

# Online Video in Foreign Language Acquisition at Ekiti State University: Towards Enhancing Students' Digital Resilience

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## Abstract

In the last ten years, the integration of digital media in higher education has revolutionized teaching and learning of foreign languages. Online videos have been discovered as rich pedagogical assets that enhance learners' participation, comprehension and intercultural communication. However, their pedagogical applications in Nigerian Universities remain uneven and uncharted. This study therefore seeks to examine online video in foreign language acquisition at Ekiti state University. The study adopts descriptive survey research design. The population of the study comprises all the foreign language students in Ekiti State University. 100 students were sampled from them by using the stratified random sampling in order to ensure adequate representation. A self-constructed questionnaire was used as data-collection instrument. Language teaching experts and instructional technology experts vetted the instrument to ensure content validity, and reliability was determined by piloting the instrument with a Cronbach Alpha coefficient of 0.86. The researcher administered the questionnaire online via Google Form. Data collected were analyzed quantitatively on the basis of frequency counts, percentages, means, and standard deviations to give answers to the research questions. Results showed that online video resources were available but their integration into classroom teaching was not uniform. Students reported positive attitudes towards learning through online videos, with observations of increased understanding, cultural awareness and interest. However, effective utilization was hindered by unreliable internet connections, insufficiency of technology centers and inadequate lecturer's training. The paper concludes that the University should intensify digital infrastructural awareness, plan capacity-building programs for lecturers and integrate online videos systematically in the curriculum to enhance students' digital learning experience and resistance.

**Keywords:** Instruction, Video, Language, Digital, Resilience

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## Introduction

In today's globalized world, cross-cultural communication has become a valuable competence for academic, professional, and social advancement. Foreign language learning is at the heart of global citizenship education, cross-cultural awareness, and empowering citizens to actively interact with an interdependent world. With societies and economies increasingly interdependent, there has been a huge demand for multilingual competence, especially in international relations and education (García & Otheguy, 2022). Foreign language proficiency not only eases communication but also opens learners' minds to a variety of cultural norms, values, and worldviews. Contemporary language instruction now targets intercultural competence with the ability to communicate effectively and politely with people of diverse cultural backgrounds. This supports global education, that enables learners to appreciate diversity and be sympathetic to other cultures (Byram, 2021). In this regard, technological adaptation has become the cornerstone of language education, enabling both learners and instructors to access authentic materials, communicate with native speakers, and exchange interactive learning experiences outside traditional classroom boundaries.

The use of technology in language teaching has revolutionized traditional approaches to teaching by shifting the emphasis away from teacher-centered to more interactive and learner-centered approaches. The internet and digital media have made it possible to create dynamic, interactive, and flexible learning environments where learners are exposed to authentic linguistic material, communicate with others, and receive immediate feedback on their output. Wang and Vásquez (2022) aver that online videos, mobile apps, and virtual classrooms have tremendously enabled students to access authentic real-world communication contexts, resulting in increased linguistic and cultural understanding. One of the most influential developments in this shift is Computer-Assisted Instruction (CAI), which supports interactive and self-directed learning. CAI allows students to learn at their own pace, review difficult material, and develop personalized learning plans through the use of multimedia content and self-testing features (Chapelle, 2020). In language learning, CAI not only facilitates learning vocabulary and pronunciation but also fosters independent discovery and sustained motivation. As a result, the integration of digital technologies has been a cornerstone of modern language

instruction, bridging the gap between traditional classroom practices and the demands of a digitally driven world.

Online videos have emerged as useful pedagogical tools in today's education, particularly in foreign language learning and teaching. Sites such as YouTube, TED Talks, and institutionally taped lectures provide vast databases of real and engaging content that are easily accessible to students worldwide. These sites expose learners to native speakers, different accents, and authentic communicational contexts, thereby helping to acquire practical language skills alongside textbook information. Krashen (2022) affirms that the use of authentic audio-visual materials in language instruction facilitates natural acquisition of languages through exposure to comprehensible input in context, which allows learners to acquire linguistic structures and phrases naturally. Online videos also enhance key language skills such as pronunciation, listening, and contextual understanding. Students can listen multiple times to native speech, track body language, and understand situational cues that allow for a deeper perception of meaning and tone. Studies conducted by Vanderplank (2021) and Hung (2023) have proven that the use of video content in instruction not only improves listening but also learner interest and motivation. Through combining the visual and the aural, online videos offer a multimodal learning experience that facilitates vocabulary development, cultural awareness, and communicative competence. Hence, online instruction based on videos has become a valuable addition to traditional language instructional practices as it offers both flexibility and accessibility in the modern education system.

