



Lecturer's Belief and Classroom Practices on The Use of Video in English Language Teaching

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ABSTRACT

This study aims to investigate the EFL lecturer's beliefs in teaching speaking using video to fifth-semester students in a private university in Indonesia. A qualitative method was employed as the design of this study, involving an in-depth exploration of the lecturer's perspectives and practices. An English teacher was purposefully selected as the research subject of the study. The data were collected through stimulated recall and semi-structured interviews, allowing for a comprehensive understanding of the lecturer's beliefs and classroom practices. The findings were categorized into six major themes: 1) the source of the lecturer's belief in teaching speaking using video; 2) the purpose of using video in teaching speaking skills; 3) the reasons for using video in teaching speaking skills; 4) the reflection of those beliefs in classroom practices; 5) considerations in choosing the videos; and 6) challenges faced by the lecturer in teaching speaking using video. The results revealed that there was no discrepancy between the teacher's beliefs and teaching practices. The lecturer believes that using video in teaching speaking classes enables students to learn individually, which is reflected in his teaching practice. For example, the lecturer allows students to watch videos individually, facilitating a more personalized learning experience. This alignment between belief and practice underscores the importance of integrating multimedia tools in language teaching, as they can enhance student engagement and autonomy. The study highlights the potential of videos as a valuable resource in language education, particularly in improving speaking skills among EFL learners.

Keywords: English teaching; Lecturer's Belief; Teaching Speaking; Video

1. Introduction

The utilization of technology in education has become imperative in today's educational landscape, especially in the context of English Language Teaching (ELT). With the 21st century emphasizing the importance of technology in education (Mirzajani et al., 2016), video stands out as a valuable tool that facilitates meaningful learning experiences for teachers and students. As an audiovisual medium, video allows students to learn at their own pace. It has demonstrated significant advantages

in enhancing student learning outcomes, particularly in English language acquisition (Kennedy, 1979; Seçer et al., 2015).

Numerous studies have explored video technology's impact on students' English speaking skills (Hakim, 2016; Hung & Huang, 2015; Irawati, 2016; Saleng, 2014). These studies have shown a notable difference in students' speaking abilities after exposure to video-based teaching methods. Additionally, research has also delved into teachers' beliefs regarding the integration of video technology in ELT contexts, ranging from mobile applications to video blogs (Anugrah et al., 2021; Fauzi et al., 2017; Khoirunisya' Masyhudianti & Masithoh, 2018). However, a gap remains in understanding the lecturer's beliefs, specifically in teaching speaking skills using video at the college level, especially in South East Sulawesi, Indonesia.

Despite the existing literature on video-based teaching in ELT, there is a lack of exploration into the lecturer's beliefs and practices regarding integrating video for teaching speaking skills at the college level, particularly in Southeast Sulawesi, Indonesia. This study aims to fill this gap by investigating the sources, purposes, reasons, and practices that underlie lecturer's beliefs in using video for teaching speaking in ELT.

2. Method

This research employed a qualitative research design. According to Creswell & Miller (2000); Gall et al., (2007), a qualitative study is a research, which tends to explore the depth phenomenon and provide the best understanding of a research problem by revealing the general characteristics of issues. The subject of this research was an experienced lecturer. According to Farrell & Bennis (2013), the term "experienced" means having more than three years of teaching experience (p. 165). The lecturer who observed this research applied video as a medium to teach speaking skills. In collecting the data, the researcher used stimulated recall and semi-structured interviews. The interview guideline in the interview section was adapted from Richards & Lockhart (1994). In terms of analyzing the data, the researcher utilized three steps adopted from Miles & Huberman (1994) theory; those steps were data reduction, data display, and data conclusion/ drawing.

