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The Effectiveness of Educational Videos on Vocabulary Learning Among Kurdish University EFL Students

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Multimedia instruction,
Language retention.

Abstract

Educational videos can be defined as structured audiovisual tools designed to enhance learning through visual, auditory, and contextual input. Although widely available, educational videos remain underused in EFL classrooms in the Kurdistan Region still rely on traditional, text-based instruction, which limits student engagement, vocabulary retention, and practical usage. This descriptive study examines the effectiveness of educational videos in enhancing vocabulary comprehension, retention, and motivation among Kurdish EFL academic students. It follows a quantitative approach through a closed-ended, five-point Likert scale questionnaire administered to 121 fourth-year English language students from three colleges at Salahaddin University-Erbil during the 2024-2025 academic year. The tool's reliability was confirmed with a Cronbach's alpha of 0.841, and data were analyzed using SPSS (version 30). Results indicate that educational videos significantly support vocabulary acquisition through multimodal features, including subtitles, authentic speech, and contextual imagery. Students reported that educational videos enhance their comprehension and retention of new vocabulary, particularly through the use of visual examples and contextual usage. While many students understand the meaning of words more easily, some still face challenges in applying them actively in speaking or writing. Additionally, the use of videos was found to increase student motivation and engagement during lessons, contributing to a more interactive and focused classroom environment. However, some students indicated that abstract or poorly designed videos reduce learning effectiveness, underscoring the need for content aligned with learners' levels and interests. These findings highlight the importance of thoughtful video selection and instructional design. When effectively implemented, educational videos can bridge the gap between passive recognition and active vocabulary use, supporting a more engaging and autonomous learning environment.



About the Journal

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1. Introduction

Multimedia tools, particularly educational videos, have become integral to modern language education, offering learners rich, contextualized input that supports vocabulary acquisition and retention. In today's digital age, technology has transformed traditional classrooms by introducing dynamic and interactive resources that enhance both teaching and learning. These tools not only increase student engagement but also cater to diverse learning styles, making language instruction more effective and relevant. As Crystal (2001, p. 5) asserts, modern technology has a significant impact on language, whether in its written or spoken forms. In particular, the use of video materials in the classroom has emerged as a powerful resource for learning and teaching English as a foreign language. Videos allow both teaching and learning to become more meaningful, engaging, and contextually rich, thereby enhancing the success of the educational process.

This approach is supported by Video-Based Learning Theory (Mayer, 2005), which explains that integrating both visual and auditory channels in instructional materials enhances cognitive processing and promotes better understanding and retention of vocabulary. Videos provide authentic, real-life contexts where learners can hear and see new words in use, making vocabulary acquisition more effective and motivating.

Teachers who previously relied on traditional methods are now encouraged to update their instructional practices to align with the needs of modern learners. As Muneer (2010, pp. 1515-1522) emphasises, "The teacher must 'show' as well as 'tell,'" underscoring the importance of visual and interactive elements in language education. In this sense, video aids serve not only as supplementary tools but also as external motivating techniques that stimulate students' interest, foster active participation, and facilitate the development of essential foreign language skills.

Despite the availability of multimedia tools, many EFL classrooms, particularly in the Kurdistan Region, continue to rely on traditional, text-based instruction. This often limits student engagement, vocabulary retention, and active usage. Although such innovations have transformed language learning globally, their integration in Kurdish EFL classrooms remains limited. Educational videos, in particular, show great potential, yet their role in enhancing vocabulary learning is still underexplored in local contexts. Many learners recognize new words but struggle to use them effectively, highlighting the need to investigate how videos can bridge this gap.

This study, therefore, investigates the effectiveness of educational videos on vocabulary comprehension, retention, and student motivation in EFL classrooms. For the purpose of this research, vocabulary comprehension is defined as learners' ability to grasp the meanings and appropriate usage of newly introduced lexical items. Vocabulary retention refers to the long-term recall and accurate application of acquired vocabulary. Student motivation denotes the internal drive and willingness of learners to engage actively in vocabulary learning tasks. The study seeks to determine whether the integration of videos into instructional practices can enhance students' vocabulary learning outcomes and foster more interactive, autonomous, and communicative language learning environments.