Student's motivation and involvement are both essential components of successful language learning, and online videos have been effective in fostering both. The use of multimedia content encourages active learning, interest, and sustained engagement in learning. Online videos, through their visual and auditory appeal, provide interactive learning experiences with better understanding and retention of material. They enable students to learn at their own pace, revisit difficult concepts, and engage in self-directed learning key aspects of modern learning that promote learner autonomy and digital literacy. Willoughby (2024) writes that multimedia-based instruction enhances students' attention and engagement, making learning more interactive and personally meaningful. Empirical studies have highlighted as well that the use of online videos in classroom instruction leads to significant enhancement of learning outcomes. For example, Mayer's (2021) research demonstrated that video-assisted learning supports cognitive processing via the

complementarity of verbal descriptions with visual depictions, thereby augmenting understanding and recall. Similarly, Ibrahim and Callaway (2023) found that students who were instructed through video-assisted instruction had higher engagement levels and academic success compared to those who were instructed through traditional methods. These findings suggest that online videos not only increase motivation but also result in measurable academic gain, making them a valuable component of effective foreign language instruction.

Digital resilience refers to students' ability to adapt effectively to online learning environments, manage technological challenges, and sustain engagement despite disruption or limitation in digital access. It encompasses the ability to utilize digital tools confidently, debug problems independently, and guarantee learning continuity in virtual or hybrid settings. In the field of higher education, digital resilience has been hailed as a key competency, particularly following the heightened application of online platforms for teaching and learning. Digitally resilient students, as Panter and Sanger (2022) suggest, display flexibility, persistence, and self-efficacy in dealing with the exigencies of technology-enhanced learning. Exposure to online video-based learning plays a critical role in fostering such resilience. Through frequent interaction with multimedia materials, students acquire essential digital skills like navigation of online content, critical evaluation of digital information, and effective communication through virtual media. According to research conducted by Thomas and Rogers (2023), the use of video-based learning in academic programs not only constructs students' confidence in technology but also prepares them to function well in digitally mediated environments. As learners utilize online videos for comprehension, pronunciation, and cultural sensitivity, they cultivate the adaptive capacity to thrive in a progressively evolving digital learning context. Online video learning, thus, is essential to both linguistic competence and digital resilience development among foreign language learners.

Despite numerous advantages, the utilization of online videos in foreign language learning is typically compromised by numerous problems that limit their potential. One of the most common challenges is unsteady internet connectivity, which restricts students' ability to stream or download learning materials, especially where the network infrastructure is weak. This is compounded by unequal digital device ownership, as not all students possess personal laptops or smartphones that can support video-based learning. Consistent with Aboagye, Yawson, and Appiah (2021), inadequate technological resources and internet connectivity remain significant

barriers to effective online learning, particularly in developing learning contexts. Another fundamental issue is a lack of instructional design and a dearth of teacher training in online pedagogy. The majority of language instructors lack technical skills or pedagogical readiness with the skills or strategies required for using online videos effectively in their teaching. This has a tendency to lead to patchy or surface use of digital tools without apparent mapping to learning outcomes. According to Adedoyin and Soykan (2020), insufficient digital literacy among educators may impede innovation and compromise the pedagogical value of technology-enhanced learning. Moreover, insufficient institutional support—i.e., training sessions, digital infrastructure, and maintenance further restricts video-based teaching regular use. Cumulatively, these issues encroach upon the effective integration of online videos into the curriculum, limiting their potential in developing communication skills, engagement, and digital resilience among students. If not addressed, such structural barriers can ensure that the pedagogical potential of online videos remains underutilized, thereby widening the digital divide and decreasing the transformative potential of technology in language learning.

