

An Analysis of Young Learners' Engagement toward Using Video Clips and Guided Practice in Teaching English: Examining the Teacher's Point of View

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ABSTRACT

This research examines the role of video clips and guided practice in enhancing young learners' engagement in English in Pekanbaru, Indonesia. Using a descriptive qualitative research design, the research aimed to do an analysis of young learner's engagement toward using video clips and guided practice in teaching English from the teacher's point of view as the creator of the learning. The data were collected through interview, classroom observations and focus group discussion. The participants of the research were one teacher, and fifteen students. The findings indicated that the teacher had constructed a careful plan to engage the young learners during the learning through using an integration of video clips that was coupled with guided practice in teaching English. Through triangulation, the teacher was observed to prioritizing young learner's engagement through interactive and appropriate videos, providing clear guidance during practice activities, and incorporating student feedback. Overall, the teacher could create a dynamic and supportive learning environment. However, challenges remain, whereas there were a few students not fully participated. Future research is suggested to focus on examining the specific strategies that the teachers can employ when integrating video clips and guided practice and exploring the impact on young learners' long-term learning engagement.

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Introduction

The learners' success in learning English is highly contributed by their engagement in the learning process (Zhang, 2022). Among others, there are some benefits that can be enjoyed by highly engaged learners in learning. First, their motivation to study is increased (Blumenfeld, Kempler & Krajcik, 2006). When the students are motivated, they are more willingly to put in effort, become resilient to face challenges, and determine to do well. Second, the engagement with the lesson allows a deeper cognitive processing as the students pay attention and remember better what they learn (Corno & Mandinach, 1983). Third, engagement with the lesson also results in developing more cognitive skills, such as, creativity, ability, and problem-solving (Lawson et al., 2023). Fourth, the students have more confidence in themselves and less likely to have behavioral issues in the classroom, such as, distracted and boredom (Mihalec-Adkins & Cooley, 2020). Fifth, an engagement with the lesson also developing a

joy of learning and natural learning curiosity that last longer with them (Arnone et al., 2011). Engaging in one's learning potentially leads to a lifetime love of learning.

Specifically, according to Ben Eliyahu et al. (2011) there are several kinds of engagement that teachers need to pay attention to, namely, behavioral engagement (such as, raising hand in class, answering questions, focused, smiling); cognitive engagement (following teacher's direction, completing task given, giving questions); and affective engagement (respect the teacher and peers, enthusiastic, motivated). These kinds of engagement can be easily seen by the teachers.

However, engaging young learners in English language learning can be difficult (Nunan, 2016; Moon, 2005). In the traditional methods, teachers often struggle to maintain their attention and foster genuine enthusiasm. Therefore, the teachers have increasingly turned to involve innovative approaches, including the use of multimedia resources and interactive

teaching strategies to maintain the students' engagement (Zhou & Yadav, 2017).

Yet, the multimedia that the teachers use cannot be randomly selected. There are some considerations applied (Woo, 2009). For example, the media must be appropriate for the learning objectives, not only fun for all of the students. In fact, the children love friendly technology, like, interactive games, educational apps, and online resources, however, when the selection is wrong, the students may get confused or the learning objectives are not achieved. One of the multimedia aforementioned that are easily found are video clips. Video clips for educational purposes can be found on social media as well, like YouTube platform (Snelson, 2018).

Meanwhile, to encourage students to take active participation, creativity and collaboration with peers in the learning process, interactive teaching strategies are suggested, such as those that are hands-on (Seidel et al.; 2013; Senthamarai, 2018). Hands-on activities such as games, puzzle, role-play, Hands-on activities can reinforce almost all subset of language skills, such as, vocabulary, grammar, listening, speaking, reading, and writing (Goldin-Meadow, 2018). Hands on activities are usually collaborated with other activities to avoid monotonous learning (Walan, 2019). They work well with different learning styles (Satterthwait, 2010).

In addition to fun and interesting classroom, the teachers have one important mission that is to make all the students to achieve certain skills. The students do not only happily learn but also increase their competence by each meeting. Thus, the teachers also need to use a teaching strategy that make the students acquire the intended skills (Ellis, et al, 1991). One that is widely practiced is by implementing guided practice (Ford & Opitz, 2008,). Guided practice is a teaching practice whereas the teacher scaffolds the student to have higher skills through modeling (Khalilliagdam, 2014).

