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Investigating The Impact of Instructional Videos on Fostering EFL Learners' Semantic Perception:

Case of Fellak Allaoua Middle School Berhoum, M'sila

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Dedication

To my dear, kind-hearted, and supportive parents,

To myself, for the perseverance, determination, and refusal to give up,

To my beloved sisters, my dear brothers,

to my loving husband, who stood by my side and supported me throughout this journey,

To my precious children: Israe, Barae, Diaa Eddine, and Liliane,

And to all my family members who supported me along the way.

To the one I hold dearest and closest to my heart: **Adel**,

And to my dear friend and companion on this journey: **Djazia**.

This work is also dedicated to:

My dear students and the wonderful team at the school,

who were a great help in conducting this study,

To all my inspiring teachers who guided and supported me with sincerity,

And to all my close friends who never hesitated to offer help, advice, and encouragement throughout this remarkable experience.

Dedication

I dedicate this humble work to:
My dear husband, my support and life partner,
My beloved children, the light of my eyes and the beat of my heart,
And my precious family, the source of love, strength, and encouragement.

I also remember my dear father, may Allah have mercy on his soul.
I pray that his grave is a garden from the gardens of Paradise,
That his ranks are raised in the highest heavens,
And that one day we are reunited in the eternal mercy of our Lord.

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Finally, we express our sincere thanks to all the professors who contributed to our academic growth. Their dedication and expertise have left a lasting impact on our knowledge and professional development.

Statement of Originality

We hereby declare that the content of this dissertation is the result of our own original work and investigation. It contains no material that has been published or written by another person, except where proper acknowledgment and referencing have been made. All sources used are cited appropriately, and any assistance received has been fully acknowledged.

Signature Azzouz Lakla

Signature Gherabi Djazia

Abstract

this dissertation investigates the impact of instructional videos on fostering efl learners' semantic perception at fellak allaoua middle school, berhoum, m'sila, aiming to explore how integrating audiovisual materials, particularly instructional videos, can enhance learners' understanding, retention, and contextual grasp of word meanings in foreign language acquisition. to achieve this, a mixed-methods research design was employed, combining quantitative and qualitative approaches to provide a comprehensive view of the phenomenon. quantitatively, a questionnaire was administered to 100 efl learners to gather insights into their perceptions, attitudes, and experiences with instructional videos in the classroom, while qualitatively, classroom observations and four 04 teachers' interviews offered deeper insights into the practical application and effectiveness of these materials from both learners' and educators' perspectives. the findings reveal that instructional videos significantly improve learners' ability to perceive and comprehend new vocabulary meanings, not only reinforcing memorization but also situating words within meaningful and authentic contexts. by providing visual cues, real-life scenarios, and engaging content, videos stimulate cognitive and effective engagement, leading to enhanced semantic processing and more effective vocabulary acquisition. moreover, the study highlights the importance of integrating multimedia tools into efl instruction to accommodate diverse learning styles, boost motivation, and support differentiated learning needs. consequently, this research contributes to the growing body of literature on educational technology's role in language learning and offers valuable pedagogical implications, emphasizing the need for teachers to embrace modern tools like instructional videos to create dynamic, learner-centered environments that foster deeper linguistic competence. the dissertation concludes with recommendations for future research, including longitudinal studies to assess long-term effects of audiovisual materials on language development and exploring improved teacher training for effective integration of such resources into teaching practices.

Keywords: Instructional Videos, EFL Learners, Semantic Perception, Vocabulary Acquisition

List of Abbreviations

AV: Audio-visual

CALL: Computer-Assisted Language Learning

EFL: English as a Foreign Language

ESL: English as a Second Language

ICT: Information and Communication Technology

L2: Second Language

MFL: Modern Foreign Language

SLA: Second Language Acquisition

TBLT: Task-Based Language Teaching

TESOL: Teaching English to Speakers of Other Languages

VLT: Vocabulary Level Test

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General Introduction

In the realm of English as a Foreign Language (EFL) education, semantic perception the ability to understand and interpret the meaning of words, phrases, and sentences in context plays a pivotal role in language proficiency. For EFL learners, particularly those in middle schools, developing strong semantic perception is essential for vocabulary acquisition, reading comprehension, and effective communication. In Algerian middle schools, learners often struggle with semantic perception due to several factors, notably the limited availability of authentic English input such as videos, dialogues, or real-life texts. Instead, instruction tends to rely heavily on textbook-based activities and teacher-centered methods that emphasize memorizing vocabulary lists and grammar rules, rather than fostering contextual understanding and communicative use of the language.