Ekiti State University, Ado-Ekiti, Nigeria, is a leading public University committed to the advancement of knowledge through teaching, research, and innovation. The university offers several academic programs, including foreign language studies such as French, in a bid to promote linguistic competence and intercultural communication among students. In the last few years, Ekiti State University recognized the necessity of integrating technology into its academic programs to enhance the efficiency of teaching and learning. This shift reflects the overall direction of tertiary education in adopting digital and hybrid forms of learning that promote flexibility, accessibility, and global relevance. However, the application of technology to language instruction in EKSU remains a developing process that is broadly constrained by infrastructural and pedagogical considerations. Limited access to digital facilities, low internet connectivity, and varying levels of digital literacy among students and lecturers continue to affect the full acceptance of new teaching tools such as online videos. As there has been a heightened need for technology-based education, there has also emerged the necessity to investigate how online video materials can be best utilized to augment language instruction and strengthen students' digital resilience. This study therefore aims at foreign language students at Ekiti State University, examining the availability, utilization, and impact of online video content on their learning experience and adaptation to online classrooms.

### ❖ **Statement of the Problem**

The acquisition of foreign languages in Nigerian universities, including Ekiti State University, continues to face persistent challenges despite ongoing efforts to improve instructional quality. Traditional teaching methods, which rely heavily on teacher-centered instruction and printed materials, often limit students' exposure to authentic linguistic contexts and reduce opportunities for interactive learning. In an era where digital technology is transforming global education, the limited integration of online resources particularly online videos has created a gap in students' ability to develop communicative competence, intercultural understanding, and digital adaptability.

Online videos, such as YouTube, TED Talks, and lecture recordings, have proven to be valuable tools in promoting language comprehension, pronunciation, and engagement in various educational settings. However, in many Nigerian institutions, their use remains inconsistent and underutilized due to challenges such as poor internet connectivity, inadequate digital infrastructure, lack of lecturer training, and limited institutional support. As a result, students are often deprived of the full benefits of technology-enhanced learning that could strengthen both their linguistic skills and digital resilience.

At Ekiti State University, there is an increasing awareness of the need to integrate online media into the curriculum, yet little is known about the actual availability, usage patterns, and effectiveness of online videos in foreign language instruction. Moreover, the extent to which students adapt to and benefit from video-based learning environments remains unclear. This gap informs the need for empirical investigation into how online video resources can be harnessed to improve foreign language learning and build students' confidence and competence in digital learning environments.

### ❖ **Research Questions**

The study seeks to answer the following research questions:

- what online video resources are available for foreign language teaching and learning at Ekiti State University?
- to what extent are online digital videos utilized as pedagogical tools in foreign language instruction at Ekiti State University?

- how do online videos influence students' learning outcomes and engagement in foreign language classes?
- in what ways do online videos contribute to the development of students' communicative and intercultural competencies?
- what are students' attitudes toward online video-based learning in foreign language classrooms?
- how effective are online videos in enhancing students' interpretation of visual cues and communicative situations?
- what are students' adaptation experiences when using online videos as part of their learning process?
- what challenges and opportunities are associated with integrating online computer-assisted media into foreign language instruction at Ekiti State University?

## **Methodology**

This study adopts a descriptive survey research design, which was considered appropriate for collecting quantitative data on participants' experiences, attitudes, and perceptions regarding the use of online videos in foreign language teaching and learning. The design enables the researcher to describe existing conditions, analyze patterns of use and identify challenges and opportunities associated with online, computer-assisted media in language education. The population of the study comprises of foreign language students and lecturers at Ekiti State University, with particular focus on the Department of French, as both groups are directly involved in foreign language instruction and are likely to use online video materials. A stratified random sampling technique was employed to ensure fair representation of different academic levels. A total sample of 100 students was selected. Data were collected using a structured questionnaire designed by the researcher, which was divided into sections covering demographic information, availability and usability of online videos, students' learning experiences, attitudes toward online learning, and challenges or opportunities encountered. The questionnaire employed Likert scale items to measure levels of agreement or perception on various statements. To ensure validity, the instrument was subjected to expert review by specialists in educational technology and language education. A pilot test was conducted using 20 students outside the main sample. Reliability was established through the computation of the Cronbach's Alpha coefficient, with a value of 0.70 or above considered acceptable. The questionnaires were personally administered through digital formats (via Google Forms), and ethical considerations, including voluntary

participation and confidentiality, were strictly observed. The data collected were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were used to answer the research questions.