The use of video clips in teaching English to young learners has been researched and reported as successful by some researchers (i.e., Muslem, et al., 2017; Duisembekova, 2014; Matqobulova, 2021). Meanwhile, using guided practice in English language teaching (ELT) also has been researched and reported amazing by the researchers (Young, 2019; Gibson, 2008; Hanke, 2014; Nayak & Silva, 2013; Ford & Opitz, 2008; Sargsyan, 2022). However, combining both methods to maintain young learners' engagement in learning is not much reported by

the researchers so far. In responding to the research gap, this article presents some part of the research that describe young learner's engagement toward using video clips and guided practice in teaching English from the teacher's perspective.

Literature Review

This literature review explores the relevant literature and research on (1) the importance of examining a teacher's perspective in teaching; (2) the role of video clips in fostering young learners' engagement in learning English and (3) the use of guided practice in building young learners' language skills, as well as (4) providing insights into the implementation of these tools to enhance young learners' engagement in learning English.

The importance of examining teacher's perspective in teaching

Examining EFL a teachers' perspective about teaching and learning process is essential for some reasons. The teacher's perspective on teaching often reflects their pedagogical beliefs, which directly influence their teaching methods (Mihaela & Alina-Oana, 2015). The teachers' views about teaching also reflect their levels of confidence, motivation, and professional satisfaction (Carrinus et al., 2012).

In fact, the EFL teachers' views on teaching influences their action, namely, how they perceive their students and address their diverse learning needs (Gay, 2015). Some teachers probably opt for smaller classes and prepare lesson plans for individualized instruction (Ramiszowski, 2024). They aim to focus on developing each of the students' strengths and avoiding their weakness in learning process. In contrast, some other teachers may think that one standard should be used in teaching the students, therefore one-size-fits-all is suitable to teach varying levels of students' ability and learning styles (Goodwyn, 2012). On one side, a teacher believes that students should be active participants in their learning therefore they would go for a collaborative and supportive classroom atmosphere (Xu, 2012). On the other hand, a teacher may see themselves as the source of knowledge in the classroom due to some circumstances and they choose a teacher-centered learning (Garret, 2008).

Previous research report that the teachers under study were asked to do some self-reflection and they were willing to do some changes of their own practice, namely by

examining their views on instructional decisions, interaction with students, and other problem-solving that they end up with better teaching decisions (Cimer et al., 2013). Consequently, a self-reflection leads to personal growth, inform professional development, and respond to gaps that may exist between theories and practice. Shortly, the teacher can improve their teaching, provide better learning environments, and go closer to the learning outcomes.

The role of video clips in fostering young learners' engagement in learning English

In teaching English to young learners, video clips have been widely used as a multimedia tool for enhancing engagement in language learning. Video clips offer a dynamic, multimodal input that supports different learning styles and a rich learning input (Cakir, 2006; Cruse, 2006; Mekheimer, 2016). The visual and auditory stimulation, combined with the context of the video content can engage the students of any age to the learning activity (Hughes & Robertson, 2010).

In the context of teaching English to young learners, video clips can give a number of basic linguistic exercises, such as, vocabulary, spelling, pronunciation, and language use models (Sherman, 2003). Furthermore, studies have shown that video clips support the development of both receptive and productive skills of language learners for beginner level (Tschirner, 2011). In elementary school, EFL teachers have used videos to introduce new vocabulary, reinforce grammar structures, or provide examples of authentic language use (i.e., Teng, 2019; Lialikhova, 2014; Sorohiti, 2024).

However, using video clips in learning have some limitations. It can create a passive learning as the students are doing nothing but watching (i.e., Torres et al., 2022; Seo et al., 2021). Therefore, some studies have raised concerns of using follow-up activities after watching videos (Su & Chiu, 2021). Moreover, the teachers must ensure that video clips are purposefully selected to meet the learning outcome and carefully integrated into the lesson plan to avoid passive consumption (Fyfield & Cert, 2020). Video clips should serve as a springboard for active participation, discussion, and critical thinking, rather than merely an entertainment tool (Mohamed & Shoufan, 2022).

