
Teachers' Perceptions of Implementing Student-Generated Videos as an Authentic Assessment Tool in English Language Learning

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Abstract

Although video-based assessment is increasingly advocated as an authentic learning tool, there remains a notable gap in empirical research addressing how English as a Foreign Language (EFL) teachers perceive its practical value, benefits, and challenges in real-world classroom settings. To address this, the present study explores teachers' perceptions of using student-generated videos as a summative assessment tool, focusing on its pedagogical relevance and feasibility. A qualitative design was adopted, with reflexive thematic analysis (RTA) applied to data collected from online semi-structured interviews with eleven EFL teachers. Using NVivo 14 software, the findings indicate that teachers view video generation as an effective tool for enhancing student motivation and engagement, while also fostering the development of language proficiency and key 21st-century competencies, including creativity, critical thinking, and cultural awareness. However, challenges such as time constraints, institutional limitations, and low digital readiness among both teachers and students were identified as significant barriers to implementation. The study concludes that the successful integration of video-based assessment requires three key elements: careful integration into pedagogy, adequate digital literacy training for both teachers and students, and strong institutional support.

Keywords: *student-generated video, assessment, 21st skills, perceptions, readiness*

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1. Introduction

Incorporating student-generated videos as important authentic assignments in English language learning is receiving growing attention in higher education instructional practices (Atkinson et al, 2024). Existing literature highlights a difference between learning 'with' videos and learning 'through' videos, in which students research a topic and generate their own video to communicate their findings, replacing traditional written and oral tasks for assessment purposes (Pegrum, Bartle & Longnecker, 2015; Box et al., 2017). Notwithstanding the scarce research examining the use of student-produced videos as an alternative for traditional assessment forms, these educational content videos, created by learners often with a collaborative effort (Stanley & Zhang, 2018), evidence language proficiency and provide a valuable opportunity for interactive content generation and performance-based learning (Campbell et al., 2020). Speed et al. (2018) indicate that the implementation of students' produced videos as part of the assessment process improves students' engagement and outcomes, fostering their creativity, critical thinking, digital literacy and communicative competence while expecting them to leverage linguistic skills in authentic contexts. However, despite the research gap, the successful implementation of such an innovative approach can be determined by teachers' perceptions.

Driven by several incentives, the current study primarily responds to the increasing emphasis on classroom assessment, a vitally important component of the teaching-learning process (Dadi & Mjenda, 2024). It addresses an evident gap in the literature, as prior research has predominantly examined students' perspectives (Hawley & Allen, 2018; Spring 2020), while relevant teachers' perceptions remain underexplored. In this study, the focus is on how English as a Foreign Language (EFL, hereafter) teachers perceive students-generated videos, considering their effectiveness and challenges that determine their successful incorporation in higher education assessment practices, with the following two research questions guiding the investigation:

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- a. How do EFL teachers perceive the effectiveness of student-created videos as an authentic tool for assessment in higher education?
- b. What main challenges may EFL teachers face in adopting student-created videos for assessment?

2. Literature Review

The growing significance of technology integration in assessment practices particularly in higher education have sparked critical discussions, highlighting opportunities, challenges and future implications (Indayani et al., 2023). In response to this, this literature presents empirical studies on technology use in authentic assessment practices; reinforced by recent findings on video use as a recently adopted tool for EFL instruction and assessment.

2.1. Leveraging technology in innovating assessment practices

Considering global shifts in higher education, particularly due to recent events like the COVID-19 pandemic and the expanding presence of artificial intelligence (AI) tools, the exploitation of technology to innovate assessment practices has become progressively critical (Foster & Piacentini, 2023). As Onuyi (2021) states, the concern is no longer whether technology should be incorporated in classroom, it is, however, centered on how effectively it is integrated to create valuable learning experiences. This claim draws attention to the requirement for educators to design interactive assessments leveraging digital tools, pointing to a compelling need to assess their effectiveness in alignment with 21st-century learning needs. Given this context, authentic assessment, characterized by its focus on real-world application of knowledge and skills to foster critical thinking, problem solving and creativity, has been positively impacted by digital tools; as they promote student active learning and engagement in online and technology-based environments (Hassan et al., 2024). Language learning has also experienced notable improvements