## Results

**Research Question 1:** What online video resources were available for foreign language teaching and learning at Ekiti State University?

**Table 1: Online Video Resources Available for Foreign Language Learning (N = 100)**

Online Video Resource	Frequency (f)	Percentage (%)
YouTube videos	78	78%
Lecture recordings uploaded by lecturers	65	65%
Language learning apps with video content	42	42%
Online tutorials	25	25%
Webinars / video podcasts	18	18%

Table 1 showed that all respondents had access to at least one form of online video resource. Among the students, YouTube videos were the most commonly used, with 78% of respondents reporting frequent use for learning foreign languages. Lecture recordings uploaded by lecturers were accessed by 65% of students, while language learning apps with video content were used by 42%. Other resources, such as online tutorials and webinars, were accessed less frequently, with only 25% and 18% of students reporting regular use, respectively. This is also depicted in figure 1 below.

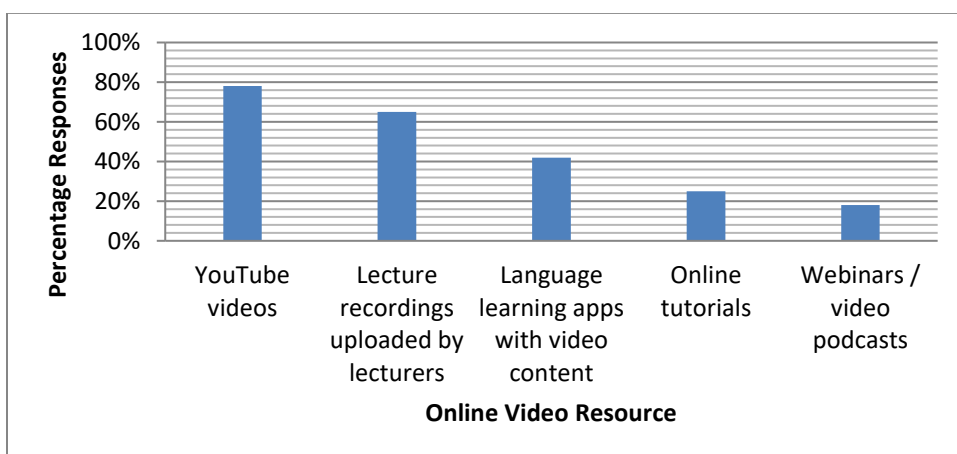


Figure1: Bar Chart showing the percentage responses on availability of online video resources for Foreign Language Learning

**Research Question 2:** To what extent were online digital videos utilized as pedagogical tools in foreign language instruction at Ekiti State University?

**Table 2: Extent of Utilization of Online Digital Videos in Foreign Language Instruction (N = 100)**

Extent of Utilization	Frequency (f)	Percentage (%)
Always	5	5%
Often	10	10%
Sometimes	15	15%
Rarely	40	40%
Never	30	30%

Table 2 showed that online digital videos were rarely utilized as pedagogical tools in foreign language instruction at Ekiti State University. While a small proportion of students reported that videos were always (5%) or often (10%) used, the majority of students indicated that they were used rarely (40%) or never (30%). This suggests that most students had limited exposure to online videos in their language classes, highlighting a low level of integration of digital resources into teaching practices. The findings imply that online video tools were underutilized, pointing to a significant gap in leveraging technology for foreign language instruction.

**Research Question 3:** How did online videos influence students' learning outcomes and engagement in foreign language classes?