Previous research report that video clips are seen as an effective way to capture the attention of young learners and keep them engaged during lessons (i.e., Muslem, et al., 2017; Duisembekova,

2014; Matqobulova, 2021). Videos are able to increase students' motivation and participation. However, even though they are motivated to watch videos, but the literature also acknowledges some challenges in incorporating the video clips into lessons. The teacher must select the videos to use in the class because random video could be inappropriate to the learners' age, cognitive level, and interests (Lialikhova, 2014). There is a need to encourage learners to process and engage with the content of the video critically ((Lialikhova, 2014).

The use of guided practice in building young learners' language skills

Guided practice or scaffolding is a key element in ensuring that language learning activities are structured, purposeful, and aligned with learners' needs (Zapata, 2022; Hill & Miller, 2013). In the context of teaching English to young learners, guided practice refers to teacher-directed activities to support learners as they practice and apply new language skills (Babad, 2023). In guided practice, the teacher's role is to offer support and feedback while gradually transferring responsibility to the learners as they gain independence (Danile et al., 2016).

Research has shown that guided practice is essential for young learners as it offers opportunities to refine language skills through repetition, practice, and feedback (Guirao et al., 2015). In combination with video clips, teacher can use guided practice allows learners to reflect on the video content, practice new vocabulary or grammar, and engage in interactive activities such as role-plays, discussions, or games (Addison, 2012). For example, after watching a video, teachers asks the learners to do listen and repeat practice as they observed in the video, and then they can be asked further to create their own sentences or engage in communicative tasks.

EFL teachers recognize the importance of guided practice in promoting language development, particularly in young learners (Ankrum et al., 2014; Pentimonti, & Justice,2010). Guided practice help the them to use their receptive language skills into the productive skills. Teachers are confident in the effectiveness of guided practice in helping students internalize language structures and improve fluency (Ankrum et al., 2014; Pentimonti, & Justice,2010). Additionally, teachers can encourage interactive and supportive guided practice, whereas learners can ask questions, receive immediate feedback,

and practice in a low-stakes environment (Read, 2006).

However, teachers also report challenges in providing effective guided practice, particularly in managing classroom dynamics, differentiating activities for diverse learners, and maintaining students' engagement (Tomlison, 2017). Successful guided practice requires careful planning, clear instructions, and appropriate scaffolding, which may demand additional time and effort from teachers (Tomlison, 2017).

Insights into the implementation of video clips and guided practice to enhance young learners' engagement in learning English

The combination of video clips and guided practice in teaching English to young learners gives a balanced approach that caters to both receptive and productive skills. Research suggests that when used together, these two tools enhance students' motivation and engagement while providing structured opportunities for language practice (Choi et al., 2016). When the lesson is difficult for the students, the teachers can break down the material or find appropriate strategies to introduce or reinforce language content, followed by guided practice to consolidate learning and ensure retention (Tschirner, 2011). The teachers can use exciting activities such as games, puzzles and singing a song. The combination allows students to process and internalize language structures, fostering deeper engagement and take active participation comfortably (Tomlison, 2017). In short, it is important that there is a seamless transition between video content and practice activities to maintain learners' attention and ensure that the instructional goals were met (Tschirner, 2011).

Method

This research used a descriptive qualitative research design. This research focused on describing experiences and events that happened in the classroom, specifically, the young learners' engagement toward using video clips and guided practice in learning English from the teacher's perspective. The participant was one female university lecturer. She held an S3 degree of English education. She has been teaching English for more than fifteen years in a local university. The lecturer had an interest in teaching young learners and she occasionally taught English to young learners in the neighborhood as she thought she was professionally competent to do so. The research

was undertaken in Pekanbaru, Indonesia. The data were collected through observation and interview. Observation was used to observe the teacher's and young learners' behaviors for four meetings. Interview was used to collect data about the teacher's perspective of the teaching process. Focus group discussion was employed with fifteen young learners who were the students of the teacher. It aimed to collect their opinion about the using of video clips and guided practice in learning English. Furthermore, the data were analyzed by using thematic analysis.

