

Implementing Video-Assisted Learning in EFL Classrooms: Advantages and ChallengesLina BOUKHEMIS⁽¹⁾ Fatiha HAMITOUCHE⁽²⁾

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Received: 15/02/2022

Revised: 13/03/2022

Accepted: 06/04/2022

Abstract

Incorporating videos of native speakers talking in EFL formal learning settings is important and has many advantages. However, it can also be highly challenging at many levels. The present article seeks to gauge teachers' and learners' opinions regarding incorporating videos in their classrooms. For this purpose, this research opts for two research instruments: interview and questionnaire. The participants are 10 teachers and 30 learners at the English department, BADJI Mokhtar Annaba University, Algeria. The findings reveal that teachers and learners share positive attitudes toward integrating native speakers' talking videos.

Keywords: Video implementation, Language use, EFL classes, EFL teachers, EFL learners.

تطبيق تقنية مقاطع الفيديو في تدريس اللغة الإنجليزية كلغة أجنبية في الأقسام: تحديات وإيجابيات

ملخص

يعد إدخال مقاطع فيديو لمتحدثين أصليين بغرض تدريس اللغة الإنجليزية كلغة أجنبية تقنية في غاية الأهمية وذات إيجابيات عديدة، لكنها تشكل في الوقت ذاته تحدياً على مختلف المستويات. يسعى هذا المقال لمعرفة وجهة نظر المدرسين والمتعلمين فيما يخص إدخال مقاطع الفيديو في أقسامهم ومن أجل هذا الغرض؛ تم اختيار أداتين للقيام بالبحث هما الاستبيان والمقابلة أين يشارك عشرة مدرسين وثلاثون متعلماً من قسم اللغة الإنجليزية بجامعة باجي مختار عنابة. الجزائر. لقد أظهرت نتائج هذا البحث موقف المدرسين والمتعلمين الإيجابي بخصوص إدخال مقاطع الفيديو في أقسامهم.

الكلمات المفتاحية: تنفيذ الفيديو، استخدام اللغة، فصول اللغة الإنجليزية كلغة أجنبية، مدرسي اللغة الإنجليزية كلغة أجنبية، متعلمي اللغة الإنجليزية كلغة أجنبية.

Utilisation des vidéos en classe de langue anglaise: avantages et défis**Résumé**

L'introduction de clips vidéo des locuteurs natifs pour enseigner l'anglais comme langue étrangère est une technique importante. Cet article cherche à évaluer les opinions des enseignants et des apprenants concernant l'intégration de vidéos dans leurs classes et à cette fin; Deux outils ont été choisis pour mener à bien la recherche, à savoir, le questionnaire et l'entretien, auxquels participent dix enseignants et trente apprenants du Département d'Anglais de l'Université de Badji Mokhtar Annaba, Algérie. Les résultats ont montré l'attitude positive des enseignants et des apprenants vis-à-vis de l'utilisation des clips vidéo.

Mots-clés: Application des vidéos, utilisation de la langue, cours EFL, enseignants EFL, apprenants EFL.

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Introduction:

Foreign language teaching has witnessed a succession of different teaching methodologies. Recently, researchers and teachers have expressed a strong interest in educational technology in the field of foreign language learning. Educational technology covers different technology-based strategies and approaches. For instance, videos of native speakers talking represent a technology-based strategy. Such videos might be helpful for teaching since they provide auditory and visual information in authentic situations. Thus, videos may satisfy learners' different learning styles, goals and, needs. The current research focuses on incorporating native speakers' talking videos in EFL classrooms. Therefore, the present research focuses on analyzing foreign language teachers and learners' perceptions toward using videos of native speakers talking. Moreover, it attempts to scrutinize students' opinions regarding current teaching strategies. Additionally, this research aims at sorting out the obstacles that face students and teachers while using videos as a means of instruction. Likewise, it seeks to demonstrate the significant influence of video use on learners' language learning process. Therefore, the present investigation seeks to encourage educational technology and videos' incorporation in formal learning settings.

1-Theoretical Background:

1-1-Educational Technology:

Education refers to the set of "... activities and resources that support learning". In other words, education covers planned and unplanned activities and resources that contribute to an individual's intentional or unintentional learning process⁽¹⁾. A 'good education requires an awareness of the opportunities and limitations of the mode of education'. In other words, good education requires a proper knowledge of the used approaches, media, and tools⁽²⁾. Instruction refers to planned activities designed by researchers and teachers and developed for pedagogical purposes. Thus, education includes instruction. However, Educational technology refers to "the study and ethical practice of facilitating learning and improving performance by creating using and managing, appropriate technological processes and resources"⁽³⁾. Instructional technology refers

The use of a variety of teaching tools to improve students' learning. We usually think of computer and computer software when we think of Instructional Technology, but educational technologies are not limited to computers in the classroom. Instructional Technology describes all tools that are used for learning such as cameras, CD players, computer-based probes, calculators and electronic tools we have yet to discover⁽⁴⁾.