**Table 3: Influence of Online Videos on Learning Outcomes and Engagement (N = 100)**

Statement	SA f (%)	A f (%)	N f (%)	D f (%)	SD f (%)	Mean	Decision
Online videos improve learning outcomes	35 (35%)	40 (40%)	15 (15%)	7 (7%)	3 (3%)	4.05	Agreed
Online videos increase engagement	38 (38%)	42 (42%)	12 (12%)	6 (6%)	2 (2%)	4.12	Agreed

The findings indicated that online videos had a positive influence on students' learning outcomes and engagement in foreign language classes at Ekiti State University. The mean scores of 4.05 for learning outcomes and 4.12 for engagement, both above the cut-off point of 3.0, suggested that students generally agreed with the statements. Specifically, 75% of students reported that online videos improved their learning outcomes, while 80% indicated that videos increased their participation and interest in class activities. Only a small proportion of students disagreed or strongly disagreed, indicating minimal resistance to the use of online videos. Hence, the integration of online videos into foreign language instruction enhanced both students' understanding of the subject matter and their engagement

in learning activities, highlighting the pedagogical value of video-based learning tools.

**Research Question 4:** In what ways did online videos contribute to the development of students' communicative and intercultural competencies?

**Table 4: Contribution of Online Videos to Communicative and Intercultural Competencies (N = 100)**

Statement	SA f (%)	A f (%)	N f (%)	D f (%)	SD f (%)	Mean	Decision
Online videos will improve my communicative skills	10 (10%)	45 (45%)	25 (25%)	15 (15%)	5 (5%)	3.55	Agreed
Online videos will enhance my intercultural awareness	8 (8%)	48 (48%)	22 (22%)	15 (15%)	7 (7%)	3.53	Agreed

Table 4 revealed that online videos had a moderate positive influence on the development of students' communicative and intercultural competencies. The majority of students agreed with the statements, reflected in the mean scores of 3.55 and 3.53, which are above the cut-off point of 3.0. This shows that while online videos were not extensively used or fully integrated, they still contribute moderately to enhancing students' communication skills and intercultural awareness, highlighting their potential value as supplementary tools in foreign language instruction.

**Research Question 5:** What were students' attitudes toward online video-based learning in foreign language classrooms?

**Table 5: Students' Attitudes Toward Online Video-Based Learning (N = 100)**

Statement	SA f (%)	A f (%)	N f (%)	D f (%)	SD f (%)	Mean	Decision
I enjoy using online videos for language learning	12 (12%)	50 (50%)	20 (20%)	12 (12%)	6 (6%)	3.62	Agreed
Online videos make learning more interesting	10 (10%)	48 (48%)	22 (22%)	12 (12%)	8 (8%)	3.58	Agreed
I prefer video-based learning over traditional methods	8 (8%)	45 (45%)	25 (25%)	15 (15%)	7 (7%)	3.49	Agreed

Table 5 indicated that students generally had a positive attitude toward online video-based learning in foreign language classrooms. Most students agreed that videos made learning more enjoyable and engaging, reflected in mean scores

ranging from 3.49 to 3.62, which are above the cut-off point of 3.0. Although some students remained neutral or disagreed, the overall trend suggests that students appreciated the use of online videos and perceived them as a helpful tool in supporting their learning experiences.

**Research Question 6:** How effective were online videos in enhancing students' interpretation of visual cues and communicative situations?

**Table 6: Effectiveness of Online Videos in Enhancing Interpretation of Visual Cues and Communicative Situations (N = 100)**

Statement	SA f (%)	A f (%)	N f (%)	D f (%)	SD f (%)	Mean	Decision
Online videos help me interpret visual cues	10 (10%)	50 (50%)	20 (20%)	12 (12%)	8 (8%)	3.60	Agreed
Online videos improve my understanding of communicative situations	8 (8%)	48 (48%)	22 (22%)	15 (15%)	7 (7%)	3.53	Agreed

Table 6 showed that students generally agreed that online videos were effective in enhancing their interpretation of visual cues and understanding of communicative situations. The mean scores of 3.60 and 3.53 indicate moderate agreement, suggesting that students found videos helpful in supporting comprehension of non-verbal and contextual elements in foreign language learning. Although a portion of students remained neutral or disagreed, the overall findings revealed that online videos contributed positively to students' communicative competence and practical understanding in the classroom.

**Research Question 7:** What were students' adaptation experiences when using online videos as part of their learning process?

