

CHALLENGES IN CREATING EFFECTIVE VIDEO CONTENT FOR FOREIGN LANGUAGE DISTANCE LEARNING IN TECHNICAL UNIVERSITIES

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Abstract:

The integration of video content into foreign language distance learning has become increasingly vital, particularly in technical universities where students often face unique educational demands and learning styles. This paper explores the key challenges in creating effective video materials tailored to the needs of technical students engaged in remote language learning. Among the issues examined are the lack of pedagogically informed design, limited interactivity, insufficient cultural and linguistic contextualization, and the gap between technical content and language proficiency levels. Additionally, the study investigates technological constraints, student engagement factors, and the importance of aligning video content with practical and professional scenarios relevant to technical fields. The research draws on case studies, expert interviews, and current practices in digital education to propose strategies for developing more effective, student-centered video content. The findings emphasize the need for interdisciplinary collaboration between language educators, multimedia developers, and technical subject experts to enhance the quality and impact of video-based language instruction.

Keywords: foreign language learning, distance education, technical universities, video content, educational technology, student engagement, instructional design, online learning, language acquisition, multimedia learning

Introduction

In the digital age, video content has emerged as a powerful tool in education, particularly in the realm of distance learning. It enables instructors to deliver complex material in a visual, dynamic, and accessible format, which is especially valuable in language education where auditory and visual cues play a significant

role. However, the creation of effective video materials for foreign language instruction presents several challenges, especially within the context of technical universities. Students in these institutions often possess analytical mindsets and are more accustomed to STEM-based subjects, which may influence their preferences and engagement in language learning environments.

The COVID-19 pandemic further accelerated the shift toward online and blended learning, highlighting the need for high-quality digital resources. Yet, many language educators face difficulties in producing video content that is not only linguistically accurate and culturally relevant, but also pedagogically effective and technically appealing to students with engineering or technological backgrounds.

This paper seeks to identify and analyze the specific obstacles encountered in developing video materials for foreign language distance learning tailored to technical university students. These challenges range from limited resources and insufficient training in multimedia production, to mismatches between content design and student needs. Moreover, the lack of interdisciplinary collaboration between language instructors and technical experts can hinder the creation of materials that are both educationally robust and professionally relevant.

By exploring these challenges, this study aims to propose practical solutions and strategies that can enhance the effectiveness of video-based language instruction, ultimately contributing to improved learning outcomes and student satisfaction in technical higher education settings.

Materials and Methods

This study adopts a qualitative research methodology aimed at exploring the key challenges faced by educators in the development and implementation of video content for foreign language distance learning in technical universities. The research was conducted in three stages:

1. Survey and Questionnaire:

A structured questionnaire was distributed to 45 language instructors across five technical universities. The survey focused on their experiences with

video content creation, perceived challenges, student engagement, and technical support.

2. In-depth Interviews:

Semi-structured interviews were conducted with 10 experienced language instructors and 5 instructional designers involved in creating digital learning content. The interviews allowed for a deeper understanding of the pedagogical and technical issues they encounter.

3. Content Analysis:

A selection of 20 educational videos used in foreign language distance learning courses was analyzed. The videos were evaluated based on criteria such as clarity, interactivity, relevance to technical contexts, visual and audio quality, and alignment with learning objectives.

The collected data was coded and analyzed using thematic analysis to identify recurring patterns and categories related to instructional challenges, student needs, and institutional support.

Results and Discussions

The analysis of the data revealed several key challenges in creating effective video content for foreign language distance learning in technical universities:

1. Lack of Technical Expertise

Many language instructors reported difficulty using video production tools and editing software. Due to limited training and support, educators often relied on basic presentations or low-quality recordings, which reduced student engagement and learning effectiveness.

2. Mismatch Between Content and Student Needs

Technical students often expect content to be relevant to their field of study. However, many language videos use general or everyday themes, which may not resonate with learners whose focus is on engineering, IT, or other technical subjects. This disconnect can lead to lower motivation and interest.

3. Limited Institutional Support

Participants indicated a lack of institutional infrastructure and support for content development. Few universities provided access to professional video studios, multimedia specialists, or funding for developing high-quality materials. This placed the burden of content creation entirely on educators.

4. Low Interactivity and Engagement

Analysis of the video samples showed that most lacked interactivity — such as embedded quizzes, pause-and-reflect moments, or visual prompts. Passive content delivery reduced student participation and hindered retention, especially in language learning where active involvement is crucial.

5. Time Constraints

Instructors highlighted that preparing effective video content is highly time-consuming. Balancing teaching, administrative duties, and content production without additional resources was identified as a major barrier.

6. Positive Student Feedback When Done Well

Despite the challenges, educators who managed to integrate subject-specific language tasks (e.g., listening to technical instructions, writing engineering reports) and used engaging visuals observed better student satisfaction and improved performance.

The results suggest that for video content to be effective in foreign language distance learning for technical students, it must:

- Be professionally produced or supported by a team,
- Align with students' field-specific interests,
- Incorporate interactive elements,
- Receive ongoing institutional and technological support.

Conclusion

The integration of video content into foreign language distance learning offers significant opportunities for enhancing student engagement and supporting diverse learning styles. However, in the context of technical universities, several specific challenges hinder the development and implementation of truly effective

video materials. These challenges include a lack of technical expertise among language educators, insufficient institutional support, limited relevance to students' professional fields, and a general absence of interactivity in video design.

To address these issues, it is essential for educational institutions to invest in professional development, provide access to multimedia production tools and teams, and encourage collaboration between language teachers and technical subject matter experts. Furthermore, creating field-specific, interactive, and pedagogically sound video materials can significantly enhance motivation and learning outcomes for technical students studying foreign languages remotely.

By understanding and overcoming these challenges, universities can ensure that their digital learning strategies are inclusive, engaging, and aligned with the evolving needs of modern learners in technical disciplines.

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