2. The Historical Evolution of Educational Videos for Enhancing Vocabulary Learning

The integration of educational videos into language instruction has undergone significant development over the last century, closely following advancements in both technology and pedagogy. The use of visual media for education purposes can be traced back to the early twentieth century, during the rise of the Visual Education Movement in the 1910s and 1920s. At that time, educators believed that motion pictures could vividly illustrate complex ideas, helping learners associate new vocabulary with visual images, and improving memorisation and understanding (Saettler, 2004, p. 95). Early silent films were used to support literacy

instruction by providing concrete visualizations of abstract concepts, although they lacked the added benefit of audio narration.

By the mid-twentieth century, the introduction of educational television further expanded the potential of audiovisual learning. A notable example is *Sesame Street*, which first aired in 1969 and took a research-based approach to teaching vocabulary through songs, animations, storytelling, and repeated visuals. Studies have shown that regular exposure to programs like this leads to measurable improvements in children's vocabulary size and language use (Fisch and Truglio, 2001, p. 10). This innovation marked an important shift, demonstrating that entertainment and education could be successfully combined to enhance language development. The use of educational videos in classrooms became even more widespread in the 1970s and 1980s with the introduction of Video Home System (VHS) technology, making video content more accessible to both teachers and students. Throughout the 1980s and 1990s, the availability of Video Cassette Recorders (VCRs) and video players allowed language educators to present thematic vocabulary within authentic and culturally rich contexts.

Learners can observe pronunciation, intonation, and non-verbal cues all at once, giving them a fuller experience of the language (Mayer, 2001, p. 41). According to Mayer's theory of multimedia learning, combining visual and verbal information leads to deeper learning than using either channel alone (Mayer, 2009, p. 62).

The digital revolution in the early 2000s further transformed vocabulary instruction. Platforms such as YouTube and BBC Learning English provided unprecedented access to authentic audiovisual materials, while language-learning apps like Duolingo, FluentU, and LingQ offered video-based lessons with interactive subtitles and vocabulary activities. Berk (2009, pp. 1-21) argued that multimedia resources, including videos, are essential tools in today's classrooms because they boost student engagement and support deeper cognitive processing. Research by Hung (2011, pp. 380-400) also found that students who used video-supported vocabulary learning significantly outperformed those who relied only on traditional text-based methods, especially in vocabulary retention and contextual use. This new approach emphasised the importance of learning vocabulary within real-life scenarios.

Educational videos do more than just present language; they embed visual cues, emotional tones, and cultural references, helping learners gain a deeper understanding. This immersive experience aligns well with the communicative language teaching paradigm, which prioritizes meaning-making and contextual understanding. These practical benefits correspond with foundational language learning theories that emphasize the importance of meaningful input and contextualized learning. According to Lewis (1993, p. 25), Krashen observed that "when students travel, they do not carry grammar books, they carry dictionaries," highlighting the real-world importance of vocabulary for authentic communication. In this sense, educational videos are powerful tools for helping learners acquire vocabulary by grounding language learning in everyday life and boosting their ability to interact authentically with the world.

From a theoretical point of view, Krashen's Input Hypothesis (1982, p. 21) emphasised that learners need comprehensible input slightly above their current proficiency level to acquire language naturally. Educational videos provide rich visual and auditory contexts, making them ideal for delivering such input and supporting incidental vocabulary learning in meaningful environments. Schmitt (2000, p. 78) also stressed that vocabulary knowledge goes beyond simply memorizing definitions; it involves understanding how words are used in different contexts (i.e., something naturally developed through exposure to realistic audiovisual materials).