**Table 7: Students' Adaptation Experiences with Online Videos (N = 100)**

Statement	SA f (%)	A f (%)	N f (%)	D f (%)	SD f (%)	Mean	Decision
I adapted easily to using online videos in learning	12 (12%)	50 (50%)	20 (20%)	10 (10%)	8 (8%)	3.64	Agreed
Online videos became an integral part of my learning process	10 (10%)	48 (48%)	22 (22%)	12 (12%)	8 (8%)	3.58	Agreed

Table 7 revealed that students generally adapted well to using online videos as part of their learning process. The mean scores of 3.64 and 3.58 indicate moderate agreement, showing that most students found it relatively easy to incorporate videos into their study routines and that the videos became a useful component of their learning experience. While a small number of students remained neutral or disagreed, the overall findings suggest that online videos were moderately effective in supporting students' adaptation to digital learning tools in foreign language classrooms.

**Research Question 8:** What challenges and opportunities were associated with integrating online computer-assisted media into foreign language instruction at Ekiti State University?

**Table 8: Challenges and Opportunities of Online Computer-Assisted Media (N = 100)**

Statement	SA f (%)	A f (%)	N f (%)	D f (%)	SD f (%)	Mean	Decision
Online media enhances learning opportunities in foreign language	15 (15%)	50 (50%)	20 (20%)	10 (10%)	5 (5%)	3.75	Agreed
Challenges such as poor internet connectivity limit video use	12 (12%)	48 (48%)	20 (20%)	12 (12%)	8 (8%)	3.56	Agreed
Online videos provide opportunities to improve learning skills	14 (14%)	52 (52%)	18 (18%)	10 (10%)	6 (6%)	3.76	Agreed
Lack of access to devices can hinder the use of online videos	10 (10%)	50 (50%)	22 (22%)	12 (12%)	6 (6%)	3.64	Agreed
Online videos encourage self-directed learning	16 (16%)	48 (48%)	18 (18%)	10 (10%)	8 (8%)	3.74	Agreed
Online videos make learning more engaging and interactive	14 (14%)	50 (50%)	20 (20%)	10 (10%)	6 (6%)	3.74	Agreed
Technical problems sometimes disrupt learning with online videos	12 (12%)	48 (48%)	20 (20%)	12 (12%)	8 (8%)	3.56	Agreed
Lecturers' inconsistent use of online videos limits their effectiveness	10 (10%)	50 (50%)	22 (22%)	12 (12%)	6 (6%)	3.64	Agreed

The table revealed that students generally recognized both the challenges and opportunities associated with integrating online computer-assisted media in foreign language instruction. The mean scores, ranging from 3.56 to 3.76, indicate moderate agreement across all statements. Students acknowledged that online videos enhanced learning opportunities, encouraged self-directed learning, and made

learning more engaging. At the same time, they recognized challenges, including poor internet connectivity, lack of access to devices, technical problems, and inconsistent use by teachers. Hence, the findings suggest that while challenges exist, students perceived online computer-assisted media as a beneficial tool for improving foreign language learning, highlighting its potential for more effective integration into instructional practices.

## **Discussion**

The research identified that the majority of students were using online video materials for learning foreign languages, and the most popular ones were YouTube and recorded lectures. This indicates that students are more and more relying on digital media to enhance their learning in the classroom. The fact that YouTube is being favored seems to be because it's easily accessible, there is a lot of authentic material available, and it provides students with the flexibility to learn at their own pace. This is consistent with Brook (2021), who explained that YouTube offers exposure to authentic language in real life that aids in listening and speaking enhancement. It also agrees with Alsubaie and Ashraf (2023), who indicated that YouTube raises the motivation and engagement level of students during the learning process of the English foreign language. Concurrently, Fitria's (2022) study confirms these results by the truth that students view YouTube as an effective learning platform because it combines entertainment and instruction together, which makes learning more fun and interactive. This further verifies that online video sites are now included in the core curriculum of contemporary foreign language education. The study discovered that online digital videos were moderately employed as pedagogical tools to teach foreign languages with the majority of students referencing sporadic and inconsistent use in classrooms.