Results and Discussion

The research data were collected from observation, interview and focus group discussion. The results are presented in several themes, namely, (1) young learners' engagement with the overall learning, (2) young learners' engagement with the video clips, (3) young learners' engagement with the guided practice, (4) young learners' engagement with the video clips plus guided practice, (5) teacher's responses to young learners' feedback. Each of the theme is presented and discussed in the following.

Young Learners' engagement in overall learning

Student Engagement Levels

Data from the interview revealed that the teacher rated the young learners' overall engagement as 4,5 on a scale 1-5 in the class. The excerpt from the teacher's interview is as follows.

"4,5. In class I saw that most of the students are engaged with the lesson. There were one or two students who did not focus in one or two sessions. I assume they were struggling with English, as the materials were new/quite unfamiliar."

Data from the observation also confirmed that the young learners' overall engagement was very high. This indicates a generally positive engagement level. However, even though the percentage is little, it is acknowledged that a few students might struggle at times, particularly when exposed to new or unfamiliar materials. This suggests that while most students were engaged well with the learning, there were some challenges faced by a few students that they could not fully involved. The data from observation also noted that when the materials got complicated a few students were having difficulty to fully participate.

Effective Methods to Increase Engagement

Data from the interview yielded that the teacher believed that video clips and guided practice that were appropriate for the students' level were effective to build the students' engagement. The excerpt is in the following.

"Using appropriate videos for their level and use the videos as the basis to teach them further about vocab and speaking."

Data from the observation and focus group discussion support the statement whereas the teacher had selected interesting video clips that they like throughout the course. The video characters mostly about children's daily life and animal characters that the students found interesting. The teacher also used the guided practice to make sure the lesson was fully comprehended by every student, even though a few students was still having difficulty to cope with the material. In other words, the data from different instruments confirmed that the power of visual and auditory learning tools was effective in maintaining attention in learning.

Challenges to Engagement

Data from the focus group discussion indicated that a few students were having difficulty with the English expressions found. In their opinion the meaning is unknown so they found it difficult to follow. The teacher's interview results also admitted that not all of the students could not engage well for some lesson, even though the video clips and activities were interesting and the teacher had given guided practice several times. However, some other students found that teacher's repetition was a bit boring for her. The excerpt of the teacher's interview is as follows.

"Yes, I observed different engagement. Video clips that engaged the children most are videos that invite the children to sing and move along with the characters. The children least likely watch video where they were simply watch it."

Even though the percentage is small, but this reflects the teacher's difficulty in striking a balance between different-range ability among students that need further attention by the teacher to find a more balance content relevance, entertainment, and educational value.

Young Learners' engagement with video clips

Data from the teacher's interview, observation and focus group discussion confirmed that videos are a consistent and central part of the teacher's pedagogical approach. The teacher integrates video clips into

every lesson, sometimes using more than one videos, depending on the context. The use of video was carefully prepared by the teacher to make sure the language content was not overwhelming. The teacher's criteria of video selection were on the content whether it is appropriate with the learning objective and the level is not too difficult and not too easy and the duration, quality of sound, visual, color, characters. The excerpt of teacher's interview is as follows.

"In class, I want to make sure that everything in the video is appropriate with the students' level of English. For example, first, the content is appropriate with the learning objective and the level is not too difficult and not too easy. In fact, if there is some difficult part, the smarter students can get advantages to learn something new. In general, the content is explained and I assume that everybody in the class with different levels of ability can follow the content. Second, I make sure that the video is interesting for the children. I paid attention to the duration, the quality of sound, visual, color, characters. Most of the time I choose songs as our video clips because the merry tune will allow the children to remember it longer."

However, the students said that they had some favorite videos over some others, even though their favorite videos varied. In the interview the teacher mentioned that she found some videos were more engaging, whereas the students sing along and move with the characters that did not happen with some other videos. Interactive videos where students can participate (e.g., sing or move along with characters) are particularly engaging. This aligns with the understanding that active participation enhances engagement. Videos with passive viewing, such as those that do not invite interaction, are less engaging for the students.