Moreover, recent developments in artificial intelligence and adaptive learning technologies have further enhanced the role of educational videos in language instruction. Intelligent tutoring systems and AI-powered platforms can now analyse learners' progress and tailor video content to their individual needs, offering personalised vocabulary support and immediate feedback. Tools such as speech recognition software also enable interactive speaking practice alongside

video viewing, helping learners internalise vocabulary through active use. According to Godwin-Jones (2018, p. 12), these innovations represent a shift toward learner-centered environments where video-based instruction is not only a means of passive exposure but also a dynamic element in a feedback-rich, adaptive learning ecosystem

Today, educational videos have become an essential part of vocabulary instruction in language classrooms. They expose learners to the target language in authentic settings, encourage cognitive engagement, build sociocultural awareness, and promote learner autonomy. As technology continues to advance, the role of videos in language education is expected to grow significantly, offering increasingly personalised, interactive, and immersive learning experiences.

3. Methodology and Data Collection

3.1 Research Questions

This study attempts to respond to the following questions:

1. What is the effectiveness of educational videos on students' vocabulary comprehension and retention?
2. To what extent do educational videos influence learners' motivation and classroom interaction in EFL contexts?

3.2 Aims of the Study

The study aims to:

1. Evaluate the effectiveness of educational videos in enhancing students' vocabulary comprehension and retention.
2. Assess the impact of educational videos on learners' motivation and classroom interaction to improve teaching and learning quality.

3.3 Study Samples

For this study, the total population consisted of 295 fourth-year EFL students from three colleges at Salahaddin University during the 2024-2025 academic year: 90 from the College of Languages, 88 from the College of Basic Education, and 117 from the College of Education. A random sampling method was employed to ensure that each individual had an equal chance of being selected. Based on this approach, a sample of 121 students was chosen, proportionally representing the three colleges. The sample included both male and female participants, aged between 21 and 24, allowing for diversity in gender and academic background.

3.4 The Study Tool

A questionnaire consisting of two main parts was administered to achieve the study's aims among the fourth-year students of the English Language Department at the Colleges of Education, Basic Education, and Languages at SUE-Erbil. Section one was to collect demographic details of the participants, and section two was about the participants' feedback on the questionnaire items. This section consisted of 14 items that were rated on a 5-point Likert scale to answer whether participants agreed or disagreed from "1=Strongly Disagree" to "5=Strongly Agree."

The questionnaire was developed by the researcher based on relevant literature and studies on educational technology, language learning, and multimedia-assisted vocabulary instruction. To ensure clarity and reliability, the instrument was piloted with a small group of 15 fourth-year EFL students before full-scale distribution. Minor revisions were made based on feedback from the pilot group to improve wording and eliminate.

The items of the student questionnaire were categorized into two thematic domains, each corresponding to the study's aims and research questions. The questionnaire was distributed to the participants via a Google Forms link shared through their class groups on Viber (version 25.0.0), Messenger (version 501.2), and Telegram (version 11.9).

3.5 The Validity of the Questionnaire

In order to achieve face and content validity, a panel consisting of nine (9) experts on English language teaching, linguistics, and applied linguistics was asked to evaluate the final questionnaire (see [Appendix 1](#)). They reviewed the question items of the questionnaire for their applicability and validity concerning the study purpose. Based on their evaluations, they offered constructive feedback, which included recommendations for deletions, additions, and modifications. They also proposed linguistic refinements to enhance the clarity and overall comprehensiveness of the instrument. The consensus among experts supported the content validity of the instrument.

3.6 The Reliability of the Questionnaire

Concerning the reliability of the questionnaire, Cronbach's alpha was employed, as it is a commonly used measure for assessing the internal consistency of questionnaire items. The data were analysed using the Statistical Package for the Social Sciences (SPSS, version 30). The resulting Cronbach's alpha value was 0.841, indicating a high level of reliability (see Table 1). This suggests that the items in the questionnaire demonstrated strong internal consistency.

Table 1. Reliability Analysis of the Questionnaire

Reliability Statistics of Students' Questionnaire	
Cronbach's Alpha	Number of Items
0.841	14

4. Results and Discussion

To address the research questions, the results obtained from the study were first presented, followed by analysis and discussion. The data were organised into tables to display the statistical mean of each item, along with the percentage distribution of responses across the Likert scale options, as shown in Table 1.