For that, the integration of technology in education has opened new ways for addressing these challenges. Among the various technological tools, instructional videos have emerged as a promising resource for enhancing language learning. By combining visual and auditory stimuli, instructional videos provide learners with contextualized and dynamic input, making abstract concepts more concrete and engaging. Research has shown that such videos can improve vocabulary retention, comprehension, and overall language proficiency by offering multimodal input that caters to diverse learning styles. Despite these benefits, the use of instructional videos in Algerian EFL classrooms remains limited, partly due to a lack of resources, teacher training, and research on their effectiveness in this specific context.

Accordingly, this study aimed to fill that gap by investigating the impact of instructional videos on fostering semantic perception among EFL learners in Algerian middle schools. Taking Fellak Allaoua Middle School in Berhoum, M'sila as a case study, the research explored how instructional videos could enhance learners' ability to understand and interpret meaning in context. Furthermore, it investigated the perceptions of both students and teachers regarding the use of instructional videos, offering valuable insights into their potential benefits and limitations.

By focusing on semantic perception—a critical yet often overlooked aspect of language learning—this research aimed to contribute to the development of more effective EFL teaching strategies in Algeria. The findings were intended not only to provide empirical evidence on the effectiveness of instructional videos but also to offer practical recommendations for integrating this tool into the EFL curriculum. In doing so, the study

sought to support ongoing efforts to enhance language education in Algeria and to empower learners to achieve greater proficiency in English.

Literature Review

Theoretically speaking, previous research has extensively explored the role of semantic perception and instructional videos in language learning. Several studies emphasize the importance of semantic perception in vocabulary acquisition and reading comprehension. argued that contextualized learning, where words are understood within meaningful contexts, is more effective than rote memorization in enhancing long-term retention. Nation (2013) supported this view, highlighting that learners with strong semantic perception skills can infer meanings from context more efficiently, leading to better comprehension and language proficiency. Furthermore, Laufer and Hulstijn (2001) examined the depth of vocabulary knowledge and concluded that learners benefit more from tasks that require active engagement with word meanings rather than passive exposure.

Additionally, instructional videos have also been widely studied as a tool for improving language learning outcomes. Mayer (2009) introduced the cognitive theory of multimedia learning, which suggests that combining visual and auditory stimuli enhances comprehension by reducing cognitive overload and reinforcing meaning through dual coding. Wang and Antonenko (2017) found that subtitled instructional videos significantly improve vocabulary acquisition by providing learners with simultaneous visual, auditory, and textual input. Similarly, Huang (2015) examined the effectiveness of animated videos in EFL learning and reported higher engagement levels and improved word recognition among learners who interacted with animated content compared to those exposed to traditional teaching methods. Moreover, Plass, Chun, and Leutner (2003) demonstrated that learners who receive multimodal input, such as images, spoken words, and written text, develop stronger semantic associations, facilitating deeper learning.

In the context of EFL education in Algeria, several studies have highlighted ongoing challenges. Benmostefa (2020) and Boukhatem (2018) pointed out that Algerian students struggle with limited exposure to English outside the classroom, a lack of engaging materials, and teacher-centered instructional methods that do not actively promote semantic understanding. Dahmene and Meziani (2021) suggested that incorporating technology-enhanced learning tools, such as instructional videos, could provide students with authentic

language input and create a more engaging learning experience. However, they also noted that the effective integration of such tools depends on factors such as teacher training, access to digital resources, and the alignment of video content with curriculum objectives.

Despite the extensive research on semantic perception and instructional videos, several gaps remain. First, while studies confirm the effectiveness of instructional videos in improving language learning, there is limited research on their specific impact on semantic perception in the Algerian EFL context. Most studies focus on general language acquisition rather than examining how videos enhance learners' ability to interpret meaning within different contexts.

Second, the role of instructional video design, including pacing, visual cues, and interactive features, has not been thoroughly explored in Algerian middle schools. Identifying which design elements contribute most to semantic perception can provide valuable insights for optimizing video-based instruction.

Third, previous research has not sufficiently addressed teacher perceptions and challenges in implementing instructional videos.