Thus, educational technology includes the different methods, activities, and resources of digital nature that facilitate individuals' learning processes. Information transmission and Communication Technologies signify essential pillars in education because they may transform the classroom environment and facilitate content information acquisition and comprehension⁽⁵⁾. EFL lecturers should select the most suitable strategy for incorporating technology in their EFL classrooms⁽⁶⁾. Therefore, technology implementation in EFL classrooms is not limited to developing computer literacy. Instead, it requires careful organisation for a smooth and innovative transition that increases learners' motivation and enthusiasm. Technology in education refers to the factor that "... might be one of the factors that affect students' attitudes positively in the teaching-learning process"⁽⁷⁾. Moreover, incorporating technology in education allows students to develop their critical thinking, logic, and problem-solving skills⁽⁸⁾. Various technological devices are employed to assist students in developing their learning aptitudes. The most valuable devices include English language learning websites, CALL programs, software presentations, e-dictionaries, emails, CD players, and video clips⁽⁹⁾. Such devices may produce positive learning outcomes when employed properly, i.e., proper methodology, teachers' guidance, right organisation. Educators are indeed adopting educational technology for its several advantages. However, this point does not signify that educational technology does not possess any disadvantages and drawbacks⁽¹⁰⁾.

1-1-1 Educational Technology Benefits:

Educational technology groups many benefits for EFL learners. It supplies them with various resources⁽¹¹⁾. Moreover, educational technology develops students' learning skills, improves their linguistic skills, and increases learners' self-confidence and self-instruction techniques⁽¹²⁾. Educational technology halted the teacher-centred approach and enhanced students' roles as they became more active and engaged in their learning process. Therefore, educational technology improves learners' autonomy⁽¹³⁾. In addition, technology is valuable for students since it allows them to rehearse the English language in different ways and improves their English language performance⁽¹⁴⁾. In addition, technological tools represent valuable tools in language learning; for example, teachers can use computers for more flexibility when designing their lesson plans⁽¹⁵⁾. Besides, with the help of educational technology, students are not limited to their teachers' language, accent, and dialect. Instead, they are exposed to a variety of language styles, accents, and dialects⁽¹⁶⁾.

1-1-2 Educational Technology Drawbacks:

Despite its numerous advantages, educational technology includes a set of drawbacks. For example, teachers' and learners' assumptions about videos represent the first obstacle that educational technology integration may face. Teachers and learners may think that videos are not used for education instead of for entertainment and can not be used in classrooms. Therefore, teachers and learners should open their minds, change their beliefs regarding technology, and accept the application of digital devices in their classrooms⁽¹⁷⁾. In addition another disadvantage of educational technology

Is that it takes time and effort for teachers to locate authentic materials. They may spend enormous amounts of time learning constantly changing software programs and trying to find the best way to use these programs in the classroom⁽¹⁸⁾.

In other terms, educational technology seems time-consuming as it requires time for teachers to select appropriate content, alter and adjust software programs, and designate practical strategies for incorporating new technologies⁽¹⁹⁾. Moreover, using educational technology requires that both EFL teachers and learners should at least possess essential technological tools and instruments⁽²⁰⁾, as well as the lack of teachers' professional development and training⁽²¹⁾.

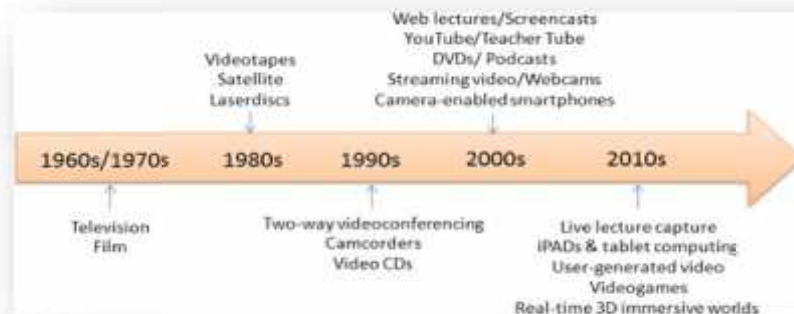
1-2- Videos Use in EFL classrooms:

Nowadays, technology represents the core of globalization, and has an impact on the fields of "education, work and culture." Of course, using and integrating technology differs from one area to the other and depends on who is using technological tools and for which purposes⁽²²⁾. As long as education is concerned, teachers and researchers think about various strategies and methodologies that may lead to practical technology implementation in their classrooms.