Table 2. Students' responses regarding the effectiveness of educational videos on their vocabulary comprehension and retention.

Items	Responses	Mean	Frequency by Percentage				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Watching videos helps me comprehend the meaning of new words easily.	121	4.12	33 (27.3)	72 (59.5)	13 (10.7)	3 (2.5)	0 (0)
2. I find it difficult to remember new vocabulary when I learn it through videos.	121	2.72	7 (5.8)	21 (17.4)	40 (33.1)	37 (30.6)	16 (13.2)
3. I often recall words and phrases from videos when I speak and write English.	121	3.68	18 (14.9)	57 (47.1)	35 (28.9)	11 (9.1)	0 (0)
4. Videos help me remember and understand difficult words because they show pictures or examples that explain the meaning clearly.	121	4.08	35 (28.9)	66 (54.5)	16 (13.2)	3 (2.5)	1 (0.8)

5. I understand the meaning of new words better when the video includes subtitles.	121	3.99	40 (33.1)	48 (39.7)	26 (21.5)	6 (5)	1 (0.8)
6. Watching videos in English helps me to comprehend and understand different accents and pronunciations.	121	4.02	40 (33.1)	52 (43)	23 (19)	3 (2.5)	3 (2.5)
7. Videos often fail to convey complex ideas, which makes understanding them more difficult.	120	2.67	4 (3.3)	30 (24.8)	29 (24)	36 (29.8)	27 (17.4)
Valid N	111						

To answer the first research question (“*What is the effectiveness of educational videos on students’ vocabulary comprehension and retention?*”), Items 1-7 were analysed because they explore students’ perceptions of how videos support vocabulary learning, understanding, and retention.

Item 1 in the questionnaire reveals that the majority of students believe videos help them comprehend new vocabulary with ease. This item received the highest mean score (4.12), with 59.5% agreeing and 27.3% strongly agreeing, totaling 86.8% agreement. This suggests a strong conviction among students that videos enhance vocabulary comprehension. The high level of agreement suggests that the visual and contextual clues provided in videos play a major role in making vocabulary more accessible.

This finding is reinforced by item 4, which also had a high mean (4.08), with 54.5% agreeing and 28.9% strongly agreeing that videos help them understand difficult words through pictures or contextual examples. The close similarity between the responses to items 1 and 4 highlights the importance of visual support in comprehension. Both items emphasize that videos enable learners to associate words with images, scenarios, and usage contexts, which facilitates both understanding and long-term memory retention.

Item 5 supports this interpretation, showing that many students believe subtitles improve their vocabulary learning. The mean score was 3.99, with 39.7% agreeing and 33.1% strongly agreeing. Compared to items 1 and 4, this slightly lower mean suggests that while subtitles are beneficial, students may rely more on visuals and contextual cues for comprehension than on text alone. Nonetheless, the responses indicate that a multimodal format combining sound, text, and imagery significantly enhances vocabulary learning.

A similar trend is observed in item 6, which had a mean of 4.02. This item assessed whether videos help students understand different accents and pronunciations. With 43% agreeing and 33.1% strongly agreeing, students acknowledged the role of authentic spoken input in reinforcing vocabulary pronunciation and recognition. This suggests that exposure to native or naturalistic English in videos enhances their overall lexical awareness.

In contrast, item 3, which deals with recalling vocabulary from videos during speaking and writing, had a slightly lower mean of 3.68. Here, 47.1% agreed, 14.9% strongly agreed, and a notable 28.9% were undecided. Although the majority responded positively, the higher rate of indecision compared to items 1, 4, and 5 may imply that comprehension does not always result in immediate or confident usage. This may reflect the gap between passive understanding and active production, suggesting the need for follow-up activities to reinforce vocabulary use.

Item 2, which examines the difficulty in remembering vocabulary learned through videos, received a low mean of 2.72. Only 17.4% agreed and 5.8% strongly agreed, while 43.2% disagreed or strongly disagreed. This suggests that most students do not experience difficulty in retaining vocabulary from videos. The contrast between this and item 1 underscores the strong belief among students that videos assist rather than hinder memory.