This is consistent with García-Sánchez and Luján-García (2023) findings, who mentioned that even though teachers acknowledge the pedagogical potential of online videos, their implementation always ends up being spasmodic due to the lack of effective institutional promotion in addition to digital illiteracy among teachers. Similarly, according to Rahimi and Fathi (2022), this study highlights that the use of online videos to teach foreign languages is frequently hindered by challenges such as slow internet connectivity, teachers' lack of preparation, and poor lesson planning. Also corroborating with the findings of Bani-Hani (2021) is the moderate level of use found in this research, where while students find online videos useful

learning resources, their use within classroom pedagogy is strongly dependent on teachers' readiness and technological facilities. Therefore, these findings indicate that though the potential of online digital videos has long been acknowledged, their reliable and sustained incorporation in foreign language learning is still a developing process influenced by institutional and pedagogical issues. The research confirmed that learners concurred that online videos had a favorable impact on their learning achievement and interest, improving classroom interaction and understanding.

This finding is in line with that of Willoughby (2024), who found that student engagement and comprehension were significantly improved with the deployment of digital instructional videos, which offered a mix of visual and auditory stimuli that were suitable for self-directed learning. In the same spirit as Al-Marooof and Salloum (2023) concluded, students in this study perceived online videos as adaptive and supportive materials that enhanced motivation, comprehension, and active engagement in blended and online environments. Cabi (2022) also reported the same findings, illustrating that video-based instruction improved learners' attention, engagement, and understanding in colleges. Online videos, if integrated appropriately into the curriculum, can improve deeper learning, support student engagement, and promote autonomous learning in foreign language teaching. The findings of the study revealed that students agreed that online videos significantly enhanced their intercultural and communicative abilities.

The majority of the participants reported that exposure to authentic video materials such as interviews, films, and documentaries of culture increased their speaking and listening skills as well as their understanding of different cultural norms and expressions. This finding is consistent with the study of Vilà-Giménez and Álvarez (2023), which it was determined that the use of audiovisual content in the language classroom increases learners' pragmatics and intercultural competence by offering authentic language input and authentic cultural environments. Similarly, Li and Zhang (2022) reported that learning spaces based on videos promote intercultural sensitivity and communicative competence by allowing students to observe and learn from spontaneous language use in genuine contexts. Moreover, the result is congruent with Chien (2023), who emphasized that online videos promote contextualized language learning, acquainting learners with gestures, tone, and non-verbal elements that are crucial to effective cross-cultural communication. Accordingly, the present study confirms the standpoint that integrating online videos in foreign language classes improves linguistic competence as well as

intercultural sensitivity and communication self-confidence among pupils. The findings of the study were that students had more positive attitudes towards foreign language instruction based on online videos.

Most of the participants stated that online videos made learning more engaging, enjoyable, and easier to understand, particularly in mastering pronunciation, listening comprehension, and cultural expressions. The finding aligns with the views of Wang and Chen (2023), where learners' favorable attitudes toward video-supported teaching were linked to higher motivation, satisfaction, and language learning confidence. Similarly, Martínez-Sáez and Moreno (2022) found that students viewed educational videos as efficient learning instruments that improve autonomy, reduce anxiety, and enable active learning from repeated exposure to input language. Consistent with these findings, Nguyen and Pham (2024) identified that students who watched instructional videos regularly exhibited higher levels of enthusiasm for online learning and displayed higher participation and perseverance levels. The overall positive mindset captured in the present study thereby informs the conclusion that online video-based learning enhances learner motivation and results in an interactive, student-oriented learning process in foreign language learning. The study proved that students agreed that online videos were effective in enhancing their ability to decode visual cues and communicative situations in foreign language learning.

Users pointed out that the visual and contextual features of web videos helped them better understand gestures, facial expressions, tone, and cultural context difficult to decipher with text materials alone. This finding is consistent with the research done by Chen and Li (2023), in which they found instruction from video increases learners' comprehension of non-verbal and paralinguistic cues, thereby increasing communicative competence. Similarly, in accordance with Garcia and Fernandez (2022), the current study supports that real video interaction immersion enables learners' better interpretation of cultural meaning and pragmatic cues. Echoing the results, Tschirner (2024) established that students who engaged with visual and audio sources showed greater accuracy in understanding communicative intent, emotion, and social context in language acquisition. In general, results assert that online videos contribute remarkably to developing learners' visual literacy and communicative competence, which are required to achieve authentic and contextually sound use of language. The findings of the study indicated that

students experienced a gradual but acceptable process of adaptation while using online videos as a learning technique.

