic flair) through which it is presented (Kress, 2000). It is believed in retaining

information and processing of certain kinds of input, it can be increased when it is presented through multiple modalities. If an individual has more modalities with higher levels of processability capacity, she/he will be more successful in successfully processing new input.

It is undeniable that the concept in multimodality of input has viewed as a new perspective with the advancement of computer-mediated communication (CMC). As stated by Kress (2003: 1), the media of sounds and images and the capability of screen technologies are creating a colossal change in 'the uses and effects of literacy and of associated means for representing and communicating at every level and in every domain'. Therefore, in this technology-enhanced language learning and multimodal learning, comprehensibility of input must be taken into consideration to be involved in multimedia learning.

The Study

The aims of this study are to investigate to what extent do videos of teaching models mediate TEFL course to optimize the understanding on principles or theories on language learning and teaching. The methodological approach taken in this study is a case study based on Yin, Robert K. (2003). The findings should make an important contribution to the field of the implementation of videos of teaching models in a TEFL course.

Consequently, a prospective teacher needs to establish the context, the situation, the social setting, the status and roles of the characters and the register when learning the concept of teaching English as a foreign language. Video teaching models can be a part of experiential learning in teacher education that promote self-reflection. A multiple-scheme use of video teaching model in teacher education promotes deeper subject knowledge about TEFL. These videos in teacher education heighten attention of underlying classroom interaction. In addition, an integrative model of video teaching models can cover diverse learning objectives and competences.

RESEARCH METHODS

This research was conducted in Teaching English as Foreign Language (TEFL) class of English Education Department in a state University of Surakarta. The subject of this research was the fourth-semester college students. A case study approach was used in this research. A case study approach seemed appropriate as, according to Yin (2003, p. 13) which stated that case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.

Research context and participants

In this research, the researcher sought to gain an in-depth understanding of the case by collecting multiple forms of data in the form of events and documents. Besides, the researcher data were collected using a qualitative method. There are data collection techniques, namely document analysis, interview, and observation. The technique used in analyzing the data is qualitative data analysis. In this research, the steps in analyzing the data in the qualitative data analysis are as follow: (1) collecting the data; (2) reducing the data; (3) display the data; and (4) drawing conclusion.

Twenty prospective teachers in an English education department participated in this study. They are going to be an English teacher when they get bachelor degree. There were 14 female students and six male students.

Data collection and analysis

In this research, various method were conducted to collect the data in order to achieve triangulation. Data collection was carried out within five weeks intensively. Moreover, to ensure that the students' interpretations of their own observable actions were sought rather than relying upon researcher observation and interpretation, the researcher collected the data by interviewing five students.

The table below provides the results obtained from the preliminary analysis of students' perception on the practice of TEFL course in using videos of teaching models in understanding language learning and teaching concepts underlying practices of TEFL. This questionnaire is collected to explore the use of video teaching methods which contains the various approaches and methods and students need to find out which practices have proved successful.

RESEARCH FINDINGS AND DISCUSSIONS
Practice of TEFL Course: Students' Perception

Table 1. Students' Perception on the Practice of TEFL Course

No		Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
1	Give students greater control over their studies	0	2.5	75	22.5
2	Improve students' learning productivity	0	2.5	77.5	20
3	Enhance the effectiveness of students' study activities	0	7.5	70	22.5
4	Improve the quality of students' assignments	0	15	65	20
5	Enable students to accomplish study tasks more quickly	0	22.5	65	12.5
6	Make it easier to study/learn methodology in language teaching	0	7.5	60	32.5
7	Make it easier to get information about language learning concepts underlying practices of TEFL	0	5	57.5	37.5
8	Make it easier to get information about teaching concepts underlying practices of TEFL	0	5	70	25
9	Provide an attractive learning environment	0	12.5	60	27.5
10	Enable students to control their own learning	0	12.5	80	7.5
11	Make TEFL course more interesting	0	2.5	62.5	35
12	Enhance students' understanding of language learning concepts underlying practices of TEFL	0	7.5	75	17.5
13	Enhance students' understanding of teaching concepts underlying practices of TEFL	0	5	80	15
14	Make understanding language learning concepts underlying practices of TEFL more difficult	12.5	50	32.5	5
15	Make understanding teaching concepts underlying practices of TEFL more difficult	7.5	60	22.5	10
16	Reduce students' motivation to understand language learning concepts underlying practices of TEFL	22.5	35	42.5	0
17	Reduce students' motivation to understand teaching concepts underlying practices of TEFL	22.5	37.5	37.5	2.5
18	Capture and retain students' attention better	0	2.5	75	22.5
19	Increase students' memory and understanding	0	7.5	75	17.5

As can be seen from the Table 1 above, there are several findings to discuss.

As Table 1 shows, preservice teachers can comprehend easily about the materials and

concepts underlying practices of TEFL. Moreover, the use of video of teaching models helps preservice students to develop many kinds of student's activity, as well as their motivation and attention. This finding supports the research findings that the use of video films can promote realization of the requirement of a communicative technique. The process of language-mastering can be represented by comprehending live culture speaking; training individually, and developing motivation of students' speech activity (Pisarenko 2015; Pisarenko and Krasnoshchekova 2016).