3. Findings and Discussion

3.1. Source of Teacher Beliefs in Teaching Speaking Using Video

According to Richards & Lockhart (1994), teachers' beliefs may stem from various sources, including their experiences as language learners, the efficacy of established practices, personality factors, educational or research-based principles, and those derived from a specific approach or method. In exploring the lecturer's beliefs, it was found that multiple sources contributed to the integration of video in teaching speaking.

3.1.1. Teacher's Experience as a Language Learner

The lecturer shared that his positive experience as an undergraduate language learner significantly influenced his beliefs.

"In my undergraduate studies, my speaking class instructor presented a video demonstrating how to engage in conversations with native speakers. Following that experience, I recognized the value of learning indirectly from native speakers. I found the process of learning through video exciting, as it allowed me to observe how native speakers use English in their interactions with friends and others. This positive experience led to my

strong motivation to incorporate video as an effective, easy, and simple teaching tool in my current classes”.

Exposure to a video demonstrating conversations with native speakers left a lasting impact, motivating him to incorporate videos into his current teaching practice. This emphasizes the influence of personal learning experiences on pedagogical beliefs.

3.1.2. Principles Derived from an Approach or Method

The lecturer drew on principles from an approach or method, particularly highlighting the influence of Jerome Bruner's concept of personal discovery. Encouraging students to analyze and learn from videos independently aligns with Bruner's emphasis on learner autonomy, a perspective the lecturer embraced during his undergraduate studies.

"This approach stems from personal discovery, inspired by the ideas of Jerome Bruner, an American psychologist. I provide videos for learning to encourage students to analyze and learn independently. I employ this method because I recognize that my explanations may sometimes be challenging or difficult for students to comprehend. By offering videos, I aim to foster student independence, allowing them to watch, learn, and analyze on their own. I adopted this method during my undergraduate studies, particularly while exploring techniques for teaching English to young children using media. It was during this time that I encountered the concept of learners independently designing their learning approaches to align with their styles and preferences."

The lecturer's explanation reveals his familiarity with an approach acquired during his undergraduate studies, where he emphasizes students watching, learning, and analyzing videos independently. Hence, in addition to personal learning experiences, the principles derived from a specific approach or method are another source influencing the teacher's beliefs in teaching speaking using video. According to Borg (2003) and Kagan (1992), teachers' beliefs encompass assumptions, perspectives, and cognitions about teaching and learning, manifesting in various classroom practices such as methods, procedures, materials, interactions, and instructions (Borg, 2003; Breen et al., 2001; Fauziati, 2015; Richards & Lockhart, 1994; Williams & Burden, 1997). Furthermore, Richards & Lockhart (1994) highlight that teachers' beliefs extend to the implementation clarity, the methods or media used, teaching resources, effective teaching strategies, classroom management, and the qualities of a good language teacher.

3.1.3. Educationally-Based or Research-Based Principles

The lecturer's beliefs were also shaped by participation in online webinars, such as those organized by Sultra Cerdas. Insights gained from these webinars, including strategies for utilizing learning management systems and creating educational videos, influenced the lecturer's beliefs. This underscores the impact of ongoing professional development on pedagogical perspectives.

"I have attended several online webinars, including one hosted by Sultra Cerdas. This particular webinar focused on utilizing a Learning Management System (LMS) and maximizing learning through platforms like Zoom and Google Meet. During the session, the presenter elaborated on creating videos and animations for students. I participated in

this webinar in January 2021, and it provided me with updated knowledge and fresh insights on using videos and delivering them to students”.

From the given explanation, it is evident that the participant gained valuable insights from an online webinar organized by Sultra Cerdas. During this webinar, the lecturer acquired knowledge about Learning System Management and obtained new perspectives that ultimately influenced his teaching beliefs regarding the use of video in speaking. When the researcher conducted interviews with the lecturer to explore factors that shaped the teacher's belief in teaching using video, the researcher discovered that out of six factors, only three influenced a teacher's belief in using video for teaching speaking. This can be elaborated in to three points.