Education is undergoing a major shift, as brick-and-mortar classrooms are opening up to rich media content, subject matter experts, and one another. This shift has been influenced largely by technological and pedagogical trends, greater worldwide access to the Internet, an explosion of mobile phone users, and the appreciation for these technologies by young people, as well as by teachers. The video appears poised to be a major contributor to the shift in the educational landscape, acting as a powerful agent that adds value and enhances the quality of the learning experience⁽²³⁾.

In other words, the field of education experienced and is still experiencing right now an obvious shift from traditional teaching methods of talk and chalk to technology-based methods of digital materials. Such shift goes back to the emergence of digital and Internet resources. Basically, videos represent an important technology-based resource that is valued in the field of education and many other fields of course for their rich and diverse content. Moreover, videos provide information through different media. Thus, such diversity enhances content information quality and learners' acquisition aptitudes.

Figure n°1: Video Use Timeline



Source: (Greenberg & Zanetis, 2012)

According to Figure n°1, the integration of videos in education goes back to the 1960s/1970s, it started with television film integration. Then, in the 80s, this video technology covered videotapes, satellites, and laser discs. Later in the 90s, education introduced two-way videoconferencing, camcorders, and video CDs. However, in the 2000s, video educational technology embraced web lectures, YouTube videos, screencasts, and smartphones, and by the 2010s, videogames, tablets, and iPADS were used. Therefore, video educational technology developed gradually over generations. Video use is practical for introductory and complex concepts and attracts learners with visual, artistic, linguistic, and special learning styles⁽²⁴⁾. Moreover, for example, most YouTube videos are in English; thus, they represent practical and valuable tools for EFL teachers and learners since they provide different content information in the English language⁽²⁵⁾.

Videos have a significant impact on foreign cultures' acquisition as they provide auditory and visual information⁽²⁶⁾, in addition, "... one major advantage of videos is that learners not only can listen to the language but also they can see it to support comprehension"⁽²⁷⁾. Therefore, videos provide visual information, and such visual resources provide value "... to a presentation. They can create excitement. Visual aids enable students to use more than one sense at the same time. One picture can elicit unlimited words..."⁽²⁸⁾. However, teachers may be reluctant to implement videos in their classrooms; such reluctance may result from their fear of technology and innovation⁽²⁹⁾. For example, teachers may be afraid that video use alters their roles as teachers. Videos, on the other hand, may "... work and be of value with the help and command of a human"⁽³⁰⁾. Thus, teachers' interference and guidance are fundamental when applying videos in EFL classrooms⁽³¹⁾. In other words, video use in EFL classrooms does not decrease or ignore teachers' roles. Instead, teachers need to adopt a more reflective attitude "... in examining their own roles and the roles of lectures in light of the changing needs of students"⁽³²⁾. In other terms, teachers' roles may be modified and shifted to guides and monitors. Therefore, lecturers need to adopt an open-minded attitude to embrace videos in their classrooms. Otherwise, many University teachers may struggle when facing the new teaching environment as they may realize that their actual teaching strategies are outdated⁽³³⁾.

Videos of native speakers' talking may provide EFL learners with visual meaning and information like intonation and gestures. As a matter of fact, videos are "... form of multimedia that conveys information through two simultaneous sensory channels: aural and visual."⁽³⁴⁾ Moreover, videos might develop one language skill or different skills at the same time⁽³⁵⁾. As a matter of fact, the results of a study on the impact of multimedia on vocabulary acquisition, focusing on the use of "the printed text definition alone, printed text definition coupled with still pictures, and printed text definition coupled with video clips", reveal that the use of videos with definitions produced higher learning outcomes. In other words, video use facilitated the memorization and retrieving processes for learners⁽³⁶⁾. In addition, videos "... can become a part of a curriculum for learning if it is designed to be used in intentional ways towards intentional learning goals"⁽³⁷⁾. Video use may help "...nonnative speakers

understand stress patterns”⁽³⁸⁾. In other words, videos provide students with a series of opportunities to master the target language. Videos allow students to observe how the language is used, pronounced and spoken by native speakers in different communicative situations. Besides, the visual clues provide meaning and clarity to linguistic clues. Moreover, videos increase learners’ motivation, thereby engaging them in their learning process, enhancing classroom interaction and, developing the teaching and learning atmosphere. Therefore, to conclude, video have numerous benefits and this comes in line with the assumption that “There are no more impactful demonstration than videos”⁽³⁹⁾.