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through technology-assisted assessments. Online learning platforms and personalized instructional software have boosted the assessment quality of language skills in English as a second language (ESL) instruction, offering innovative methods that overcome established restrictions like scalability and subjectivity, a perspective supported by Veettil & Singh (2024). In a similar vein, the increasing use of adaptive and immersive technologies has strengthened immediate feedback and context-based evaluations, enabling learners to track their progress and adjust their learning strategies accordingly (Lim et al., 2024). While these studies highlight the careful consideration of the challenges and limitations required for successful implementation, such as the inaccessibility of computer-based tools and teachers' technophobia, as noted by Niaz et al. (2021), their primary focus is on stressing the key benefits that technology brings to assessment enhancement. A notable instance of this is Agostini et al. (2024) study on assessment in tertiary education, which explores the potential of technology-enhanced assessments, raises questions about the ethical concerns posed, and underscores continued research on the evolving role of teachers in technology-driven educational settings. In light of this call, the present study attempts to fill this gap, gaining insights into teachers' perceptions on the successful implementation of technology, more precisely students' generated videos as authentic tools in English as a foreign language (EFL) assessment.

2.2. Integrating Videos into EFL instruction and assessment

The role of videos as an EFL instructional and authentic assessment tool has been reported to significantly improve language skills and cultural awareness. Research employing a quasi-experimental design demonstrates that using video podcasts (Vodcasts) offers learners a stimulating and interactive environment, adopting a holistic approach to language development and prioritizing the improvement of receptive and productive skills among university students (Mekheimer, 2024). Similarly, YouTube videos have been perceived positively by students, serving as effective tools for EFL authentic assessment owing to their potential to foster learners' proficiency in speaking and writing skills, elevating motivation,

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confidence and engagement across different contexts, with rural areas being the most affected (Mulyo et al., 2024; Nurgiyantoro, 2024). Moreover, a study on video conferencing tools impact on authentic conversational interactions reported similar positive results, suggesting that EFL educators in similar settings may implement this innovative practice to bridge learners' limited exposure to English native speakers and address cultural gaps (Tran et al., 2024). In connection with this, to overcome cultural barriers, video films act as dynamic resources that facilitate immersing students in authentic language and engaging deeply in diverse cultural contexts (Solijonova, 2024). Collectively, these studies give prominence to the effectiveness of videos as valuable authentic linguistic materials, advancing language skills for better EFL learning outcomes. Though research about using videos to innovate EFL assessment is scarce, causing a gap, the existing findings advocate for teacher-student collaboration to integrate videos, aiming to explore their perspectives to have an in depth understanding of its successful implementation (Argudo-Serrano et al., 2024; Saydaliyeva, 2020).

3. Methodology

The present study is qualitative in nature, employing semi-structured interviews involving EFL teachers to examine their attitudes towards the effectiveness of student-created content videos as an authentic tool for EFL assessment in higher education. This study also investigates the challenges faced, identifying the main factors restricting its successful incorporation. The use of semi-structured interviews, combining structured and unstructured techniques, adheres to a predetermined set of open questions while facilitating flexibility for their expansion relying on the interviewees' responses. Compared to structured and unstructured interviews, this offers more detailed data and contextual richness entailing careful planning and strategic execution to retain credibility and reliability. Given this, performing a semi-structure interview, as a fluid qualitative task commonly used in social sciences, proves to be more challenging and demanding than

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administering a questionnaire with a predefined set of structured questions (Ruslin et al., 2022).

2.1. Sampling

As part of a convenience sampling, eleven EFL instructors (n=11) from various universities across Algeria were invited to take part in the semi-structured interviews. They were recruited owing to their noteworthy contributions and essential input during a hybrid national conference on ‘the advantages of using authentic material in teaching a foreign language’, held at Ibn Khaldoun University of Tiaret on December 8th, 2024.³

Considering the inherent challenges of conducting interviews including time constraints, accessibility of participants and the effort to have dynamic in depth responses, the sample size (n=11), though small, might be statistically representative. It strengthens the study by enabling a more manageable and detailed analysis, while still providing diverse perspectives into the research problem. The map generated by NVivo 14 below highlights the contextual richness of the recruited participants, as they vary to a limited extent in gender distribution, teaching experience and familiarity with technology, yet; they share essential features, particularly in terms of their professional background as university EFL teachers who demonstrate positive attitudes towards the use of authentic materials in EFL assessment.