Thus, understanding the barriers teachers face, such as technological limitations, lack of training, or curriculum constraints, can help develop practical recommendations for effective integration. Lastly, the long-term impact of instructional videos on semantic retention remains unclear. While many studies measure short-term improvements, further research is needed to determine whether video-based learning leads to sustained vocabulary growth and comprehension skills over time.

By doing this, the present study aims, again, to address these gaps by investigating how instructional videos can be optimized to enhance semantic perception in Algerian EFL classrooms. By focusing on video design, teacher implementation, and long-term learning outcomes, the research will contribute to developing more effective and sustainable teaching strategies that go hand in hand with the modern teaching/leaning practices.

Statement of the Problem

In the Algerian middle schools, (EFL) learners often struggle with semantic perception which is the ability to understand and interpret the meaning of words, phrases, and sentences in authentic or real-like contexts. This challenge stems from several factors, including limited exposure to authentic English language input, reliance on traditional teaching methods such as rote memorization and grammar-translation, and a lack of engaging, context-based learning materials. As a result, many students face difficulties in acquiring vocabulary, comprehending texts, and using English effectively in communication, which hinders their overall language proficiency.

While instructional videos have been recognized as a powerful tool for enhancing language learning, particularly in fostering semantic perception, their use in Algerian EFL classrooms remains limited. This is due to a lack of resources, insufficient teacher training, and a scarcity of research on the effectiveness of instructional videos in this specific context. Without addressing these gaps, Algerian educators may miss out on a valuable opportunity to improve EFL learning outcomes through innovative and accessible teaching methods.

Hence, this study aims to address these challenges by investigating the impact of instructional videos on fostering semantic perception among EFL learners in Algerian middle schools. Specifically, it seeks to answer the following questions: How do instructional videos influence learners' ability to understand and interpret meaning in context? What features of instructional videos are most effective in enhancing semantic perception? What are the perceptions of students and teachers regarding the use of instructional videos in EFL learning? And how can instructional videos be effectively integrated into the Algerian EFL curriculum?

By exploring these questions, the study will provide empirical evidence on the effectiveness of instructional videos in improving semantic perception and offer practical recommendations for their implementation in resource-constrained settings. Ultimately, this research aims to contribute to the development of more effective EFL teaching strategies in Algeria, helping learners overcome semantic challenges and achieve greater language proficiency.

Research questions

This study aims to explore the impact of instructional videos on enhancing semantic perception among EFL learners in the Algerian middle schools (Fellak Allaoua Middle School, Berhoum, M'sila). The focus will be on identifying how these videos can improve language comprehension, the most effective features for enhancing semantic understanding, the perceptions of both students and teachers regarding their use, and how they can be effectively integrated into the curriculum. Thus, answering the following questions is a crucial step to highlight the role of instructional videos on EFL learners' semantic perception;

- **-How do instructional videos influence the semantic perception of EFL learners in Algerian middle schools?**
- **-What features of instructional videos are most effective in improving semantic understanding?**
- **What are students' and teachers' perceptions of the benefits and challenges of using instructional videos in EFL learning?**
- **-How can instructional videos be effectively integrated into the EFL curriculum in Algerian middle schools?**

Research hypotheses

Based on the research questions and the theoretical framework, the following hypotheses are proposed:

-Hypothesis 1: Instructional videos will significantly improve the semantic perception of EFL learners in Algerian middle schools.

Rationale: Instructional videos provide multimodal input (visual and auditory stimuli) that enhances learners' ability to understand and interpret meaning in context, leading to improved semantic perception.

-Hypothesis 2: Specific features of instructional videos, such as subtitles, visual cues, and context-based scenarios, will have a positive impact on learners' semantic understanding.

Rationale: These features provide additional contextual and linguistic support, making it easier for learners to infer meaning and grasp semantic relationships.

-Hypothesis 3: Both students and teachers will perceive instructional videos as a beneficial and engaging tool for EFL learning.

Rationale: Instructional videos offer dynamic and multimodal input that combines visual, auditory, and sometimes interactive elements. For students, this can enhance motivation, sustain attention, and improve comprehension by contextualizing language use. For teachers, videos serve as versatile instructional resources that can supplement classroom materials, illustrate complex concepts, and expose learners to authentic language in diverse contexts. Together, these factors contribute to a more engaging and effective EFL learning environment.

-Hypothesis 4: The effective integration of instructional videos into the EFL curriculum will require addressing challenges such as limited resources, teacher training, and access to technology.