Firstly, the teacher's learning experiences significantly shaped their beliefs about using video to teach speaking. A lecturer who employed video to teach speaking skills inspired them during their undergraduate studies. This experience exposed them to real-life conversations with native speakers, making learning more tangible and effective. Consequently, they became highly motivated to integrate video into their teaching methods.

Secondly, the teacher's beliefs were influenced by principles derived from an educational approach, specifically discovery learning, as proposed by Jerome Bruner. This approach encouraged students to watch, learn, and analyze videos independently, fostering their autonomy in learning. Additionally, the teacher adopted a facilitator role in the classroom, aligning with the student-oriented nature of discovery learning. This included providing support and guidance during online classes and reflecting on a holistic approach to teaching with video.

Thirdly, the teachers' beliefs were informed by educationally and research-based principles gained from attending an online webinar on Learning Management Systems organized by Sultra Cerdas. This webinar provided valuable insights into maximizing learning through video, creating engaging videos, and utilizing animations for student learning. These insights significantly shaped the teacher's beliefs in using video for teaching speaking.

These findings resonate with research conducted by Fauzi et al. (2017) on teacher beliefs regarding video technology integration in teaching speaking. They identified three key sources of teacher beliefs: experience as language learners, established practices, and personality factors. Similarly, Khoirunisya' Masyhudianti & Masithoh (2018) explored teacher beliefs and practices in using video to teach speaking at SMA As-Salam Surakarta, identifying teaching experience, learning experience, and personality factors as influential in shaping teacher beliefs about using video for teaching speaking.

3.2. Purposes of the Lecturer in Teaching Speaking Using Video

3.2.1. Giving Authentic Example

The lecturer believed the video provided authentic examples of native speakers' language use. By incorporating videos from sources like TedTalks and Cambridge English, he aimed to expose students to real-life examples of academic English, presentations by experts, and everyday conversations. This is a foundation for students to imitate and learn from native speakers.

“I provide students with high-quality, genuine, and authentic spoken examples, which is why I frequently incorporate videos into my teaching. These videos are sourced from

platforms like TedTalks, academic presentations by experts, and Cambridge English. I expose students to real instances of how native speakers communicate, including their presentations and casual conversations on various topics such as daily life, hobbies, and routines. Offering authentic examples enables students to emulate and draw inspiration directly from native speakers."

Based on the provided details, the instructor believes that videos can assist students in comprehending authentic instances of Academic English. This includes understanding how native speakers express themselves, deliver presentations, engage in conversations, and portray English in everyday scenarios like daily life, hobbies, and routines.

3.2.2. Encourage Student Imitation

The lecturer emphasized the role of video in encouraging students to imitate what they observe, fostering a more practical and immersive learning experience.

"I provide students with top-quality, genuine, and authentic spoken demonstrations. This is why I frequently incorporate videos into my teaching, particularly those sourced from platforms such as TedTalks, academic presentations by experts, and Cambridge English. Additionally, I expose students to real-life instances of how native speakers express themselves, deliver presentations, and engage in both complex and simple conversations – covering topics like daily life, hobbies, and routines. By offering these genuine examples, students have the opportunity to emulate and draw inspiration directly from native speakers. Furthermore, I encourage students to at least mimic the way presenters deliver their speeches, finding this practice to be useful and beneficial for their learning".

By imitating native speakers, students enhance their pronunciation, fluency, and vocabulary. Thus, video use aligns with the lecturer's goal of providing tangible examples for students to emulate. According to Borg (2003) and Kagan (1992), teachers' beliefs encompass assumptions, perspectives, and cognitive understandings about teaching and learning. These beliefs are reflected in teachers' actions. They can manifest in various classroom practices, such as teaching methods, procedures, materials, interactions, and instructions (Borg, 2003; Breen et al., 2001; Fauziati, 2015; Richards & Lockhart, 1994; Williams & Burden, 1997). Additionally, as highlighted by Richards & Lockhart (1994), teachers' beliefs about teaching encompass views on classroom dynamics, clear implementation, methods or media used, teaching resources, effective teaching strategies, classroom management, and qualities of effective language teaching.