Table 1. The selected sample demographics

Teacher ID	Gender	Teaching Experience (Years)	Familiarity with Technology
Cases\\T1	Male	2	High

³ (<https://www.univtiaret.dz/an/actualite.php?search=162708>).

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Cases\\T2	Female	18	Moderate
Cases\\T3	Male	6	Low
Cases\\T4	Male	5	High
Cases\\T5	Male	8	Low
Cases\\T6	Female	12	High
Cases\\T7	Female	15	Modertae
Cases\\T8	Female	3	Low
Cases\\T9	Male	10	Moderate
Cases\\T10	Male	7	High
Cases\\T11	Male	20	Moderate

2.2. Semi-structured Interview Process and reflexive thematic analysis (RTA)

To build up the required knowledge, the process of carrying out and documenting the interview interactions was thoroughly supervised, with an emphasis on the responses flow, degree of conviction, shifts in viewpoints involving overlapping speech and expressive behaviors. This stresses the vital role of the interviewer, who not only asks questions but also listens attentively while the interviewee answers, achieving a balanced interaction where both parts hold an equal position. Following an initial set of questions about the participants' demographic details, the semi-structured interview shifted to topics centered around the perceived benefits of using student-created content videos as an assessment tool for language skills. Prompted by these questions, the main factors that challenge its effective integration into EFL classrooms are addressed, permitting flexibility for the interviewer to adjust according to the feedback received to uncover new areas of interest. As the duration of each interview was typically forty-five minutes, the interactions were audio-recorded to facilitate notetaking of nonverbal cues. Fundamental to this process were ethical considerations, including informed consent and confidentiality.

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The reflexive thematic analysis (RTA), as a flexible and interpretive qualitative method adopted by this study, follows six phases shaping an inductive approach 'data-driven', as outlined by Braun and Clarke's (2020, cited in Bryne, 2022). These phases involve: (1) familiarization with data, (2) generating initial codes, (3) generating themes, (4) reviewing potential themes, (5) defining themes and (6) producing a report. Attaining this, NVivo 14 software is utilized to have queries about the gathered data, code it, and identify key themes as integral elements to presenting the findings.

3. Results

Considering reflexive thematic analysis (RTA), the present study emphasizes exploring and examining recurring themes that surface during the analysis rather than being already predetermined, acknowledging the researchers' reflexive engagement with the data, and prioritizing their unique perspectives to reach different conclusions. Built on this, RTA does align with the 'positivist' views as it promotes diverse and rich interpretations of the data by encouraging subjective theoretical assumptions, creativity, and reflexivity in the process of knowledge production (Bryne, 2022),

3.1. Familiarizing with data

Developing familiarity with the gathered data entailed checking the participants' responses for accuracy, filtering out irrelevant details while retaining gestures and nonverbal cues. As a step in this process, a word cloud was generated to examine the frequency and prominence of words in the data, while validating their coherence and consistency with the research focus.

