



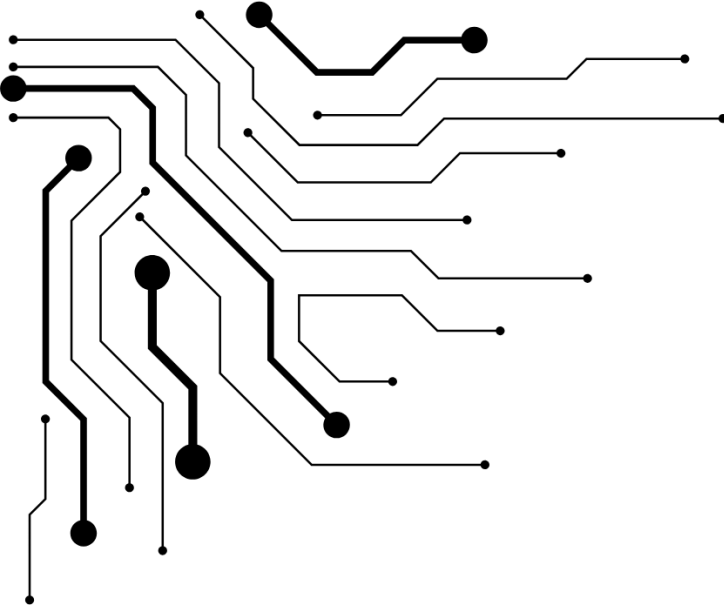
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PEDAGOGY-DRIVEN TECHNOLOGY INTEGRATION

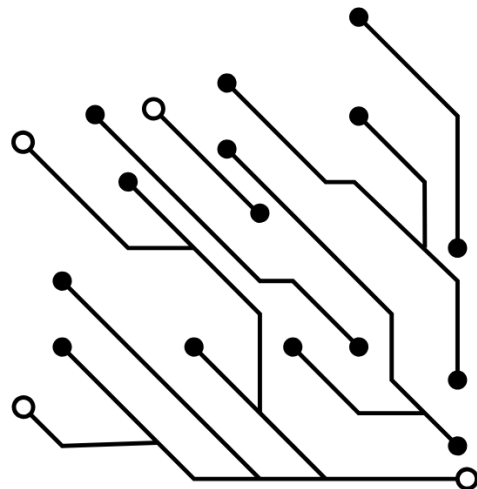
in
English Language
Teaching

**EDITOR
MADE HERY SANTOSA**



**"Technology can become the wings that will
allow the educational world to fly farther
and faster than ever before—if we allow it."**

Jenny Arledge



BEFORE YOU GO TOO FAR WITH THE SCANNER

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PEDAGOGY-DRIVEN TECHNOLOGY INTEGRATION IN ENGLISH LANGUAGE TEACHING

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Pedagogy-Driven Technology Integration in English Language Teaching

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PREFACE

The book entitled “Pedagogy-Driven Technology Integration in English Language Teaching” discusses about pedagogical soundness and appropriateness of technology to address problems or issues in the teaching and learning process, especially in the English as a Foreign Language (EFL) learning context. It is a relatively new genre, similar to a book review section, in academic journals and magazines. With the rapid and disruptive development of technology today, teaching and learning in the EFL context may not be the same anymore. Numerous tools, prominently digital ones, have been massively utilized within and beyond the classroom walls. Yet, one thing remain the same, the pedagogical aspects comprising clear and scaffolded learning stages incorporated with technologies must present insights and bring about benefits to the instruction. This book aims to deal with the need to outline key benefits of utilizing technology in the EFL learning while addressing problems and issues, highlighting the potential pedagogical benefits, presenting challenges and limitations in the learning process and suggesting future directions of the utilization in the future.