2- Methodology:

The present exploratory study opts for sequential mixed-method research that employs two research instruments: interview and questionnaire. The purpose of choosing an exploratory study stems from a desire to comprehend the significance of using videos of native speakers’ talking in EFL classrooms. Thus, the present study starts with qualitative data and concludes with quantitative data.

The questionnaire used in the present study covers ten inquiries. The first four questions deal with the current University teaching strategies’ efficiency, drawback, and suggestions. While the four following questions focus on video use qualities according to EFL learners. Then, the last question focuses on the availability of digital materials in classrooms. The choice of such questions goes back to the objective of identifying actual teaching strategies problems to innovate and implement videos in the most efficient ways.

The interview used in the current study is divided into two parts and covers eleven questions. The first part covers seven questions and focuses on video use benefits and qualities for EFL learners and its potential impact on learners’ language skills. However, the last question of the first part asks teachers to provide their own suggestions concerning video use potential benefits. The second part focuses on video use challenges and covers four questions. The second part questions seek to identify the reasons behind video use absence in classrooms. The purpose behind focusing on video use challenges is to attempt to find potential solutions.

2-1- Sample:

The participants involved in this research are ten EFL teachers and thirty first-year EFL learners at the English department, University of Badji Mokhtar Annaba, Algeria. The informants have been chosen according to a simple random sampling method. Moreover, this research’s participants share the same socio-cultural background. Table n°1 shows that the teachers participating in the present study are four males and six females. Four participants’ are aged between 30 and 40 years old, another four between 40 and 50 years old, and two between 50-60 years old. On the other hand, five teachers have been teaching at the university from 5-10 years, three from 10-15 years, and two participants from 15-20 years.

Table n°1: Teachers’ Characteristics

Participant	Gender		Vocation	Age range			Teaching experience		
	M	F		30-40	40-50	50-60	5-10	10-15	15-20
s	04	06	University teachers	04	04	02	05	03	02

Further, table n°2 displays the characteristics of the learners participating in the current investigation. According to table n°2, the participants are thirteen males and seventeen females. All of them are first-year English University students. In addition, table n°2 shows that twenty participants’ are aged between 18 and 19 years old, another seven between 20 and 21 years old, and three between 21-24 years old.

Table n°2: Learners' Characteristics

	Gender		Vocation	Grade	Age range		
Participants	M	F	English University students	First-grade	18-19	20-21	21-24
	13	17			20	07	03

2-2- Procedure:

This research article aims at studying EFL teachers and learners' opinions regarding using videos of native speakers' talking in their classrooms. The research uses a descriptive procedure. The researchers chose the participants according to a simple random sampling procedure. This study went through two phases:

Phase 1:

The researchers asked for an interview appointment with ten teachers to analyze their attitudes regarding integrating videos of native speakers talking in their classrooms. The present investigation uses structured interviews for time constraints. The interview covers eleven inquiries and is divided into two parts. The first part focuses on videos' advantages for EFL learners, while the second part focuses on video use challenges. Of course, each teacher has been interviewed individually during a period of fifteen minutes.

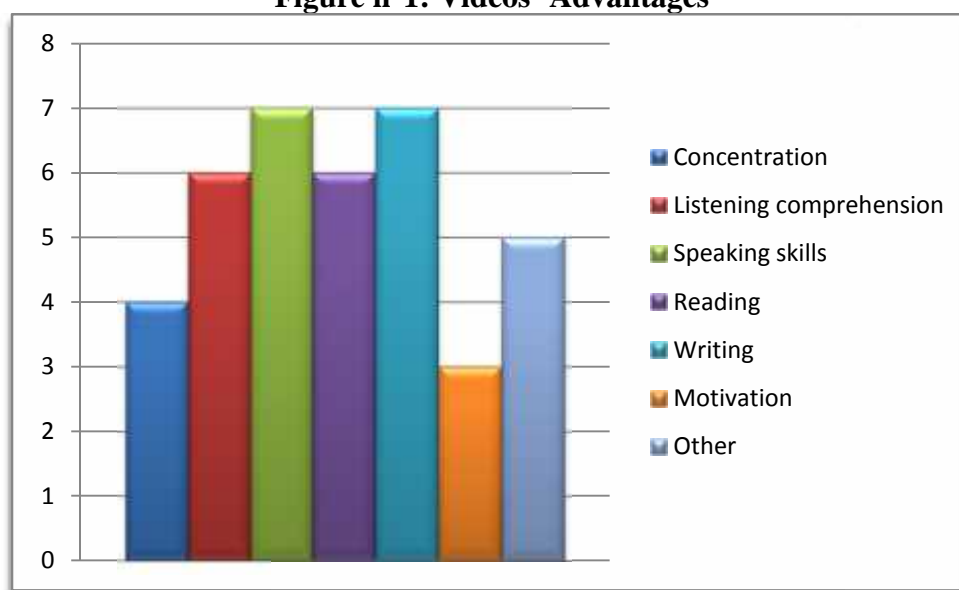
Phase 2:

The researchers informed the students about the study's purpose, provided them with the questionnaire forms to fill in, and were present with the informants to provide instructions and clarify any incomprehension. Then, the questionnaire forms were collected for the data analysis procedure to obtain the results and formulate the findings that answer the research question.

3- Results and Discussion:**3.1 Results:**

The first part of the teachers' interview reveals that videos of native speakers talking are practical for EFL learners. According to figure n°1, video use in classrooms may increase students' concentration level. In other words, videos provide information through different media, thus, videos meet learners' different learning styles and intelligences. Moreover, videos break the routine thereby attracting students' attention through innovation. In addition, teachers claim that videos positively impact language learners' listening comprehension, justifying that through video use, students will get used to English language diverse styles and accents. Therefore, learners may develop their listening comprehension. According to figure n°1, teachers claim that videos develop students' speaking skills, for example, providing videos with correct pronunciation and proper accent, cross-cultural communication extracts, appropriate rhythm and intonation. In addition, teachers claim that videos may provide animated reading extracts that may attract students, or videos may provides useful reading strategies. However, teachers consider that video use can not improve students' writing skills. Nonetheless, there are possibilities of providing useful writing strategies through videos. Finally, teachers add that video use may motivate students and challenge them to experience new strategies and engage in challenging tasks.

Figure n°1: Videos' Advantages



Then, the second part of the teachers' interview reveals video use challenges in EFL formal learning settings. First, as illustrated in figure n°2 below, the results indicate that teachers claim that their lack of knowledge represents a huge obstacle for integrating videos. Thus, this may explain teachers' reluctance to implement videos, and one possible remedy would be teachers' training programs. Second, the results reveal that teachers denounce the lack of materials in formal learning settings. Basically, Universities are not high-tech equipped. Therefore, teachers may face an obstacle in providing information through video content because of the absence of computers, screens, data-show, and the Internet. Third, the results show that teachers face time management problems for incorporating videos. For example, teachers need time to place the equipment, time for Internet connection, and time for loading videos. Therefore, teachers are afraid of losing time at the expense of the syllabus objectives; this is why having equipped classrooms may be practical. Finally, the interview results indicate that teachers are also afraid of learners' distractions and chaos. In other words, EFL teachers think that a high degree of motivation may lead to excitement, which may lead to chaos. Therefore, teachers need to affirm their roles while using videos to avoid chaos; for example, teachers have to clarify that videos are not used for entertainment. Instead, videos are used to develop the learning outcomes and overcome traditional teaching strategies' problems.