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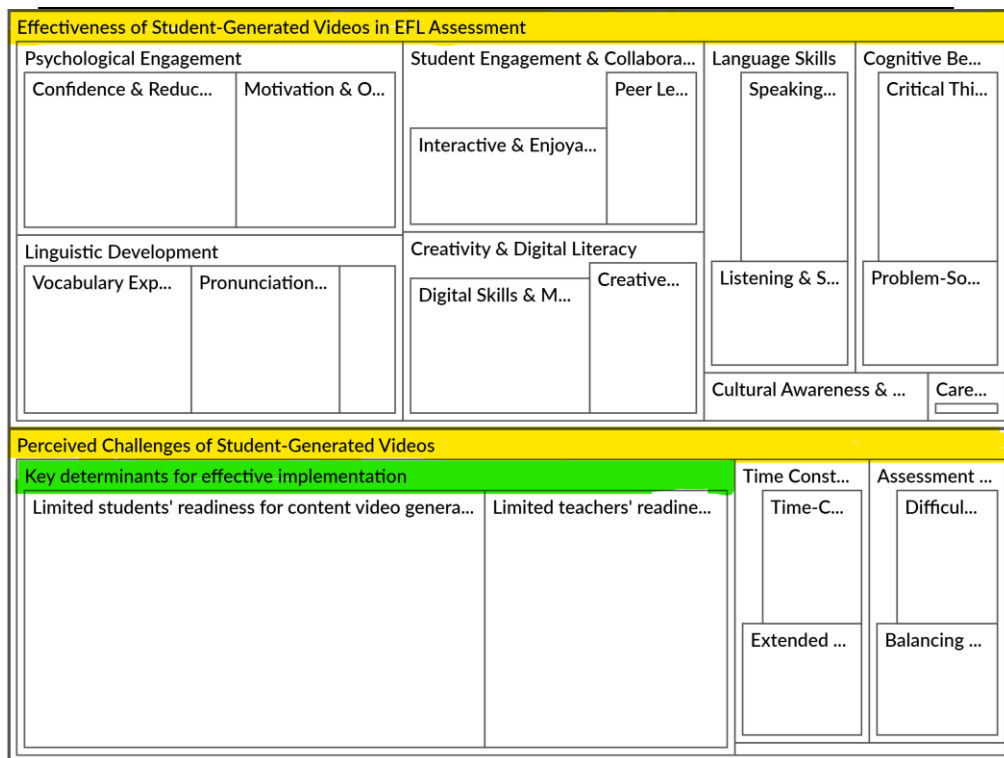


Figure 2. Core thematic findings

3.2.1. Perceived effectiveness of student-generated videos: this multifaceted theme highlights the benefits of incorporating student-generated videos. As shown in *Figure 3*, the key sub-themes and codes encompass various areas of development. (1) *Linguistic development* is enhanced through pronunciation and fluency improvement, vocabulary expansion, and structured grammar usage via script writing. (2) *Language skills* are strengthened as students engage in spontaneous speech, expressive communication, and self-assessment through speaking, and listening to their recordings. (3) *Cognitive benefits* emerge as students develop critical thinking, logical organization, problem-solving, and adaptability when handling technical and content-related challenges. (4) *Psychological engagement* increases through confidence building, reduced speaking anxiety, and greater motivation as students take ownership of their learning. (5) *Creativity and digital*

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literacy are fostered through storytelling, narrative development, and multimedia skills such as video editing. (6) *Cultural awareness and authenticity* improve as students practice real-world communication and explore diverse perspectives. (7) *Student engagement and collaboration* thrive through peer learning, teamwork, and an interactive, enjoyable learning process. Lastly, (8) *career and professional skills* are developed, equipping students with valuable competencies for professional presentations and digital literacy in modern workplaces.

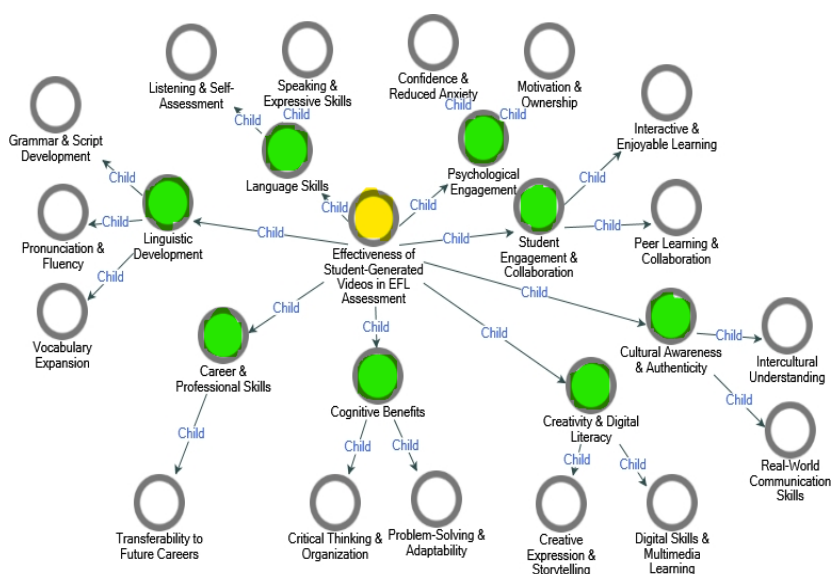


Figure 3. Key themes and codes regarding the reported benefits

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Table.3. Teachers' perceptions based on technological familiarity