After investigating a lecturer's beliefs regarding teaching speaking using video, the researcher found that according to the lecturer, video could facilitate students in understanding real examples of Academic English. This includes how native speakers speak, deliver presentations, and engage in conversations, providing insights into English in daily life, such as routines, hobbies, and more. Similarly, Kriswinardi & Nitiasih (2017) noted that video can simulate real communicative situations for students. Ur (1999) further supports this, stating that video is an excellent source of authentic spoken material that is engaging and motivating.

Furthermore, Fauzi et al. (2017) researched teachers' beliefs regarding integrating video technology in teaching speaking. They found that teachers believed video could help students understand the practical use of English in everyday life. Moreover, the lecturer believed that through video, students can mimic the delivery

style of presenters and native speakers, thus improving their speaking skills. Aryani & Rizkiyani (2017) similarly observed that video allows students to enhance their pronunciation skills by mimicking native speakers, helping them learn correct pronunciation, stress, vowels, consonants, diphthongs, and other aspects related to pronunciation.

3.3. Lecturer's Reasons for Teaching Speaking Using Video

3.3.1. Easy and Effective

The lecturer viewed video as an easy and effective medium for students and himself. The ease of accessing online videos and the flexibility for students to watch at their own pace contributed to the lecturer's belief. Additionally, the lecturer found sending videos for student learning more efficient than providing explanations himself.

"Sending videos to students is a more convenient approach for the lecturer. This allows students to watch the videos at their own convenience, providing them with the flexibility to learn anytime. It not only grants them additional time for learning but also simplifies the process for me as an instructor. Sending a video is more straightforward than personally providing explanations. Moreover, accessing videos is easy due to the abundance of online resources. I can effortlessly locate and select videos online, making the entire process simple, user-friendly, and effective, as it eliminates the need for me to create conversations or talks from scratch".

The lecturer's explanation indicates that the use of video in teaching speaking skills is driven by the belief that it is a convenient tool for both students and the instructor. The lecturer is convinced that incorporating video into the class allows students to easily access it from anywhere, providing ample learning time. Simultaneously, for the lecturer, the accessibility of online videos makes it a hassle-free process. Additionally, the approach is deemed effective as it eliminates the need for the lecturer to personally create videos or develop conversations, as they can readily choose suitable videos online and share them with their students.

3.3.2. Useful and Helpful

Video was perceived as a useful and helpful tool, particularly in aiding students' pronunciation and overall speaking abilities. The lecturer emphasized the practical benefits of video, such as students learning how to pronounce words correctly and completing assignments more effectively. Video not only enhances pronunciation but also contributes to fluency and vocabulary development.

"During my undergraduate studies, a lecturer presented a video illustrating how to engage in a conversation with a native speaker. Following that experience, I recognized the value of indirect learning from native speakers. Additionally, videos serve as valuable tools for students by aiding them in understanding correct pronunciation allowing them to imitate the delivery styles of presenters. Furthermore, videos prove beneficial for my students when completing assignments, enabling them to showcase their speaking abilities effectively by incorporating the lessons learned from the videos, especially towards the end of the class".

The lecturer's statement indicates that he incorporates videos into teaching speaking skills because he believes that videos are beneficial for students in improving

their speaking capabilities. Students can acquire correct pronunciation similar to native English speakers and emulate the delivery styles of presenters. Additionally, videos assist students in fulfilling their final assignments, enabling them to present their speaking skills effectively based on the content provided in previous video sessions. This practice not only enhances pronunciation but also contributes to improvements in fluency and vocabulary.