Figure n°2: Video Use Challenge

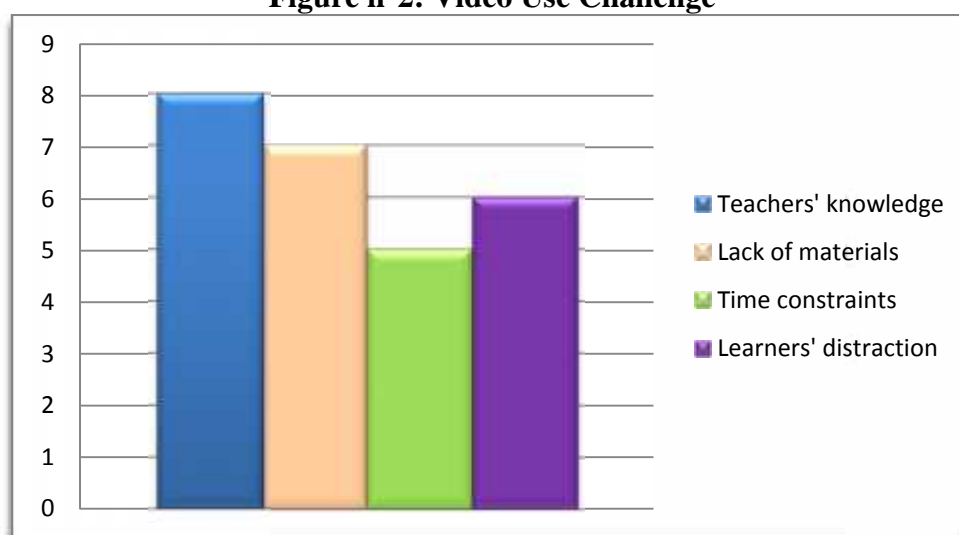


Table n°1 below reveals EFL learners' attitudes toward videos of native speakers' talking in formal learning settings. Therefore, The first question results show that 25 students (83,33%) agree that the University's current teaching strategies are effective. However, 2 students (6,66%) do not agree, and 3 students (10%) are neutral. The mean $x = 10$, and the standard deviation equals 13. While the second question results indicate that all the participants, which means that the 30 students (100%), agree that University's teaching strategies need improvement. Thus, we get no replies for the "Disagree" and "neutral" categories. The mean $x = 10$, and the standard deviation equals 17,3205. Then the third question results indicate that 27 students (90%) agree that University teaching strategies need to address learners' different learning styles. Whereas 3 participants (10%) show that they disagree on such a step, we get no "neutral" responses. The mean $x = 10$, and the standard deviation equals 14,7986. Moreover, the fourth utterance results indicate that 15 participants (50%) mentioned the section "agree" to the idea of embracing educational technology. However, the other 15 participants (50%) disagree that University teaching strategies should embrace educational technology. The mean $x = 10$, and the standard deviation equals 8,603. In addition, the fifth question results show that all 30 participants (100%) agree on the idea that video use represents practical teaching support. It means that the participants offer positive attitudes to the notion of welcoming technology in their classrooms. The mean $x = 10$, and the standard deviation equals 17,3205.

Likewise, the sixth question results show that 24 participants (80%) agree that video use addresses EFL learners' different learning styles. However, 4 participants (13,33%) do not agree that video use addresses learners' different learning styles. However, 2 participants (6,66%) remained neutral. The mean $x = 10$, and the standard deviation equals 12,1655. Further, the seventh question results indicate that 22 participants (73,33%) agree that video use extends learners' language use. However, 2 participants (6,66%) do not agree that video use develops learners' language use, and the six remaining participants (20%) remained neutral. The mean $x = 10$, and the standard deviation equals 10,583. Then, the eighth question results show that 24 participants (80%) agree that video use develops students' communicative competence. However, 6 participants (20%) do not agree that video use develops learners' communicative competence, and we get no neutral response. The mean $x = 10$ and the standard deviation equals 12,49. Concerning the classroom atmosphere, the ninth question results indicate that 19 participants (63,33%) agree that video use creates an enjoyable teaching and learning atmosphere. Whereas, 6 participants (20%) do not agree that video use develops the classroom atmosphere and five participants (16,66%) remained neutral to the utterance. The mean $x = 10$, and the standard deviation equals 7,8102. Finally, the last question results show that 30 participants (100%) agree that classrooms lack specialized equipment types. In other words, the absence of digital material is obvious and all the participants noticed and are aware that formal learning setting such as the University lack digital material equipment in the classrooms. The mean $x = 10$ and the standard deviation equals 17,3205.