Themes	Familiarity with Technology = High (4)	Familiarity with Technology = Moderate (4)	Familiarity with Technology = Low (3)
Language Skills	7,69%	8,51%	4,88%
Linguistic Development	17,77%	11,76%	7.56 %
Cognitive Benefits	11.76%	6,38%	4,76%
Creativity & Digital Literacy	10,77%	12,77%	4,88%
Cultural Awareness & Authenticity	3,08%	2,13%	0%
Psychological Engagement	10,65%	10,64%	6,77%
Student Collaboration	7,69%	8,51%	7,76%
Career & Professional Skills	1,54%	0%	0%

The perceived effectiveness of student-generated videos by EFL teachers is shaped by their level of technological familiarity. To provide a complete picture, linguistic development, cognitive benefits, and digital literacy are rated highest by teachers with moderate and high familiarity, whereas cultural awareness and professional skills receive minimal recognition. Low-familiarity teachers prioritize students' collaboration and linguistic development (7.76%, 7.56%) followed by psychological engagement (6.77%). Albeit minimally reported, teachers with high technological familiarity acknowledge some potential in certain areas (e.g., cultural awareness & authenticity (3.08%), career & professional skills (1.54%), likely due to extensive exposure to digital pedagogies and deep engagement with technology. To further examine this, Pearson correlation table for familiarity with technology and effectiveness factors is provided below:

Table. 4: Correlation between familiarity with technology and perceived effectiveness

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Correlation(r)	High vs. Moderate	High vs. Low	Moderate vs. Low
Pearson Correlation	0.82	0.79	0.86

While all three levels of familiarity are positively correlated, the strongest correlation is between moderate and low familiarity with technology (0.86), indicating a more similar distribution of factors compared to the moderate correlation between high and low familiarity (0.79), which shares some trends but also exhibits notable differences.

3.2.2. Perceived challenges of student-generated videos

Sourced from the interview responses, student-generated videos as an authentic assessment tool present both challenges and considerations for implementation across different sub-themes, as displayed in Table. 4 below:

Table. 4: Challenges: key themes, codes, and quotes

Theme	Code	Teachers' quotes
Limited students' readiness	Varying levels of motivation	"You know, some students just see this as extra work, shaking their heads as if to say, 'Not again.' But others? ...and they really thrive in this kind of structure." – T4
	Performance anxiety	" You can see it right away-- particularly those who battle self-confidence in English, are reluctant to be on camera." T6
	Technical & Digital Challenges	"Not all of them have great cameras or stable internet connections, which can be a n obstacle." T8
	Lack of technical skills	"While some navigate technology with ease, others are not for sure...." T9

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Limited teachers' readiness	Lack of Technical Expertise	Limited familiarity with video editing tools	"Although I can use fundamental digital tools, I am not experienced in editing videos. I know I need training." T8
	Assessment consistency	Lack of Integration into existing curriculum	"There's limited space in the curriculum for alternative assessments like this...." T2
		Lack of clear rubrics	Unlike written exams, assessing videos involves evaluating for example, content, pronunciation, creativity—which is quite hard." T4
Time and institutional Constraints		Time consuming process	"Personally, I believe they need time to record and edit videos before we even start evaluating them." T5
		Limited access to necessary technological resources	"I would say, how can we expect some students to create quality videos when some of them lack even access to editing tools or fast internet?" T6

The perceived challenges in implementing video-based assessment primarily revolve around student and teacher readiness, as well as institutional constraints. Limited student readiness includes psychological barriers such as varying motivation levels, performance anxiety, and fear of peer judgment, which impact their engagement. Additionally, technical difficulties, including limited access to technology and a lack of digital skills, further hinder participation. Teachers, on the other hand, struggle with limited technical expertise, particularly in video editing, and difficulties in aligning video-based assessments with existing curricula. The absence of clear assessment rubrics adds to the complexity of evaluation. Moreover, institutional constraints, such as time-consuming process and unequal access to necessary technological resources, further challenge the feasibility of students created video as an EFL assessment mode.