Teacher's preparation before, during, and after video clips' presentation

In the interview the teacher said that the video clips were presented with some careful plan, namely: (1) *Before*: The teacher provides context by explaining the video's content and the subsequent activities; (2) *During*: The teacher adjusts their approach based on the complexity of the video, pausing for explanations if needed, but avoiding over-explanation for content that may be too advanced for the learners at that moment; (3) *After*: The teacher checks understanding by asking questions and

conducting exercises, offering praise and rewards for correct responses and re-explaining if necessary. This structured approach aims to ensure comprehension and retention. The excerpt of the teacher's interview is in following.

“Pre teaching. I told them about what we going to see and what we would do after watching the video. During teaching. It depends. If the video is descriptive about meaning, I do nothing. If the video needs some explanation, I pause the video whenever explanation is needed, so the students can understand everything from the video that will be useful during activities later. If it is above their level, I did not give any explanation, I just let it slide because it is not the right time to teach them those things. Post-teaching. I ask the students if they understood what they watched. To ensure that they had understood, we were going to do some exercise. I told them about the rules, I would show them some pictures, if they knew the word, they must raise their hand and said their name loudly. When they succeeded, I praised them and gave reward. If they failed, I repeated the video again or find other videos/ways to re-explain the vocab to the children.”

Purposes of the video clips' use in teaching English

Data in the interview expressed that the teacher primarily used videos for vocabulary and expression building, as these were seen more suitable for the beginner learners. By ensuring the content matched students' comprehension levels, the teacher aimed to promote both learning and engagement, especially through repetition and the use of songs. This approach highlights the teacher's focus on foundational language skills. The excerpt of the teacher's interview is as follows.

“In general, as the students are in the beginning level, I focused to teach vocabulary/expressions to the students, I want to make sure that they know the thing, the spelling and the pronunciation. Video clips fit my purpose. I did not teach them grammar yet, because it is not suitable for beginners yet. So the students will simply do some repetition of the examples given.”

Challenges with video clips' preparation

The teacher acknowledged that using video clips had some challenges. The primary challenge was finding videos that were appropriate in terms of both content and engagement, which is a common issue many

other teachers face when selecting media for young learners. In the selection process, the teacher emphasizes the importance of balancing educational content with entertainment to aid memory retention and skill development. The excerpt of the teacher's interview is in the following.

“The biggest challenge is finding the appropriate videos. I want to find the best video for my class in term of content, entertainment, memory retention, and skill development.”

Young Learners' engagement with the guided practice

According to the data in the teacher's interview, the guided practice is consistently used in every lesson, as the teacher believes it is crucial for developing skills and ensuring active participation. The excerpt of the teacher's interview is as follows.

“I always use guided practice because I believe that better results will come when the children are guided to develop their skill and not to be left alone by their teacher.”

The data from the focus group discussion and observation support this statement as the guided practice were found at every meeting. This indicates that the teacher believed in the value of guided, structured activities that facilitate skill acquisition.

Types of the guided practice activities

The types of guided practice that the teacher used were games and teacher-led activities. Games and teacher-led activities are favored as they allow for controlled participation and create a fun, competitive atmosphere. This approach fosters an engaging and supportive environment for learning. The excerpt of the teacher's interview is in the following.

“Games and teacher led activities are most effective because the children have fun to compete with their peers. In addition, the output of these activities can be controlled according to the teacher's expectation.”

Purposes of the guide practice

In the interview, the teacher said that the purposes of the guide practice were to ensure that students receive adequate examples and clear explanations. The guide practice provided some rewards to boost the students' motivation in taking active participation that was matched with oral exercises as the assessment technique and an individualized attention, such as calling on the students by their name, to create a supportive environment for learning. This reflects a balanced approach where guidance,

positive reinforcement, and peer support are integral to the learning process. The excerpt is as follows.

“I believe that the children will learn the lesson well if the teacher gives them enough examples and practice. A clear instruction also makes it easier for them to participate in the activities. I offer small reward each time to the students if they can do their task correctly. I believe that the guidance and exercise should go hand in hand. The teacher must use an assessment technique such as oral exercises to find out the students’ comprehension. The teacher also needs to know the name of every student that they may feel that they are important for the teacher. Smarter students are probably willing to join every activity given, but for students who are reluctant, the teacher can call them on and allow them opportunity to answer. If they make inappropriate answers, I help them to make it right. I ask them to do some drills. In the classroom, I allow the smarter children to whisper to their friends and help them out with their exercise instead of letting them feel depressed because they do not know the answer.”