The findings also indicate that videos are user-friendly for both students and lecturers. The lecturer believes that incorporating videos in the classroom allows students to conveniently access content from any location, providing ample learning time. Simultaneously, the lecturer benefits from easy access to many online videos. This approach proves effective as it eliminates the need for the lecturer to create videos or generate discussions independently; instead, they can readily select videos online and share them with their students. Supporting this perspective, Kaboocha & Elyas (2015) emphasized YouTube as a multidimensional resource with easily accessible videos across various fields of knowledge. In ESL classes, video usage enables students to immerse themselves in the native speaker's language within a natural context, aligning with Kholida (2016) observations. Furthermore, Febriana & Hafifah (2019) noted that incorporating audiovisual media in teaching captures students' interest, fostering quicker and easier memorization of lessons than traditional book-based or teacher-explained approaches.

Another finding demonstrates that videos are useful and helpful for students in enhancing their speaking abilities. Students can learn to pronounce words correctly like English native speakers. They can also imitate the delivery style of presenters and native speakers. Moreover, videos assist students in completing their final assignments at the end of the semester, enabling them to present their speaking skills based on the videos provided by the lecturer in previous meetings. Cahyana (2020) discovered that videos featuring native English speakers help students learn accents and pronunciation, facilitating easier adaptation with foreigners.

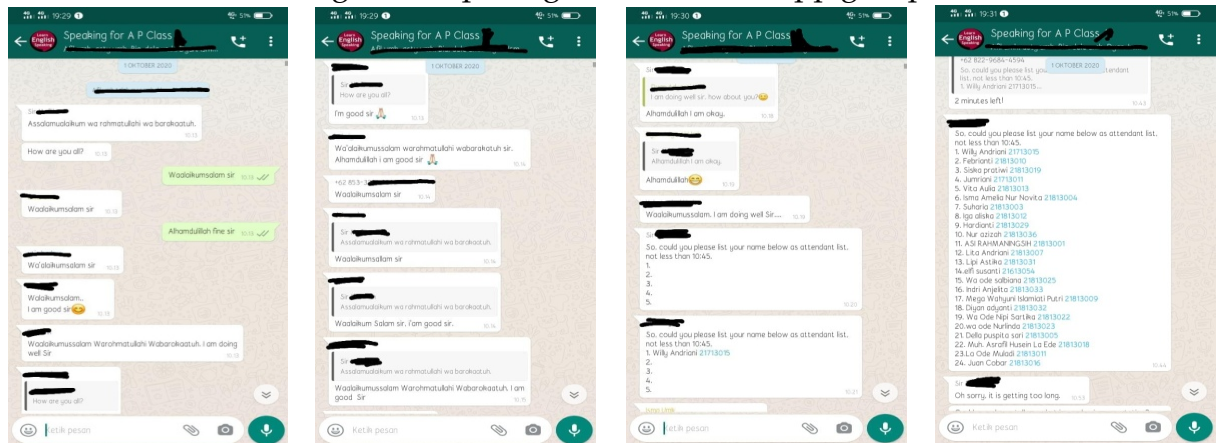
Additionally, Watkins & Wilkins (2011) highlighted that using YouTube videos inside and outside the classroom can enhance the conversation and pronunciation skills of the students. Similarly, Kennedy (1979) described videos as valuable aids that enhance teaching programs and develop oral skills. It has been proven that students learn correct pronunciation from videos and improve fluency and vocabulary, ultimately enhancing their speaking abilities.

3.4. Lecturer's Teaching Practice in Teaching Speaking Using Video

In practice, the lecturer followed a structured approach to integrating video into the speaking class. The lecturer shared video links via a WhatsApp group after introducing the topic and providing the necessary context. Students were then tasked with watching the videos and participating in discussions about the content. This approach aimed to gradually expose students to authentic examples and encourage them to imitate native speakers. Towards the end of the course, the lecturer assigned students to create their video presentations, applying the principles learned through video exposure.

