Pre-ServiceTeachers' Experiences in Blending Technology Tools to Create EFL Learning Videos

by Maria Teodora Ping

Pre-ServiceTeachers' Experiences in Blending Technology Tools to Create EFL Learning Videos

Iwan Setiawan[1], Maria Teodora Ping[2], Syamdianita [3]

[1] English Education Department, Mulawarman University, Indonesia;
[2] English Education Department, Mulawarman University, Indonesia;
[3] English Education Department, Mulawarman University, Indonesia

[1] E-mail address setiawansmd01@gmail.com; [2] E-mail address mariateodoraping@fkip.unmul.ac.id;
[3] E-mail address syamdianita@fkip.unmul.ac.id

Abstract

Background – Some studies have shown that pre-service teachers are still less familiar with and knowledgeable about the educational use of technology applications and how to integrate them into teaching. Therefore, it is interesting to investigate teacher educators' technology integration model and PSTs' participation in teaching and learning process.

Purpose – This research explored the experiences of PSTs in blending various technology tools for developing/creating EFL learning materials through the process of technology tools selection, technology tools blend process, and the video accomplishment in a technology classroom. The experiences also revealed the PSTs' problems during the teaching and learning process.

Design/methodology/approach –Case study design was employed to explore 32 PSTs' experiences enrolled in technology course who collaboratively learned technology integration with the support of the teacher educator using an online learning platform due to the covid-19 pandemic. Their self-reflection notes were collected and analyzed thematically based on the process of selecting and blending the technology to to identify the problems they encountered when creating the video.

Findings – In selecting the technology tools, PSTs considered for the ease of use and the functions of the tools. Various sound and video editing tools were blended to create a video with text fonts downloaded from the internet, while *Powtoon* application was primarily used for creating animation. The problems they encountered were the covid-19 pandemic, bad internet connection, inefficient time management, and low effort to accomplish the task. It is also found that supported learning materials and discussion activities in the online learning platform assisted them in integrating the technology applications. The PSTs mentioned that they are highly motivated to integrate technology applications for their future teaching.

Research limitations– The limitation of this research is the absence of validated instruments to assess the PSTs' EFL video they created.

Originality/value – This paper demonstrates how teaching by using technology tools preferred by PSTs can be implemented in classroom context when face-to-face interaction is not possible.

Keywords: Technology integration, Blended learning, EFL Learning video

Introduction

Generally, graduate teachers are expected to have capabilities in teaching meaningfully and integrating digital technologies in learning and teaching. There has been a common assumption that beginning teachers acquire relevant technology knowledge and skills in pre-service teacher education (Lemon & Garvis, 2015). Yet, technology alone does not change the learning environment. The change of learning environment requires a more intense intervention in which technology accompanies teaching and learning strategies which prioritize the acquisition of knowledge not only based on digital resources, but also based on the appropriation processing of this knowledge by students through productive, and experiential or communicative learning activities (Macela, Yot, Mayor, 2015). Therefore, the current study focuses on pre-service teachers' experiences in developing technology-based teaching materials and identify problems they encountered when incorporating technology in developing teaching materials.

Methods

This research employed a qualitative case study design to explore the experiences of 32 pre-service teachers enrolled in a technology course. For one semester, these pre-service teachers collaboratively learned technology integration by using the online learning platform. Upon the completion of the course, their self-reflection notes were collected and analysed thematically based on two important aspects, namely: 1) the process of selecting and blending the technology tools to create EFL video materials and 2) the problems they encountered while creating EFL video materials.

Results and Discussion

The findings from the analysis revealed two themes, namely: 1) the process of selecting and blending technology to create EFL video materials and 2) the problems they encountered in creating EFL video materials. Regarding the process, the pre-service teachers in this study considered the ease of use and functions in the first place in selecting the technology tools, as implied in the following excerpt taken from their statements:

> "*Saya memilih kedua aplikasi tersebut karena didalam penggunaannya tidak memerlukan jaringan internet dan cukup mudah untuk membuat konsepnya serta dapat dengan mudah menjelaskan materi yang akan saya bawakan*"
> I chose those two applications because they did not require internet connection and it was easy to create the concept as well as to explain the topics I would like to deliver
> (Excerpt 1, Student 1)

In addition, they combined various types of sound and video editing tools to create a video. In doing this, they downloaded various text fonts from the internet. For creating the animation, they mostly used *Powtoon* application, as reflected by the excerpt below:

> "*Kemudian Powtoon untuk membuat introduction dan penjelasan masing-masing part materi yang ada di video, Dafont untuk mencari font-font tulisan yang menarik*"
> Then Powtoon to make an introduction and explanation for each part of the materials in the video, Dafont to look for interesting text fonts"
> (Excerpt 2, Student 2)