Data gathered from the interview show that Communicative Approach is the most frequently chosen by students that would be better to be implemented in the teaching and learning of TEFL course. This is because this approach, which is carried out by asking the students to watch the video of teaching model, is categorized into video study group, an example of highly adaptive approaches to professional development. A video study group is typically defined as teachers who share video of their own classrooms and discuss aspects of their instructional practice that are of interest to them (Sherin and Han 2004). It is undeniable that video has become increasingly popular as a means for capturing the everyday experiences of teachers and students (Borko et. al. 2011).

The contemporary Communicative Approach (which has evolved from its 1970s inception to incorporate some aspects of formal grammar learning) works on the premise of a set of overriding general principles which are as follows:

1) Language is best learned by students actually using it, i.e. students' utterances are preferable to passive study of the language.
2) Use the language for a wide range of different purposes and work with language from a wide range of sources.
3) Students ought to learn when formal and informal forms of the language are appropriate. Thus a sociolinguistic angle to language is covered.
4) Students maintaining effective communication albeit inaccurate is preferable to using grammatically correct but inaccurate is preferable to using grammatically correct but cumbersome or just plain strange forms.
5) Both accuracy and fluency are the goals of communicative teaching.
6) It is preferable that grammatical rules are implicitly induced through discovery as well as being taught through explicit instruction.
7) Learners and users interact more naturally and meaningfully, rather than learning being strictly under the control of the teacher.
8) Emphasis on group work and pair work.

Communicative teaching and a focus on communicative competence is almost universally accepted, implemented and supported in the teaching of English as a foreign language around the world today. These general principles should underpin all of your teaching materials. It is also essential for a teacher's classroom management and teaching style to follow the communicative approach closely so that classes do not stray into teacher-fronted plenaries where teachers feel the need to channel knowledge. Instead we ought to be providing opportunities for students to practise.

Aspects need to be improved in the teaching and learning process of TEFL course by using videos of teaching models: video frame quality, video sound quality, video content, discussion activities and

technique of teaching, questions and answers activities.

Video of teaching model should be selected to address specific learning goals (e.g., enhancing teachers' specialized content knowledge, improving teachers' ability to analyze students' incorrect solution strategies) and incorporated into activities designed to scaffold teachers' progress toward those goals so that video representation of teaching can be an effective tool for the teaching of TEFL (Brophy 2004; Seidel et al. 2005). In line with this statement, students' perception on the Practice of TEFL course support this premise. Similar with this assumption, in practice-based Professional Development using video, Kersting et al. (2010) stated that by improving teachers' skills for analyzing and observing practice, they will develop knowledge that they can apply and activate during the instruction.

Collaborative Video Viewing

Collaborative video viewing was a task following the negotiation of watching video of teaching models as the materials and sources in groups. This task was aimed at encouraging the students to share and discuss any problems or concerns in relation to the approach in teaching a language. The researcher carefully scaffold both the viewing and discussion of video footage to make sure that video of teaching model discussions connect to targeted learning goals as well as to ensure that the collaborative video viewing remains focused, productive, and relevant.

Benefit and Challenges of Using Video of Teaching Model

The prospective students reported that by using videos of teaching models, they learned different approaches, methods, and techniques of teaching from several videos through online video viewing. They admitted that because they are going to be an English teacher, they thought that videos of teaching models especially spoken by native speakers were the role models for them whom they had to see and learn the way the speakers teach in the classroom to better understand and learn language learning and teaching concepts. In addition, as the prospective teachers, they are more confident, enjoy, more comfortable, faster and better in understanding, learn new vocabulary, and learn correct pronunciation.

By watching videos of teaching models, they could increase their knowledge, learning productivity and personalize their learning needs. They became fully aware of the usefulness of videos of teaching models for TEFL course activity. The learners noticed that the videos of teaching models were the practice of teaching which can be used as their role model as a teacher, which provided them with an array of authentic or real-life video materials. Through peer review discussion, the students could manage their language learning and enrich their language resources such as useful spoken expressions, discourse markers, lexico-grammar, and idiomatic expressions.

CONCLUSIONS AND SUGGESTIONS

Based on the results and discussion above, the researcher concluded that the videos of teaching model was the practice of teaching which can be used as their role model as a teacher, which provided them with an array of authentic or real-life video materials. To be an effective tool for teacher learning in professional development, video representations of teaching must be selected to address specific learning goals and incorporated into activities designed to scaffold prospective teachers' progress to understand language learning and teaching concepts. From this research, the researcher proposes several suggestions to the teachers and other researchers. In general, it seems

that, the research finding shows the implementation of video teaching models has many positive effects for students and lecturers in the TEFL course. Therefore, further work is required on other college and with more participants, particularly prospective teachers in an educational institution in order to gain a more comprehensive evidence of the implementation of video teaching models in TEFL course.

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