Similarly, item 7 (mean = 2.67) reflects student perceptions regarding whether videos fail to explain complex ideas clearly. With only 24% agreeing or strongly agreeing and 47.2% disagreeing or strongly disagreeing, the responses show that most students find videos to be understandable. However, the existence of some agreement suggests that a portion of the students may still struggle when videos include abstract or linguistically dense content without sufficient explanation.

Overall, the results of items 1, 4, 5, and 6 indicate that educational videos are effective in enhancing vocabulary comprehension and retention, particularly when visual, contextual, and auditory supports are present. In contrast, items 2 and 7 highlight the need for clear content and good instructional design, as videos that are visually rich and well-contextualized better support vocabulary learning than those that lack explanation or include abstract content. These findings confirm that educational videos significantly improve comprehension and retention, aligning with Modern Visualization Theory (Mayer, 2001), which emphasizes the role of multimodal input in understanding and memory. They also support Heriyanto (2015), who found that YouTube videos enhanced vocabulary learning in EFL contexts. Therefore, the results effectively answer the first research question, showing that well-designed videos play a vital role in improving vocabulary learning.

Regarding the second study question (“*To what extent do educational videos influence learners’ motivation and classroom interaction in EFL contexts?*”), Items 8 to 14 were tabulated and analysed to evaluate students’ views on the motivational impact of videos and their influence on classroom interaction and independent learning, as shown in Table 3.

Table 3. Students’ responses regarding the effectiveness of educational videos on motivation and classroom interactions.

Items	Responses	Mean	Frequency by Percentage				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. Educational videos encourage me to participate more actively in classroom discussions.	121	3.79	19 (15.7)	67 (55.4)	29 (24)	3 (2.5)	3 (2.5)
9. Educational videos make lessons hard to understand and fail to inspire us to study.	121	2.68	9 (7.4)	26 (21.5)	26 (21.5)	37 (30.6)	23 (19)
10. I often recall words and phrases from videos when I speak and write English.	119	3.71	25 (20.7)	53 (43.8)	26 (21.5)	11 (9.1)	4 (3.3)
11. Videos help me remember and understand difficult words because they show pictures or examples that explain the meaning clearly.	121	3.83	22 (18.2)	66 (54.5)	24 (19.8)	8 (6.6)	1 (0.8)
12. Videos dont inspire me to learn new words outside of class.	120	2.51	7 (5.8)	20 (16.5)	26 (21.5)	41 (33.9)	26 (21.5)
13. Videos encourage me to practice and use new vocabulary in conversations.	120	3.78	24 (19.8)	57 (47.1)	31 (25.6)	5 (4.1)	3 (2.5)

14. Videos help me write down and practice new words by myself.	120	3.79	23 (19)	59 (48.8)	29 (24)	8 (6.6)	1 (0.8)
Valid N	111						

Item 8 indicates that educational videos encourage students to participate more actively in classroom discussions. It received a mean of 3.79, with 55.4% agreeing and 15.7% strongly agreeing, totaling 71.1% in favour. This implies that videos prepare students to engage in discussions by exposing them to relevant vocabulary, expressions, and context-based language. It also suggests that videos increase students' confidence to speak up during lessons.

Item 10, which explores motivation to complete assignments after watching a video, had a mean score of 3.71. With 43.8% agreeing and 20.7% strongly agreeing, most students reported feeling more inclined to complete tasks following video exposure. This finding aligns closely with item 8, suggesting that videos not only support verbal participation but also enhance engagement with written tasks and academic responsibilities.

Item 11 provides additional evidence of the videos' motivational value. It had a slightly higher mean of 3.83, with 72.6% of students agreeing or strongly agreeing that videos help them use English in practical daily contexts. The positive responses to this item demonstrate that videos bridge the gap between classroom learning and real-life application, thereby boosting learners' motivation by showing the practical relevance of language use.