The findings of this study also revealed that the pre-service teachers still faced some challenges in integrating technology (Aşık et.al, 2019). With regard to the creation of the video, they mentioned the following problems:
: 1) the covid-19 pandemic, 2) the bad internet connection, 3) time management, and 4) minimum efforts to accomplish the task. In addition, it was also found that supported learning materials and discussion activities in the online learning platform help them in integrating technology tools. The latter confirmed what Lee andKim (2014) had demonstrated in their study that "… instead of telling preservice teachers the meanings and examples of TPACK, one could encourage preservice teachers to actively discuss meanings and create example." This finding is supported by the statement of Baran et.al (2017), that "pre-service teachers need ongoing feedback and evaluation regarding their competencies to help them further develop their knowledge, skills and attitudes related to the use of ICTs in classroom".

While previous studies mostly focus on investigating different perceptions of pre-service teachers with regard to the use of technology in teaching (Lemon & Garvis, 2015; Marcelo et.al, 2015), the findings of this study provide an insight into pre-service teachers' experiences in using technology tools for creating digital media, in this case video materials, and the perceived problems or challenges, particularly in the context of online learning during covid-19 pandemic. More importantly, the pre-service teachers involved in the current study mentioned that they were motivated to integrate technology in their future teaching.

Conclusion

This study has offered an insight into the personal experiences and challenges faced by pre-service teachers in integrating technology tools to create EFL materials. The experiences include the process of integrating technology whereas the problems comprise some aspects such as 1) the covid-19 pandemic, 2) the bad internet connection, 3) time management, and 4) inadequate efforts to accomplish the task. The limitation of this study is related to the absence of validated instruments to assess the output of the pre-service teachers' use of technology for developing video materials. Therefore, other researchers should address this particular aspect to to examine the video materials produced by pre-service teachers using technology tools.

References

Asuman Aşık, Serhan Köse, Gonca Yangın Ekşi, Gölge Seferoğlu, Ricardo Pereira & Malgorzata Ekiert (2019): ICT integration in English language teacher education: insights from Turkey, Portugal and Poland, Computer Assisted Language Learning, DOI:10.1080/09588221.2019.1588744

Evrin Baran, Sedef Cambazoglu Bilici, Aylin Albayrak, Jo Tondeur. (2017). Investigating the impact of teacher education strategies on preservice teachers' TPACK. *British Journal of Educational Technology.*

Elen J. Instefjord a, Elaine Munthe. Educating digitally competent teachers: A study of integration of professional digital competence in teacher education. *Teaching and Teacher Education.*

Lee, C-J & Kim, C. (2014). An implementation study of a TPACK-based instructional design model in a technology integration course. *Education Technology Research Development.* 62, 437-460

Lemon, N. & Garvis, S. (2015). Self-Belief and Confidence to Teach Arts and Digital Technology in K-6 Classrooms: Perspectives from Pre-Service Teachers. In Lemon, N. (Ed.), Revolutionizing Arts Education in K-12 Classrooms through Technological Integration (pp. 106-124).

Marcelo, C., Yot, C., & Mayor, C. (2015). Teach with digital technologies at the University. *Comunicar, 45*(23), 117–124. https://doi.org/10.3916/C45-2015-12.

Pre-ServiceTeachers' Experiences in Blending Technology Tools to Create EFL Learning Videos

Panel Data 34 Province", Proceeding of LPPM UPN "Veteran" Yogyakarta Conference Series 2020 – Economic and Business Series, 2020
Publication

7   openarchive.usn.no   1%
     Internet Source

8   Mehmet Ali Ozer, Joann Latorre, David   1%
     Rutledge, Tahani Mansour, Armando
     Altamirano. "Digital Native Pre-Service
     Teachers' Perceptions of using Commercial
     and Open Source Online Applications in
     Future Praxis after Completing Technology
     Integration Course", International Journal of
     Learning, Teaching and Educational Research,
     2019
     Publication

9   Narelle Lemon, Susanne Garvis. "Pre-service 1%
     teacher self-efficacy in digital technology",
     Teachers and Teaching, 2015
     Publication

10   Esra Harmandaoğlu Baz, Paşa Tevfik Cephe,   <1%
     Cem Balçıkanlı. "Understanding EFL pre-
     service teachers' behavioral intentions to use
     cloud applications", E-Learning and Digital
     Media, 2019
     Publication

11   Sudung Nainggolan. "Evaluating of Digital   <1%
     Platforms Related Online Learning During

Covid-19 Pandemic: Students' Satisfaction
View", AL-ISHLAH: Jurnal Pendidikan, 2021
Publication

Exclude quotes   On   Exclude matches   Off
Exclude bibliography   On