Challenges with the guided practice in learning English

The teacher said in the interview that she could not make all students to participate, particularly in more difficult tasks where some may be reluctant to engage. The teacher tried to address this by calling on the student multiple times to focus again and providing additional support when necessary. The excerpt is in the following.

“The biggest challenge is to ensuring all students participate. Sometimes it is very hard to do. I have to call them on again and again to make them participate.”

Young Learners’ engagement with combining video clips and the guided practice

in the interview, the teacher revealed that video clips and the guided practice are presented in in a sequential manner. First, the teacher explains the upcoming video and activities, then uses repetition and drills post-video to reinforce learning. Later, the students competed with their peers to answer the exercise to win some reward. By this combination, the teacher thought that classroom dynamics emerged. The excerpt is as follows.

“First, I explain about what will they find in the video. Second, I tell them about the activities we are going to do after watching the video. Third, after playing video two times, I ask the students, what they saw in the video. Then we do repeat and drilling about 10 times. Soon, I called the students to compete answering my questions, if they succeeded, I praise them and give a small reward. If they cannot do it well, I teach them again and asked them to repeat until 10 times. After they can do it, I praise them and give them the small reward.”

The combination of video clips and the guided practice could enhance the students’ engagement in the class because they had known what to do and how to do it. Thus, the students are more willing to take active learning. The excerpt is in the following.

“When the lesson and the media are interesting, and the students have been prepared to show their skills, the students are excited to participate in the further activities I set.”

In short, using video clips and guided practice made the learning experiences more dynamic and exciting for everyone. Common learning problems, like the students get confused to do things in the classroom are solved. The teacher provided clear examples through the video clips and strengthened the knowledge into skills with the guided practice. For example, after watching a video, students repeat phrases, and the teacher ensures comprehension through repetition and finally created a manageable competition where the winner won the rewards.

The teacher’s response with the student feedback

Another thing mentioned in the teacher’s interview was that the teacher said that she invited students to give feedback about things they want to do to make the students felt engaged in the learning process. Data from classroom observation showed that the teacher was willing to cooperate with the students’ ideas. On the observation, occasionally, the students requested watching some videos on YouTube, like doing a nationality flags guessing game which the teacher allowed. Here, the teacher demonstrated that the class was open to student input therefore the students felt happier. The except is as follows.

“Students’ feedback is important because I want them to speak more and more in the class so that they know if their voices are heard. I also use their feedback to make some

improvement with the way I teach them. If they have a request, I manage to fulfill it as long as I can do it.”

The teacher valued student feedback and used it to adjust teaching methods. This indicates a flexible and responsive teaching style, one that adapts to the needs and preferences of the students. In other words, in relation to students' engagement, the teacher seemed to be promoting, (1) active engagement, that is the teacher emphasizes the importance of interactive videos and guided practice to maintain student engagement, highlighting the need for students to be active participants rather than passive viewers; (2) balancing content and entertainment, that is finding videos that are both educational and entertaining, namely, by selecting videos that match students' levels and interests; (3) structured learning, that is, the teacher's approach to using video clips and guided practice is highly structured, with clear steps before, during, and after video viewing., whereas, this structure helps ensure that learning objectives are met and that students remain engaged; (4) personalized support, that is, the teacher places a strong emphasis on offering individualized support, especially for struggling students, and uses rewards to reinforce positive behaviors and participation; (5) feedback as a tool for improvement, that is, the teacher is proactive in seeking and incorporating student feedback, which reflects a commitment to continuous improvement and responsiveness to student needs.

Conclusion

Through triangulation the research findings showed that the teacher's approach to using video clips and guided practice in English lessons is student-centered and highly structured. By prioritizing engagement through interactive and appropriate videos, providing clear guidance during practice activities, and incorporating student feedback, the teacher creates a dynamic and supportive learning environment to engage the students with the learning. However, challenges remain, particularly in selecting suitable video content and ensuring full participation during guided practice. Future research is suggested to focus on examining the specific strategies that the teachers can employ when integrating video clips and guided practice and exploring the impact on young learners' long-term learning engagement.

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