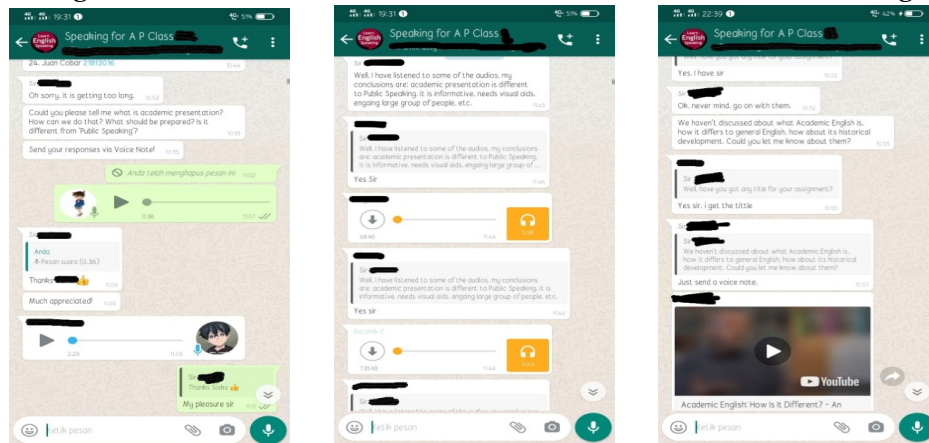
From the explanation above, we can know how the steps of the lecturer in teaching and learning using video. It reflected his teaching practice in class. The process start by opening the class on WhatsApp group (Figure 1).

Figure 1. Opening class on Whatsapp group



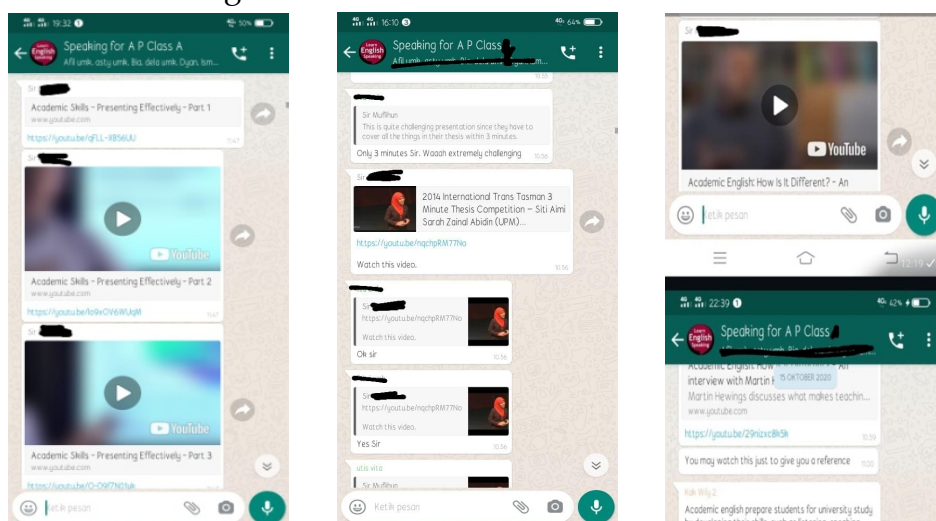
Then the topic will be discussed, and he will stimulate the student's curiosity by asking related questions (Figure 2).

Figure 2. The lecturer stimulated the students' understanding



Then they were sending the link to the video (Figure 3). In this section, the students had to understand the video given by the lecturer.