Hopefully, this book will be beneficial for all the readers, educators, learners, and other users in their learning activities, especially in using contemporary ways of blending technologies and English pedagogies. We expect the book would inspire educators, students, and relevant bodies to have richer, more effective, engaging, and meaningful learning experiences by implementing innovative tools and English learning activities in the teaching and learning process, both in the classroom and outside classroom settings. The completion of this book could not have been possible without advice, ideas, and guidance from every writer involved in the process. We would like to thank those who helped the authors with the book writing, including

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Singaraja, March 2023

Editor

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SCREENCASTING: ENHANCING STUDENTS' ENGAGEMENT IN THE EFL ONLINE WRITING CLASSROOM

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Abstract

The latest feedback application in online learning is Screencast. It is a digital audio and video recording of what is happening on a computer screen. Screencast technology has the potential to improve the effectiveness of electronic feedback offered by allowing students to engage with the technology used; therefore, Screencast feedback is increasingly being used in the online classroom for educational purposes. However, In EFL online writing, the concept of technology-mediated teacher feedback remains largely unexplored. To broaden understanding of the role of Screencast in providing feedback, this article describes how its features promote students' engagement.

Keywords: EFL, Online Writing, Screencast, Students engagement

Introduction

Teachers often face difficulty giving efficient feedback in the online writing classroom, especially in EFL setting. They have been looking into how to provide it effectively for decades (Cheng & Li, 2020). Many studies propose that online writing teachers deliver effective feedback using computer technologies (Kawaf, 2019; Madson, 2017; Marinov et al., 2016; Özkul & Ortaçtepe, 2017). The technologies used can enhance effectiveness, clarity, usability, and increase student comprehension in receiving feedback (Cunningham, 2019; Wood, 2021). The myriad affordance of technologies allows teachers to have vast opportunities to choose feedback modes (e.g., video, audio, written) and students to drive their own feedback, grammar, vocabulary, etc. (Elola & Oskoz, 2016; Espasa et al., 2022). However, the teachers cannot ignore how the students engage with the technologies. Developing strong student engagement in online settings is also critical; otherwise, high-quality and timely feedback given by the teachers will be less beneficial (Payne, 2022).

To foster students' engagement in learning, teachers should fulfill three innate psychological needs: autonomy (feeling self-endorsed and self-governed), relatedness (feeling loved and connected), and competence (feeling effective and capable) (Chiu, 2021). Therefore, teachers should design specific technologies to meet these three needs in an online setting to encourage student engagement (Wood, 2021). With the advancement of more realistic and engaged feedback interaction today, teachers can employ Screencast as one of the recent feedback technologies. By using screencasting activities, the teachers can directly annotate and comment on their students' works in a meaningful manner. Screencasts can easily enhance EFL online writing classrooms, however due to teachers' inexperience, they may be neglected.

To ensure pedagogical affordances while avoiding misunderstanding and underusing Screencast technology, this review focuses on describing specific technological innovations spawned by the digital revolution: the combination of voice and visual Screencast offers and its potential to revolutionize the student's engagement in receiving feedback in an EFL online writing classroom. Therefore, EFL teachers can easily enhance online learning environments through

Screencast. The information presented is based on current literature and the authors' experiences.

Overview

A screencast is a digital video recording broadcast through the World Wide Web on a computer screen with audio narration (Cheng & Li, 2020; Kawaf, 2019; Payne, 2022). Numerous Screencasts applications have mouse-driven visual highlights and microphone-recorded voiceovers beyond the screen. This study uses Screencast-O-Matic (www.screencast-o-matic.com) as a popular free screencasting application.

In providing the comment, teachers typically open a student's paper and use a screencasting tool to enlarge it to the appropriate size. They can then go across the page while discussing their comments aloud and highlighting components of the computer screen (such as concepts, sentences, words, step-by-step directions, and/or resources) as they explain information (Chicca, 2022). Teachers can also film their computer displays and voices while displaying websites, documents, photos, and other things while screencasting (creating a Screencast).