Rationale: While instructional videos have the potential to enhance learning, their successful implementation in Algerian middle schools will depend on overcoming practical barriers related to infrastructure and teacher preparedness.

By addressing these research questions and testing the corresponding hypotheses, the study aims to provide valuable insights into the use of instructional videos as a tool for enhancing semantic perception and improving EFL learning outcomes in Algeria.

Significance of the Study

This study seems to be important for EFL education, especially in Algerian middle schools, as it examines the role of instructional videos in enhancing semantic perception. By improving vocabulary acquisition, reading comprehension, and overall language skills, videos offer an effective tool for learning, particularly in settings with limited resources. The study also highlights the importance of teacher training to ensure the successful integration of this technology in classrooms.

Additionally, the research contributes to existing theories, particularly in multimedia learning, and fills a gap by focusing on the impact of instructional videos in an Algerian context. Beyond educational implications, it has societal relevance, empowering learners to improve their English proficiency, which is essential for academic and professional growth. The findings can inform educational reforms and promote equity by ensuring access to quality language education, even in resource-constrained environments.

Structure of the Dissertation

This dissertation is organized into three main chapters, each contributing to a clear and logical progression of the research:

Chapter One: Instructional Videos

This chapter focuses on instructional videos and their role in language learning. It explains how visual and audio materials help learners grasp vocabulary more effectively, and how these tools can enrich traditional EFL teaching, especially in Algerian middle schools.

Chapter Two: Semantic Perception

Building on the first chapter, this chapter explores semantic perception, explaining how learners understand and retain word meanings. It connects the use of instructional videos to improved vocabulary comprehension, showing how multimedia supports deeper semantic processing.

Chapter Three: Data Analysis and Findings

This chapter presents the data analysis and findings. It describes the research methods used including tests, surveys, and observations and demonstrates how instructional videos affected students' vocabulary understanding. Both quantitative and qualitative results are discussed, offering insights from students and teachers alike.

The dissertation concludes with a summary of key results and practical recommendations for improving EFL teaching through multimedia tools.

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Introduction

The integration of technology into education has significantly transformed traditional teaching and learning methods, facilitating innovative approaches that enhance learners' comprehension, engagement, and retention (Mayer, 2009). Among these advancements, instructional videos have emerged as effective tools that accommodate various learning styles and foster a more interactive and dynamic educational experience (Wang & Antonenko, 2017). Unlike traditional language teaching methods such as the Grammar-Translation Method or the Direct Method, which primarily rely on textbooks and verbal instruction, modern methodologies such as the Audiolingual Method, Communicative Approach, and Eclectic Method incorporate multimedia resources to create immersive learning environments (Richards & Rodgers, 2014).

This pedagogical shift has redefined the roles of both learners and teachers, transforming the teaching-learning process into a more collaborative, student-centred endeavour (Brown, 2007). Learners now act as active participants, engaging with content through multiple modalities, including visual, auditory, and kinaesthetic inputs (Paivio, 1986). Correspondingly, teachers have evolved into facilitators who guide students in navigating digital resources and constructing knowledge rather than solely transmitting information (Jonassen, 1999).

In the context of Algerian middle schools, instructional videos are increasingly employed to support English language acquisition and comprehension (Benmostefa, 2020). These videos are typically aligned with curriculum objectives and are often supplemented by activities designed to assess learners' semantic perception that is, their ability to interpret and understand meaning from visual and auditory stimuli (Nation, 2013). By leveraging instructional videos, educators can address the diverse needs of learners and make education more accessible, engaging, and effective (Huang, 2015).

This chapter aims to explore the transformative potential of instructional videos in education by examining their types, planning and creation processes, distribution methods, and evaluation techniques. It also discusses their application within the Algerian middle school English curriculum, demonstrating how these multimedia tools contribute to the development of learners' language skills and semantic understanding. Through this investigation, the chapter emphasizes the pivotal role of instructional videos as a cornerstone

of contemporary education and a catalyst for ongoing innovation in teaching and learning (Mayer, 2009; Plass et al., 2003).