Items 13 and 14 further highlight this effect. In item 13 (mean = 3.78), 66.9% of students agreed or strongly agreed that they were encouraged to use vocabulary in conversations. Likewise, in item 14 (mean = 3.79), 67.8% of students reported that videos encouraged them to write down and practice new words independently. These responses confirm that videos promote both collaborative classroom interaction and independent vocabulary development, making them a valuable tool for fostering autonomous learning behaviors.

However, items 9 and 12 revealed lower levels of agreement. Item 9 (mean = 2.68) asked whether videos inspired students, and only 29.6% agreed or strongly agreed, whereas 49.6% disagreed or strongly disagreed. Item 12, with the lowest mean (2.51), showed that most students did not feel inspired to learn new vocabulary outside of class as a result of watching videos. These results suggest that not all video content is equally motivating, and some may lack the engaging features needed to stimulate continued learning beyond the classroom.

Overall, the findings of items 8, 10, 11, 13, and 14 indicate that educational videos positively influence learners' motivation and interaction by increasing participation and engagement. Lower scores for items 9 and 12 highlight the need for videos that are both informative and engaging. These results align with Humanistic Theory (Maslow, 1970), which emphasizes motivation and emotional engagement, and support Sutriane (2022), who found that animated videos enhance student interest and interaction. Thus, the findings effectively answer the second research question, confirming that educational videos foster motivation and classroom interaction when carefully integrated.

However, it is important to acknowledge certain limitations in the study. First, the reliance on self-reported data through questionnaires may introduce response bias, as students may have provided socially desirable answers. Second, the study design did not include a control group or pre-post testing, which limits the ability to establish causal relationships between video usage and vocabulary improvement. Additionally, the study was limited to a single academic year and one university, which may restrict the generalizability of the findings. Future research could adopt mixed-methods approaches or longitudinal designs to gain deeper insights and reduce potential bias.

5. Conclusion

To conclude, the study examined the effectiveness of educational videos on students' vocabulary comprehension, retention, and motivation in the classroom among fourth-year university learners. The results demonstrated that educational videos significantly enhance learners' ability to comprehend and retain vocabulary, particularly through the integration of visual, auditory, and contextual elements. Students reported that videos supported their understanding of new words, improved pronunciation awareness, and helped them recall vocabulary in speaking and writing tasks.

Furthermore, the findings revealed that educational videos have a positive influence on classroom dynamics by increasing student engagement, encouraging participation in discussions, and promoting independent vocabulary learning. While a small portion of participants noted challenges in understanding complex ideas or lacked motivation beyond classroom settings, the overall responses highlighted the pedagogical value of videos as a meaningful and interactive teaching tool.

The findings confirm that educational videos are effective in improving vocabulary comprehension and retention (RQ1), and that they also contribute to increased learner motivation and classroom interaction (RQ2). Given the positive student perceptions and statistically significant responses, educators should consider incorporating curated educational videos into their lesson planning. Future research could investigate how different genres or styles of videos impact vocabulary acquisition or how videos influence other language skills such as grammar, speaking fluency, and listening comprehension.

To sum up, incorporating educational videos into English language instruction enriches the learning experience by making vocabulary acquisition more accessible, memorable, and motivating. To maximise these benefits, educators are encouraged to select and design video content that is both linguistically appropriate and cognitively engaging, ensuring that it aligns with students' proficiency levels and learning needs.

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Appendix 1
List of the Jury Members

No.	Lecturer's Name	Academic Degree	Specialty	University	College
1	Kawa Abdulkareem Sherwani	Prof. Dr.	Discourse Analysis	Salahaddin University-Erbil	Ministry of Higher Education and Scientific Research
2	Sami Al-Mamouri	Prof. Dr.	Applied Linguistics	Yarmouk University-Baghdad	College of Education
3	Anis Behnam Naoum Haddad	Prof. Dr.	Pragmatics & Translation	Catholic University-Erbil	College of Arts
4	Ayad Hameed Mahmood	Prof. Dr.	Linguistics & Translation	Diyala University-Diyala	College of Education for Humanities
5	Asma Abbas Brime	Asst. Prof. Dr.	Applied Linguistics	Salahaddin University-Erbil	College of Education
6	Mohammed Abdulqader Saeed	Asst. Prof. Dr.	General Linguistics	Salahaddin University-Erbil	College of Education
7	Qismat Mohammed Hussein	Asst. Prof. Dr.	Applied Linguistics	Salahaddin University-Erbil	College of Basic Education
8	Parween Shawkat Kawther	Asst. Prof. Dr.	Applied Linguistics	Salahaddin University-Erbil	College of Education
9	Rawshan Ibrahim Tahir	Instructor	Applied Linguistics	Salahaddin University-Erbil	College of Education