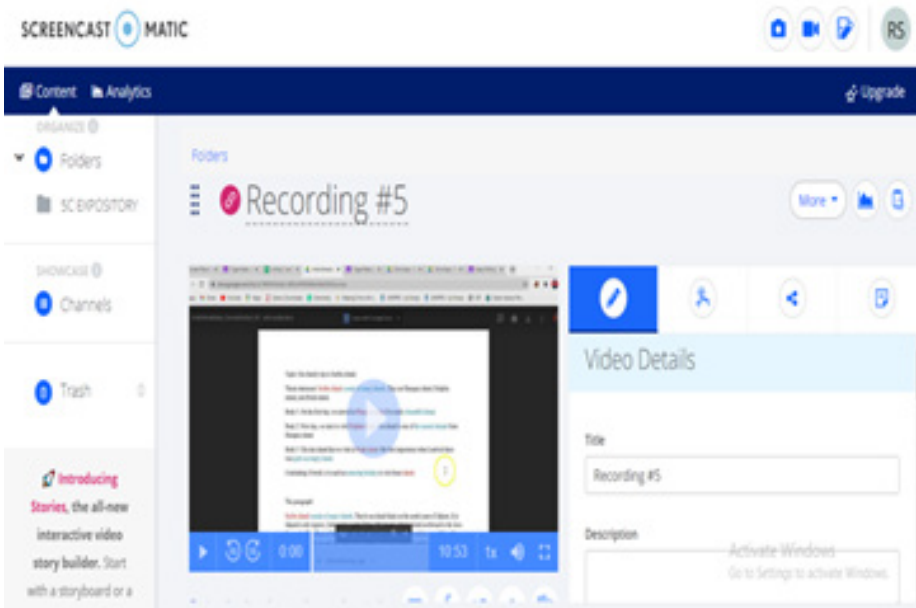


Figure 7.1 The screen recording

Until deactivated, the screencasting program captures everything performed on the screen and spoken over the microphone; the students can see the teacher's appearance through the webcam feature.

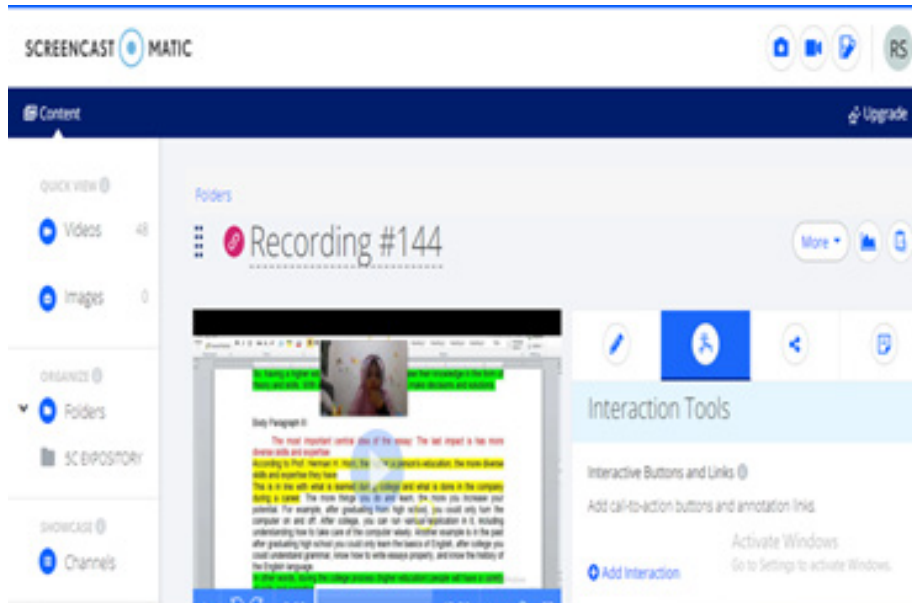


Figure 7.2 The screen and webcam recording

The generated screencast video can thereafter be saved locally. The teachers can edit the video feedback using various editing tools (clipping, copying, and pasting segments of the video as well as adding narration, music, sound effects, and annotations) before emailing the students or uploading it directly through YouTube, Dropbox, and Google Drive in a website. (Marinov et al., 2016).