1.1 The Power of Instructional Videos

In recent years, instructional videos have emerged as a cornerstone of modern education, offering a dynamic and versatile approach to teaching and learning. Unlike traditional methods that rely heavily on textbooks and verbal instruction, instructional videos capitalize on multimodal learning that is, combining visual, auditory, and sometimes interactive elements — to create engaging and effective educational experiences (Mayer, 2009; Paivio, 1986). Indeed, this multimodal approach aligns with cognitive theories such as Mayer's Cognitive Theory of Multimedia Learning and Paivio's Dual Coding Theory, which argue that learners absorb and retain information more effectively when it is presented through multiple channels (Clark & Mayer, 2011).

1.1.1 Advantages of Instructional Videos

1. **Enhanced Engagement**: Notably, videos capture learners' attention through visuals, animations, and storytelling, thereby making complex concepts more relatable and easier to understand (Guo, Kim, & Rubin, 2014).
2. **Improved Retention**: Furthermore, the combination of visual and auditory stimuli reinforces learning, ultimately helping students retain information for longer periods (Mayer, 2009; Plass, Chun, & Leutner, 2003).
3. **Flexibility and Accessibility**: Additionally, instructional videos can be accessed anytime and anywhere, allowing learners to study at their own pace and revisit content as needed (Kay, 2012).
4. **Catering to Diverse Learning Styles**: Moreover, videos accommodate visual, auditory, and kinaesthetic learners, thus ensuring inclusivity and personalized learning experiences (Fleming & Mills, 1992).
5. **Real-World Applications**: Finally, demonstration videos and case studies provide practical examples, effectively bridging the gap between theoretical knowledge and real-world application (Zhang et al., 2006).

1.1.2 Theoretical Foundations

The effectiveness of instructional videos is further supported by several prominent educational theories. First, according to Cognitive Load Theory, videos reduce cognitive overload by presenting information in manageable chunks and by using visuals to simplify

complex ideas (Sweller, 1994; van Merriënboer & Sweller, 2005). Second, under Constructivist Learning Theory, videos encourage active learning by allowing students to construct knowledge through interaction and exploration (Jonassen, 1999). Third, Social Learning Theory suggests that videos can model behaviours and skills, thereby enabling learners to observe and imitate expert performances (Bandura, 1977).

1.1.3 Instructional Videos in Modern Teaching Methodologies

Over time, the shift from traditional teaching methods such as the Grammar-Translation Method and the Direct Method to modern approaches like the Audiolingual Method, the Communicative Approach, and the Eclectic Method has emphasized the importance of integrating technology into education (Richards & Rodgers, 2014). In this context, instructional videos align seamlessly with these modern methodologies by:

- **Firstly**, promoting active learning through interactive elements (Wang & Antonenko, 2017)
- **Secondly**, encouraging communicative competence by exposing learners to authentic language use (Ellis, 2008)
- **And finally**, supporting eclectic teaching by combining various techniques and resources to meet diverse learner needs (Richards & Rodgers, 2014).

1.2 Instructional Videos in the Algerian Middle School English Curriculum

The integration of audio-visual aids into English as a Foreign Language (EFL) teaching has become an essential pedagogical strategy in Algerian middle schools. Specifically, these tools which range from simple audio recordings to sophisticated visual materials and multimedia content aim to support learners' engagement, enhance motivation, and facilitate linguistic development (Benmostefa, 2020; Boukhatem, 2018). Importantly, their use aligns with the national curriculum's emphasis on communicative competence, helping bridge the gap between theoretical classroom input and authentic, real-world language usage (Richards & Rodgers, 2014).

In particular, audio-visual materials stimulate multiple senses simultaneously, a feature that significantly enhances memory retention and fosters a more immersive and engaging language learning environment (Mayer, 2009; Plass et al., 2003). For example, when learners watch videos of native speakers engaged in natural conversations, they not only hear the

correct pronunciation and intonation but also observe non-verbal cues, such as gestures, facial expressions, and body language (Huang, 2015). These combined inputs create a richer understanding of meaning, supporting both linguistic and pragmatic competence.

Moreover, audio-visual aids allow teachers to better adapt to diverse learning styles within the classroom. According to Fleming and Mills (1992), learners process information differently: some prefer visual input, others auditory, and some benefit most from hands-on, kinaesthetic activities. Instructional videos, by combining visual and auditory channels, offer inclusive learning experiences that cater to all these preferences, ensuring that no student is left behind (Kay, 2012).