فیدیو پروردہ بیه کان له سەر فیزبونی وشه له نیوان خویندکارانی ئەکادیمی کوردی زمانی ئینگلیزی وهک زمانیکی بیانی

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پوخته

فیدیو پروردہ بیه کان دهتوانریت پیتاسه بکرتن به ئامرازیکى بینراو و بیستراوی پیکهاته دار که بۆ بهرزکردنه وهی ئاستی فیزبون له ریگهی زانیارییهکانی بینراو و بیستراو و کۆنتیکسته وه داربژراوه. سه ره رای پره سه نندیان و به رده ستیونیان، زۆریک له پۆلهکانی زمانی ئینگلیزی له ههریمی کوردستان تا وهکو ئیستا پشت به فیکاری دووباره و دهق ده بهستن، که به شداریکردنی خویندکاران و مانه وهی وشه له یادگه و به کارهینانی کرداری سنووردار دهکات. ئەم تووژینه وهیه تووژینه وهییکى وه سفیه که ئامانجی باسکردنه له کاریگه ریی فیدیو پروردہ بیه کان له باشتکردنی تیگه بشتن له وشه و مانه وهی وشه له یادگه و ده بیته پالنهر له نیوان خویندکارانی ئەکادیمی کوردی زمانی ئینگلیزی. ههروهها ئەم تووژینه وهیه میتودی چه نیدیته پهیره وه دهکات له ریگهی به کارهینانی راپرسیکی پینج خالی به پتی پتوهی لیکرت که بۆ 121 خویندکاری قوناغی چوارهمی زمانی ئینگلیزی له سی کۆلیژی زانکۆی سه لاهه دین-ههولێر له ماوهی سالی خویندنی 2024-2025 ئەنجامدراوه. متمانە پیکراوی ئەم ئامرازه ی به کارهینراوه له تووژینه وهکه دا به ئەلفای کرۆنباخ که 0.841 بوو پشتراستکرایه وه و داتاگان به به کارهینانی به رنامه ی شیکردنه وهی ئامار SPSS (وهشانی 30) شیکرانه وه. ئەنجامه کان ئاماژه به وه دهکهن که فیدیو پروردہ بیه کان به شیوه یهکی بهرچاو پشتگیری له فیزبونی وشه دهکهن له ریگهی تایبه تمه ندیه فره چه شهکانی وهک ژیرنوس و قسه کردن له لایه ن قسه کری زمانی دایک و وینه ی بینراو. به پتی ده ره نه نجامی راپرسیه که خویندکاران لایان وایه که به کارهینانی فیدیو پروردہ بیه کان تیگه بشتن و راگرتنی وشه ی نوێ له یادگه باشتر دهکهن، به تایبه ته ی له ریگهی نمونه ی بینراو و به کارهینانی کۆنتیکسته وه. له کاتیکدا زۆریک له خویندکاران به ئاسانی له مانای وشه کان تیده گهن، به لام هه ندیکان هیشتا رووبه رووی ئاسته نگ ده بنه وه له به کارهینانیان له قسه کردن یان نووسیندا. سه ره رای ئەوهش، ده ره نه نجامه کان ده ریانخست که به کارهینانی فیدیو کان پالنهر و به شداریکردنی خویندکاران له کاتی وانه کاندایه زیاد دهکات، ئەمهش به شداره له ژینگه یهکی کارلیککارانه تر و ته رکیزکراوتر له پۆلدا. به لام هه ندیک له خویندکاران ئاماژه یان به مه داوه که به شیک له و فیدیویانه ی خراپ دیزاینراون کاریگه ری فیزبون که مه ده که نه وه، ئەمهش جهخت له سه ر پتویستی و درووستکردنی ناوه پۆکیک ده کاته وه که له گه ل ئاست و ئاره زو وهکانی فیرخوازاندایه کسان بیت. به گشتی، فیدیو پروردہ بیه کان پرديک له نیوان ناسینه وهی نادیار و به کارهینانی وشه ی چالاکدا دروست دهکهن، پشتگیری له ژینگه ییکی فیزبونی سه رنجراکیشتر و سه ره خۆتر دهکهن.