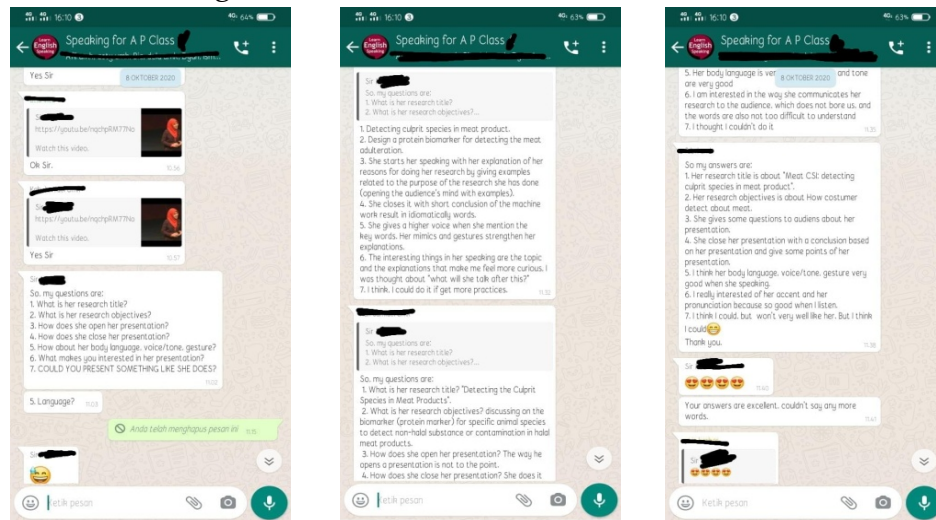
Figure 3. The lecturer sent the video link



Next, question and answer (Figure 4). In this section, the lecturer asked the students some questions. For example, what expressions are used in the video or what points the presenter tries to give.

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Figure 4. Questions and Answer section



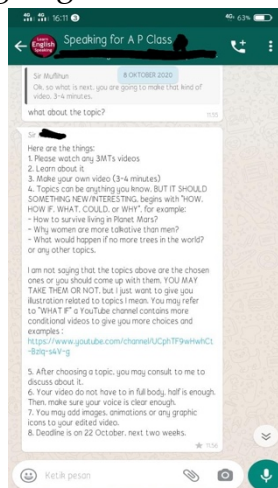
Next stage is discussion section (Figure 5). The lecturer allowed the students to discuss the video on the WhatsApp group. This activity was done in the early weeks.

Figure 5. Discussion section



Next stage is giving final assignment (Figure 6).

Figure 6. Assigning students to WhatsApp group



In the fifth or sixth week, the instructor discloses the subject of the final assignments, and students will begin preparing to create a video based on the given topic. The students have nearly two weeks to complete their assignments before submission. Subsequently, the lecturer will provide feedback to the students based on the videos they have produced.

The findings highlight the diverse sources shaping the lecturer's beliefs in teaching speaking using video. Personal experiences, educational principles, and ongoing professional development all contribute to a pedagogical approach to provide authentic examples, encourage student imitation, and achieve effective and meaningful learning outcomes. The lecturer's incorporation of video aligns with contemporary pedagogical strategies, leveraging technology to create a dynamic and engaging learning environment. These findings contribute to the broader discourse on integrating technology in language education and underscore the importance of educators' beliefs in shaping effective teaching practices.

Those beliefs mentioned earlier are integrated into all aspects of his teaching, clearly demonstrated in his classroom practices. The teaching session typically begins with an introduction to the topic followed by an overview of what will be discussed. He then engages students' curiosity by posing relevant questions about the topic. Subsequently, he shares the video link, prompting students to comprehend the content provided by the lecturer. Following this, the lecturer initiates discussions by asking questions such as, "What did you learn from the video? What expressions were used in the video? What points was the presenter trying to convey?"

Afterward, students are allowed to discuss the video on a WhatsApp group. These activities typically take place in the early weeks of the course. Around the fifth or sixth week, the lecturer introduces the topic for the final assignment, allowing students ample time (about two weeks) to create a video based on the given topic. Students are then required to complete and submit their assignments before the deadline.

The lecturer's beliefs regarding teaching speaking with video encompass several considerations, primarily focused on choosing suitable videos for the class. Firstly, the lecturer selects videos based on students' proficiency levels, ensuring the content is comprehensible and relevant to their understanding. Clarity in the video's explanation and pronunciation is emphasized to aid student comprehension. Secondly, the content of the video must align with the teaching material or enhance students' understanding of the topic. Lastly, the length of the video is crucial, with a preference for medium-length videos to maintain student engagement and prevent boredom.