Additionally, these tools provide richer contextualized input, which is especially crucial when addressing abstract or culturally distant concepts. For instance, explaining idiomatic expressions like “spill the beans” or cultural practices such as “Thanksgiving” becomes far more effective when paired with videos that demonstrate their meanings in real-life contexts (Nation, 2013). This exposure not only deepens semantic understanding but also fosters intercultural awareness a vital skill in today’s globalized world (Laufer & Hulstijn, 2001).

Furthermore, recent Algerian studies (Dahmene & Meziani, 2021) emphasize that the integration of instructional videos can help overcome the challenge of limited authentic input in EFL classrooms, where textbooks often fail to provide rich, communicative language examples. However, the success of such integration depends not only on the availability of materials but also on the teacher’s ability to select, adapt, and incorporate them effectively into lessons. Teacher training, access to appropriate resources, and alignment with curriculum goals are thus critical for maximizing the pedagogical potential of instructional videos (Wang & Antonenko, 2017).

In conclusion, the integration of audio-visual aids, particularly instructional videos, represents a pivotal element in enhancing EFL instruction in Algeria. By engaging multiple senses, accommodating diverse learning styles, offering authentic cultural exposure, and supporting communicative competence, these tools play an indispensable role in preparing learners for successful real-world communication in English.

1.2.1 The Role of Audio-Visual Aids in Language Learning

Audio-visual aids serve multiple essential functions in the language classroom. Pedagogically, they provide learners with authentic input that mimics real-life language use,

thereby enhancing listening comprehension, pronunciation, and contextual understanding (Mayer, 2009; Richards & Rodgers, 2014). Psychologically, they play a crucial role in increasing learner motivation and reducing anxiety, particularly among beginners who often struggle with purely textual or abstract content (Gardner, 1985; Huang, 2015).

For instance, showing a short video before introducing a new vocabulary list can activate prior knowledge and provide a concrete context for learning (Nation, 2013). Similarly, playing audio dialogues can familiarize students with native-like pronunciation, intonation patterns, and conversational rhythms, helping them develop both phonological awareness and communicative competence (Laufer & Hulstijn, 2001). Thus, audio-visual aids function as a powerful bridge between passive input and active language use, supporting learners in transferring what they hear and see into practical, meaningful communication (Plass, Chun, & Leutner, 2003).

Moreover, these aids allow for differentiated instruction, accommodating diverse learner needs and preferences (Fleming & Mills, 1992). For example, visual learners benefit from videos and images, while auditory learners engage more effectively with recorded dialogues or songs. Additionally, kinaesthetic learners can interact with multimedia content through role-plays or simulations based on audio-visual materials. In this way, audio-visual aids promote inclusivity, ensuring that all students have access to meaningful and engaging learning experiences (Kay, 2012).

1.2.2 Instructional Videos in the Algerian Middle School English Curriculum

Among the various audio-visual resources employed in Algerian middle schools, instructional videos have gained increasing prominence due to their dynamic and integrative nature. Specifically, in the Algerian Middle School English curriculum, such videos are deliberately incorporated to facilitate both language acquisition and comprehension (Benmostefa, 2020; Boukhatem, 2018). Importantly, they are carefully designed to align with curricular goals and are often paired with tasks assessing learners' semantic perception that is, their ability to extract meaning from both visual and auditory input (Nation, 2013; Mayer, 2009).

Typically, these videos feature interactive content such as dialogues, real-life situations, and culturally relevant scenes, making them ideal for reinforcing both grammatical structures

and pragmatic language use (Huang, 2015). For example, learners watching a classroom dialogue can observe turn-taking strategies, politeness conventions, and socio-cultural cues that are rarely captured in textbooks. Consequently, instructional videos allow learners not only to visualize context but also to infer meaning and develop cross-cultural awareness (Ellis, 2008).

Furthermore, instructional videos enhance the classroom experience by offering learners a more holistic approach to language learning. They not only complement traditional teaching materials but also enrich pedagogical practices by creating an engaging, multisensory learning environment (Plass et al., 2003; Wang & Antonenko, 2017). As a result, they play a pivotal role in promoting communicative competence, critical thinking, and learner autonomy, all of which are essential components of modern language education (Richards & Rodgers, 2014).

1.3 Planning the Instructional Videos:

Creating effective instructional videos requires meticulous and deliberate planning to ensure clarity, engagement, and alignment with educational objectives (Clark & Mayer, 2011; Kay, 2012). Indeed, a well-planned video not only delivers content effectively but also enhances the overall learning experience by addressing the specific needs and expectations of the target audience (Mayer, 2009). Therefore, this section outlines the key steps involved in planning an instructional video, with a particular focus on identifying learning objectives, scriptwriting, and storyboarding.