Table 4. Perceived challenges based on technological familiarity

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Themes	Familiarity with Technology = High (4)	Familiarity with Technology = Moderate (4)	Familiarity with Technology = Low (3)
Limited students' readiness	35,84%	48,81%	15,35%
Limited teachers' readiness	40,28%	42,65%	17,06%
Time and institutional Constraints	20,62%	33,38%	0%

The table highlights how familiarity with technology shape perceptions of challenges in implementing student-generated videos. The findings indicate that across all levels of technology familiarity, the primary challenges in effective implementation are students' and teachers' readiness, with time and institutional constraints being a secondary factor. Moderate-familiarity teachers report the highest concerns regarding students (48.81%) and teachers' readiness (42.65%), followed closely by high-familiarity teachers. Time constraints are more significant for moderate-familiarity teachers (33.38%), while low-familiarity teachers do not report this challenge, Likely due to, but not strictly limited to engagement with video-based assessment.

4. Discussion

The present study, guided by reflexive thematic analysis (RTA), offers valuable insights into both the effectiveness and challenges regarding the integration of student-generated videos into EFL assessment, contributing to ongoing discussions on innovative EFL assessment practices in higher education. Rather than adhering to pre-existing theoretical constructions, RTA has allowed for dynamic engagement with the data, emphasizing teachers' perspectives and emergent themes. The approving attitudes shared by EFL teachers with different levels of technological familiarity confirm that student-generated videos serve as a powerful tool for fostering linguistic

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development, cognitive engagement, creativity, and digital literacy, providing an authentic means for students to demonstrate language proficiency beyond traditional assessment formats. The observed multifaceted benefits align with the contemporary pedagogical shifts advocating for performance-based and communicative approaches as key principles to second language acquisition (Ye, 2024). To explore this further, student-generated videos help refine pronunciation, enrich vocabulary, and apply grammatical structures in meaningful contexts. Similarly, the emerging themes about the observed cognitive benefits have been found to enhance critical thinking, problem-solving and creative abilities, that are important for both academic and professional success (Ahmady & Shahbazi, 2020). Furthermore, a notable finding is the role of student-generated videos in raising cultural awareness, reducing speaking anxiety, increasing confidence and motivation levels, and fostering digital competencies that are an increasingly relevant part of the 21st-century skills, as outlined by Omiles et al. (2020). The study at hand also reveals significant challenges related to student and teacher readiness, as well as time and institutional constraints. It appears that while some students demonstrate enthusiasm, others show reluctance due to performance anxiety, technological limitations, more precisely a lack of familiarity with video production. This may stress the necessity for adaptive support including scaffolding strategies and digital literacy training so that most students can engage effectively with the task. Teacher readiness, on the other hand, emerges as a critical variable in the successful incorporation of video-based assessment. Furthermore, the target teachers express concerns regarding their technical proficiency, particularly in video editing and multimedia assessment. This finding aligns with existing literature (Adeleye et al., 2024) on the digital divide among instructors, emphasizing the necessity for targeted professional development to bridge the gaps. Additionally, the lack of clear, standardized rubrics for evaluating video assignments raises concerns about the consistency of assessing linguistic and digital skills, creating a gap that requires further research. The analysis also uncovers that high technological familiarity contributes to effectiveness, but its impact is not absolute. Other factors, such as time constraints, specifying digital literacies 'e.g.: video production'

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in the curricula, and the availability of institutional support also play a pivotal role. Consistently, a study conducted by Islamia and Arif (2024), indicates a positive correlation between university support and students' digital literacy levels. Being mindful of these challenges, the teachers, speaking as practitioners, proposed a balanced approach that centers on the pedagogical advantages of video-based assessments, targeting successful implementation. This approach requires a (1) careful integration of video-based assessment within pedagogical strategies, prioritizing (2) adequate training for both teachers and students and (3) institutional support.

Conclusion

The integration of student-created videos represents a shift towards learner-centered assessment practices. Despite certain challenges, they do not diminish the potential of video-based assessments, recognizing their role in enhancing linguistic and cognitive skills, psychological and collaborative engagement, digital literacy, and professional competencies. By allowing students to create their own videos, teachers help them enhance their critical thinking skills and sense of creativity. By producing their own videos, students refine their critical thinking abilities and creative expression, actively constructing knowledge rather than passively receiving it. Furthermore, student-generated videos are regarded as a powerful medium for peer-to-peer collaboration and feedback. In a nutshell, this innovative approach to assessment will not only evaluate students' knowledge but also help strengthen their digital literacy and prepare them for success in a technology-driven world.

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