Pedagogical Benefits in the EFL Online Writing Classroom

There are several ways in which Screencast technology can be used as teachers' support to promote the three students' innate psychological needs: autonomy, structure (competence), and involvement (relatedness) (Chiu, 2021).

First, in delivering online feedback, the teachers explore the modes of Screencast offer; a screen, a webcam, or both to fulfill the first students' need; autonomy. Autonomy provides students more flexibility and freedom to determine their learning goals, which can increase cognitive engagement (Chiu, 2021). Providing different

Screencast feedback modes (screen, webcam, or both) allows students to decide what feedback mode they want (Cheng & Li, 2020; Cunningham, 2019; Killingback et al., 2019; Payne, 2022). The students could request the teachers to give them feedback using screen recording mode, which contains more information about the topic when they need extra information as background knowledge in a pre-writing activity. Moreover, the webcam recording mode can be given when the students need more feedback on their drafts' organization, mechanics, grammar, and sentence structure. So the Screencast feedback modes let the students drive their own feedback. Exposing the Screencast modes to students means the teachers implement autonomy support.

The second student needs to be fulfilled by the teachers is the relatedness need. It is a sense of affection and belonging (Chiu, 2021). The Screencast enriches its features with an interactive tool in every mode offered. The tool accommodates the teachers and students to talk through the video. The students and the teachers can pause the video at a specific time by pressing the interaction button when they need clarification or a response. This activity is viewed as a dialogical process between teachers and students (Lantolf, 2006), which enhance feedback engagement (Wood, 2021). Accordingly, the combination of screen and webcam recording modes can be used when the students need teachers' presence to discuss content or idea in writing. It gives students more personalized feedback (Cheng & Li, 2020; Chicca, 2022; Cunningham, 2019; Payne, 2022; Wood, 2021). Therefore the teachers become acquainted with their students' writing strategies and their students' work progress.

To satisfy the last students' psychological needs, the competence (feeling effective and capable), in fostering students' engagement, Screencasts empowers students to progress at their own pace. They are permitted to pause and rewind as many videos as needed. All Screencast tools enable writing teachers to deliver oral, video, or screen material to scaffold students understanding through coding systems and written remarks provided efficiently that may be viewed as many times as necessary. This affords the chance for repeated practice and, ultimately, knowledge mastery (Chicca, 2022). As a result, the students who viewed the Screencast at least once spent less time revising (Cunningham, 2019). It is demonstrated that Screencast has

the practical advantages of being both time-efficient and resourceful (Alharbi, 2017).

Limitation

Like any educational technology, Screencast feedback also has its limitations. In most studies on screencast feedback, the lack of bi-directionality or the ability for ongoing discussions over screencast material is a significant limitation (Wood, 2021). The online writing teacher must employ another technology to facilitate sustained dialogue. Additionally, the students must bring their own devices (Kawaf, 2019) to alleviate their anxiety when watching or recording their own videos. For online writing teachers who wish to remove time constraints and expand the app's functionality, they will incur expenditures (Chicca, 2022).

Conclusion

Screencasts feedback can easily improve EFL online writing environments, yet the technology may be neglected. As a result, this article provided teachers with practical knowledge of Screencast feedback in an EFL online setting. A list of benefits for both teachers and students has also been discussed. From the teachers' side, the Screencast feedback helps them address the three needs for increased student engagement. Exposing students to various feedback modes in Screencast offers writing-to-learn practice, there must be a learning context in which feedback is addressed, and writing-to-demonstrate learning activities across content areas proves that students' need for autonomy competence and relatedness had been fulfilled. From the student's side, they will also benefit from using Screencast feedback on their writing performance. They have the authority to choose what kind of feedback they need to receive, audio, video, or both. They also can re-play the video feedback provided by their teachers in any situation they experience. The timely feedback given also makes them better at revising.

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