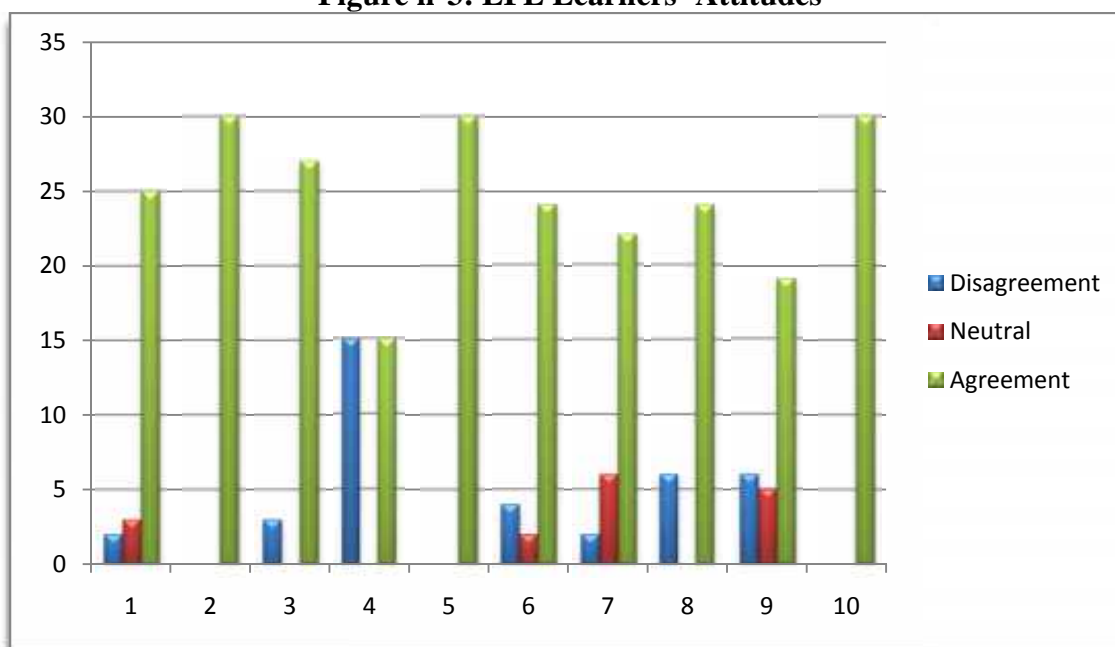
Table n°3: Learners' Questionnaire Results

Questions	Disagree	Neutral	Agree	Sum	Means	S.D
1	02	03	25	30	10	13
2	0	0	30	30	10	17,3205
3	03	0	27	30	10	14,7986
4	15	0	15	30	10	8,6603
5	0	0	30	30	10	17,3205
6	04	02	24	30	10	12,1655
7	02	06	22	30	10	10,583
8	06	0	24	30	10	12,49

9	06	05	19	30	10	7,8102
10	0	0	30	30	10	17,3205
Total	38	16	246	300	97,33	128,9393

Table n°3 above summarizes the students' questionnaire results statistically. Then, table n°3 displays the sum of the answers of the three categories: agreement responses, neutral responses, and disagreement responses. Thus, according to table n°3 above, EFL learners share positive attitudes toward video implementation in their classrooms. As a matter of fact, participants' answers were organized and grouped into disagreement, neutral, and agreement replies. The sum of the participants' agreement answers equals 246, while their disagreement answers' sum equals 38, and 246 - 38, and the sum of neutral responses is 16, and 246 - 16. Therefore, 246 - 38 - 16; therefore, students have positive attitudes toward video usage in their learning settings. The learners' questionnaire results were analyzed statistically, then illustrated in Figure n°3, which illustrates learners' attitudes toward video use and its potential impact on developing their foreign language learning process.

Figure n°3: EFL Learners' Attitudes



According to figure n°3, the first question results show that the majority of the participants agree that the University's current teaching strategies are effective. However, the same participants claim that the same University's teaching strategies need improvement. Therefore, despite the University's current teaching strategies' adequacy, students ask for improvement. Likewise, most participants claim that the University's teaching strategies need to address learners' different learning styles. Moreover, the participants are divided into two categories when asked whether the University's teaching strategies need to embrace educational technology. Thus, 50% agree to introduce educational technology in their classrooms, and 50% are against it. Nonetheless, the participants claim that video use represents practical teaching support. It means that the participants offer positive attitudes to the notion of welcoming technology in their classrooms. In addition, the majority of the participants agree that video use addresses learners' different learning styles. Likewise, students consider that video use extends their language use. Furthermore, most participants agree that video use develops their communicative competence. Then, according to figure n°3, the participants claim that video use creates an enjoyable teaching and learning

atmosphere. Finally, the questionnaire results show that the participants argue that EFL classrooms lack specialized equipment. In other words, all the participants noticed and are aware of specialized types of equipment absence in a formal learning setting such as the University.

3-2 Discussion:

According to the present investigation, teachers' interview results reveal that videos of native speakers talking attract learners' attention and develop their concentration. Thus, video use may produce positive learning outcomes. In addition, videos positively impact the language learning process because they develop learners' listening comprehension skills through exposure to various language styles, accents, pronunciations, and dialects. Further, the current study results show that video use develops learners' speaking skills through improving their language use, fluency, pronunciation, rhythm, pitch, and intonation. Furthermore, video use provides verbal, visual, and textual information simultaneously; thus, videos develop learners' verbal and non-verbal communication patterns. Moreover, videos also attract learners to read animated texts. However, the results reveal that teachers do not consider that video use may develop their students' writing skills. Videos may provide tutorials that deliver helpful reading and writing strategies. Besides, videos have a significant impact on students' motivation. In other terms, videos enhance learners' enthusiasm and motivation, increasing their efforts and engagement in their learning process. Nevertheless, teachers denounce their lack of digital knowledge and University institutions' lack of digital materials. In addition, teachers struggle with time constraints and learners' distractions due to videos implementation in their classrooms. Then, the present study questionnaire's results show that learners view that the University's current teaching strategies are adequate but need improvement. For example, University teaching strategies need to address learners' different learning styles. Some learners are open to embracing educational technology and some are reluctant. However, they consider that videos are practical teaching aids. Therefore, students have positive beliefs about video use and its impact on their learning outcomes. In this concern, the participants assert that videos meet the learners' different learning styles and develop their communicative competence through providing authentic language-use situations. Finally, the learners affirm that videos positively impact their motivation and their classroom atmosphere, making the learning environment more enjoyable. To conclude, EFL teachers and learners are willing to accept the implementation of videos in their classrooms. However, educators and professionals need to study the potential challenges and find solutions for efficient usage.

Conclusion:

The present study focused on integrating videos of native speakers talking in EFL classrooms to identify videos' benefits and challenges, and demonstrate both teachers' and learners' attitudes toward video use in their classrooms. Thus, for this purpose, the present exploratory research design dealt with two research instruments: a structured interview with ten teachers and a questionnaire with thirty learners. These research instruments are to collect data from the participants. According to the findings, students consider that University teaching strategies need to be refreshed and developed. In other terms, University teaching strategies need to be updated to meet the new generations' wants and interests. Moreover, the results indicate that teachers and learners share positive attitudes toward videos integration. However, videos are not mainly used; this goes back to video use challenges such as teachers' and learners' beliefs and teachers' digital knowledge, material supply, and time management. Such challenges do not mean that using videos is impossible. Instead, educators have to find practical ways to overcome such barriers and implement videos. For example, students notice the absence of specialized materials in formal learning settings. Materials' lack represents a significant obstacle to videos' integration. Therefore, educators must find solutions and equip Universities with digital equipment. Furthermore, the results show that both teachers and learners consider that video use would positively impact the learning process and learning

outcomes. In other terms, the present study results indicate that teachers and learners view that video use enhances language use, communicative competence, and classroom atmosphere. To conclude, the results show that teachers and learners share positive attitudes regarding video use in their classrooms and are ready to incorporate such digital materials and embrace innovation. Further, the current study may act as a basis for further researches in the fields, for example, studying the impact of videos on learners' motivation, the use of YouTube videos, and pedagogical videos in EFL classrooms, solutions to overcome video use challenges.

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Appendices:

Appendix 01

Teachers' Interview

Part1: Video use benefits

1. Does video use develop EFL learners' concentration?
2. Do videos develop EFL learners' listening comprehension skills?
3. Do videos develop EFL learners' speaking skills?
4. Do videos develop EFL learners' reading comprehension?
5. Do videos develop EFL learners' writing skills?
6. Does video use have any impact on EFL learners' motivation?
7. According to you, does video use have any other impacts on EFL learners' other learning skills, factors, and features?

Part2: Video use challenges

8. Do you think that teachers' digital knowledge constitutes an obstacle for video use implementation in EFL classrooms?

9. Does the lack of digital material in EFL classrooms act as a barrier for video use implementation in EFL classrooms?

10. Is it possible for you, as teacher, to manage your time and implement videos in your EFL classroom?

11. Do you think that EFL learners may be distracted?

Appendix 02

Students' Questionnaire

Dear students,

The present questionnaire is part of a research article. It aims at analyzing EFL learners' attitudes toward videos Implementation in EFL learning settings at the University of Badji Mokhtar Annaba. We will be very grateful if you manage to fill in these questionnaire forms. Thank you in advance for your cooperation.

Instructions:

- ✓ Please read each sentence carefully and provide honest responses.
- ✓ Check (X) in the box that reflects your opinion.
- ✓ The survey is anonymous and confidential.

Questions	Disagree	Neutral	Agree
The current University's teaching strategies are effective.			
The current University's teaching strategies need improvement.			
The University teaching strategies should address learners' different learning styles.			
The University teaching strategies should embrace educational technology			
Video use represents a practical teaching support in EFL classrooms.			
Videos meet learners' different learning styles.			
Video use develop EFL learners' language use.			
Video use develops EFL learners' communicative competence.			
Video use develops the teaching and learning atmosphere.			
EFL classrooms lack digital materials.			

Thank you!