The lecturer's approach to choosing videos for teaching speaking is carefully considered and based on three key factors: clarity, content, and length. During the interview, the participant elaborated on these considerations:

"I focus on three main points when selecting a video. Firstly, the clarity of the video, especially the speaker's audio quality and how clearly they explain concepts, ensures it's understandable for my students. Secondly, the relevance of the video's content to either my teaching material or my students' comprehension. Lastly, the duration of the video, as longer videos can lead to student disengagement. When choosing a video, I prioritize its suitability for learning, including content alignment with students' proficiency, appropriate length, and clear pronunciation."

In summary, the lecturer's approach to selecting videos for teaching speaking emphasizes clarity, relevance, and engagement. This thoughtful consideration ensures that students receive effective and engaging learning experiences while leveraging the benefits of video technology in language education.

3.5. Lecturer's Challenge in Teaching Speaking Using Video

During the interview, the lecturer also mentioned encountering a challenge related to internet connectivity when using video to teach speaking. This challenge was identified as follows:

"I have not encountered major issues except for occasional internet connectivity problems during my classes. The main technical constraint has been poor internet connections, leading to some students being unable to access the video. Typically, only one or two students face this issue, and I have instructed their peers to assist by sharing the video via email or WhatsApp"

The lecturer clarified that while using video in speaking classes generally does not pose significant problems, occasional connectivity issues can impact students' access to the material. To address this, the lecturer utilizes peer assistance to ensure all students can access the necessary videos for their learning.

Despite these considerations, challenges can arise when using videos to teach speaking. The most common issue reported is inadequate internet connectivity, which hampers students' video access. To address this, the lecturer employs a strategy of having other students assist those facing connectivity issues by sharing video links via email or WhatsApp.

The lecturer's beliefs in using video for teaching speaking are multifaceted. Firstly, videos are seen as a tool to expose students to real-life examples of Academic English and everyday English usage. Secondly, videos provide authentic speaking examples and actual language content. Thirdly, videos allow students to mimic the delivery style of presenters and native speakers, enhancing their speaking skills. Overall, the lecturer believes that videos are easy, useful, and helpful for students and instructors in teaching and learning.

These beliefs are integrated into the teaching approach, where activities such as opening the class, overviewing topics, stimulating curiosity, sharing video links, asking reflective questions, and facilitating group discussions on WhatsApp are utilized. While challenges with video usage exist, the lecturer employs strategies to mitigate these issues and ensure effective video-based teaching in speaking classes.

In conclusion, the research findings shed light on the diverse beliefs held by the lecturer regarding the use of video in teaching speaking. Firstly, the lecturer believes video is a valuable tool for students to comprehend real examples of Academic English and language in everyday life. Secondly, video provides an authentic illustration of speaking and tangible language content. Thirdly, the lecturer is convinced that using video allows students to imitate the speech delivery of presenters, the speaking style of native speakers, and the delivery of presentations.

4. Conclusion

Several factors have contributed to shaping the lecturer's beliefs, including personal experiences as a language learner, educational and research-based principles, and principles derived from specific teaching approaches or methods. These beliefs are evident in the lecturer's teaching practices, which involve opening the class,

providing an overview of the topic, stimulating curiosity, sharing video links, posing questions, and facilitating group discussions on WhatsApp.

As a suggestion for future endeavors, it is recommended that educators continue to explore innovative ways to integrate technology seamlessly into language teaching. Additionally, considering potential challenges related to internet connectivity, educators might explore alternative strategies or platforms to deliver video content, ensuring a more robust and reliable learning experience for students. By continually adapting and refining teaching practices, educators can enhance the overall effectiveness of incorporating video in language instruction.

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