وشه سه ره کیه کان: فیدیوی پروردہ بیه، فیزبونی وشه، خویندکارانی کوردی زمانی ئینگلیزی وهک زمانیکی بیانی، رینمایی مالتیمیديا، پاراستنی زمان.

فعالية الفيديوهات التعليمية في تعلم المفردات بين طلاب الجامعة الكردية الذين يدرسون اللغة الإنجليزية كلغة أجنبية

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المخلص

يمكن تعريف الفيديوهات التعليمية على انها أدوات سمعية بصرية منظمة مصممة لتعزيز التعلم من خلال المدخلات البصرية والسمعية والسياقية. وعلى الرغم من توافرها المتزايد، لا تزال العديد من الفصول الدراسية للغة الإنجليزية كلغة أجنبية في إقليم كردستان تعتمد على التعليم التقليدي القائم على النصوص، مما يقيد مشاركة الطلاب الصغية وحفظ و تذكر المفردات اللفظية والاستخدام العملي لتلك المفردات. تناقش هذه الدراسة الوصفية فعالية مقاطع الفيديو التعليمية في تحسين فهم المفردات وحفظها وتحفيز الطلاب الأكاديميين الكرديين الذين يدرسون اللغة الإنجليزية كلغة أجنبية. الدراسة الحالية وصفية استخدم فيها الباحث المنهج الكمي، من خلال استبيان مغلق النهاية يتكون من خمس نقاط على مقياس ليكرت تم إجراؤه على 121 طالباً من المرحلة الرابعة من قسم اللغة الإنجليزية في ثلاث كليات في جامعة صلاح الدين - أربيل خلال العام الدراسي 2024-2025. تم تأكيد مصداقية وثبات الأداة باستخدام ألفا كرونباخ 0.841، وتم تحليل البيانات باستخدام برنامج SPSS (الإصدار 30). تشير النتائج إلى أن مقاطع الفيديو التعليمية تدعم بشكل كبير اكتساب المفردات من خلال ميزات متعددة الوسائط، مثل الترجمة، والكلام الواقعي، والصور السياقية.

أفاد الطلاب أن مقاطع الفيديو التعليمية تُحسّن فهمهم للمفردات الجديدة واحتفاظهم بها، لا سيما من خلال الأمثلة المرئية والاستخدام السياقي. في حين أن العديد من الطلاب يفهمون معنى الكلمات بسهولة أكبر، لا يزال بعضهم يواجه تحديات في تطبيقها بفعالية في التحدث أو الكتابة. بالإضافة إلى ذلك، وُجد أن استخدام مقاطع الفيديو يزيد من تحفيز الطلاب ومشاركتهم أثناء الدروس، مما يُسهم في بيئة صفية أكثر تفاعلية وتركيزًا. ومع ذلك، أشار بعض الطلاب إلى أن مقاطع الفيديو المجردة أو سيئة التصميم تُقلل من فعالية التعلم، مما يُؤكد على الحاجة إلى محتوى يتماشى مع مستويات المتعلمين واهتماماتهم.

الكلمات المفتاحية: فيديوهات تعليمية، تعلم المفردات، الطلاب الكرديين الذين يدرسون اللغة الإنجليزية كلغة أجنبية، تعليمات الوسائط المتعددة، الاحتفاظ باللغة.