The majority of them referred to initial challenges such as poor internet connectivity, poor digital literacy, and difficulty staying engaged by means of self-study. However, as time went on, they adapted by developing their digital literacy, planning their learning schedules, and becoming more comfortable using online resources. This finding is in line with the study of Rahman and Singh (2023), who also observed that students initially faced technologic and motivational difficulties but then adapted since they grew comfortable working in video-based learning environments. Like Huang and Choi (2022), student adaptability was enhanced through continuous exposure to online materials when students were able to establish self-regulated learning tactics and digital resilience. To support this, Kim and Park (2024) found that students' positive adaptation experiences directly correlated with increased confidence in using technology, which contributed to enhanced overall academic performance and fulfillment. All these findings collectively imply that while there is difficulty with the initial adaptation of online video learning, repeated exposure and institutional support allow students to cultivate digital resilience and independent learning behaviors in foreign language studies. The results of the study were that while the integration of online computer-assisted media in foreign language learning presented new possibilities, it also encountered a number of challenges.

Students conceded that computer-assisted learning made available diverse, authentic, and interactive materials that enhanced learning flexibility and exposure to real-world contexts of the target language. However, besides that, they also uncovered key issues such as unstable internet connectivity, inadequate technological infrastructure, and a lack of adequate lecturer training on how to properly utilize digital tools. The outcome conforms to Aduke and Olatunji (2023), whose study demonstrated that poor technological facilities and disparate digital literacy levels constrain the effective use of computer-assisted instruction in Nigerian universities. Similarly, as posited by Okonkwo and Eze (2022), the current study identifies that inadequate institutional support and the absence of good access to stable networks obstruct ICT adoption in foreign language teaching. In contrast, in line with Kessler's (2024) evidence, students also realized that online media platforms offer learner autonomy, exposure to culture, and cooperative learning outside the classroom. Therefore, while pedagogical and infrastructural barriers

continue to be present, the findings show that computer-mediated media continue to be valuable resources with vast potential to transform foreign language teaching and learning when aptly utilized and empowered.

## **Conclusion**

The study established that online videos hold significant potential for enhancing foreign language acquisition at Ekiti State University, though their use remains limited and inconsistent. Students showed positive attitudes toward video-based learning and demonstrated growing digital adaptability despite infrastructural and instructional challenges. The effective integration of online videos, supported by improved technological facilities and staff training, can strengthen students' digital resilience and promote more interactive, culturally enriching, and learner-centered foreign language education.

## **Recommendations**

Based on the findings of this study, the following recommendations were made:

- i. The university management should invest in the improvement of digital infrastructure, including stable internet connectivity and access to multimedia facilities, to support effective use of online videos in teaching of foreign language.
- ii. Lecturers should be trained on how to integrate online videos strategically into their lessons to enhance learning outcomes and engagement.
- iii. Students should also be encouraged to develop digital literacy and self-directed learning skills to maximize the benefits of online video resources.
- iv. The University should adopt policies that promote the regular use of computer-assisted media in language instruction and create a supportive environment that fosters innovation, collaboration, and continuous improvement in technology-enhanced learning.

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Willoughby, T. (2024). Digital media and student engagement in online learning environments. *Computers & Education*, 212, 105099

Article Information:

<i>Received</i>	11-Sept-2025
<i>Revised</i>	22-Nov-2025
<i>Accepted</i>	10-Dec-2025
<i>Published</i>	15-Dec-2025

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Declarations:

Authors' Contribution:

- All authors **Conceptualization, and intellectual revisions. Data collection, interpretation, and drafting of manuscript**
- The authors agree to take responsibility for every facet of the work, making sure that any concerns about its integrity or veracity are thoroughly examined and addressed

• **Conflict of Interest:** NIL

• **Funding Sources:** NIL

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