1.3.1 Identifying the Learning Objectives

The foundation of any instructional video lies in its clearly defined learning objectives. These objectives specify what learners should know, understand, or be able to do after watching the video (Dick, Carey, & Carey, 2014). In fact, well-crafted objectives guide the selection of content, the design of structure, and the development of assessments, ensuring alignment with curriculum standards and learner needs (Richards & Rodgers, 2014).

1.3.2 Steps to Identify Learning Objectives

To effectively identify learning objectives, educators are advised to follow several critical steps :

1. **Analyse Curriculum Goals:** First, review the curriculum or course syllabus to determine the key concepts or skills the video is expected to address (Nation, 2013).
2. **Consider Learner Needs:** Next, identify the target audience's prior knowledge, learning preferences, and potential challenges (Gardner, 1985).
3. **Use SMART Criteria:** Finally, ensure that objectives are Specific, Measurable, Achievable, Relevant, and Time-bound (Doran, 1981).

Example: Instead of the vague goal "Understand grammar rules," a SMART objective would state, "By the end of this video, learner will be able to identify and use the present perfect tense correctly in sentences."

1.3.3 Benefits of Clear Learning Objectives

Clearly articulated learning objectives offer multiple benefits, including:

- ✓ Providing a focused framework for the video content.
- ✓ Helping learners understand what they are expected to achieve.
- ✓ Facilitating the development of assessments that accurately measure learning outcomes (Clark & Mayer, 2011).

1.3.4 Scriptwriting and Storyboarding

Once the learning objectives are established, the next crucial step is to create a detailed script and storyboard. These tools serve as roadmaps for the video, ensuring coherence, logical progression, and consistent alignment with the objectives (Kay, 2012).

Scriptwriting:

A script is a written document outlining the narration, visuals, and interactions included in the video. Specifically, it ensures that the content is clear, concise, and engaging (Clark & Mayer, 2011).

1.3.5 Tips for Writing an Effective Script

To write an effective script, educators are encouraged to consider the following tips:

1. **Start with an Introduction**: Briefly introduce the topic and explain its relevance to the learners.
2. **Organize Content Logically**: Divide the material into clear sections or chapters, each addressing a specific subtopic.
3. **Use Simple Language**: Avoid jargon and complex sentences to ensure clarity and accessibility (Mayer, 2009).
4. **Incorporate Engagement Techniques**: Use questions, anecdotes, or real-life examples to maintain learner interest (Wang & Antonenko, 2017).
5. **Include a Conclusion**: Summarize key points and provide a call to action, such as a quiz or suggested further reading.

Example Script Outline:

- **Introduction**: "In this video, we'll explore the present perfect tense and how it's used in everyday English."
- **Main Content**: Explanation of the tense, examples, and common mistakes.
- **Conclusion**: "Now that you've learned the present perfect tense, try using it in your own sentences!"

Storyboarding

A storyboard is a visual representation of the video, illustrating how each scene will appear and flow. It typically includes sketches or descriptions of visuals, text, animations, and transitions (Clark & Mayer, 2011).

Steps to Create a Storyboard

1. **Divide the Script into Scenes:** Break the script into smaller segments, each representing a scene or key point.
2. **Sketch Visuals:** Draw or describe the visuals for each scene, including text, images, and animations.
3. **Add Notes:** Include detailed notes on narration, timing, and transitions between scenes.
4. **Review and Revise:** Ensure that the storyboard aligns with both the learning objectives and the script, making necessary adjustments for coherence and clarity (Kay, 2012).

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1.3.6 Benefits of Storyboarding

Using a storyboard offers several significant advantages, such as:

- Visualizing the sequence of content, ensuring a logical and engaging flow.
- Identifying potential gaps or redundancies in the video.
- Providing a detailed reference for the production team, ensuring consistency between visuals, narration, and educational goals (Mayer, 2009).

In conclusion, planning is a critical step in creating effective instructional videos. By identifying clear learning objectives and developing a well-crafted script and storyboard, educators can ensure that their videos are engaging, coherent, and aligned with educational goals (Clark & Mayer, 2011). These planning tools not only streamline the production process but also enhance the overall quality and impact of the video, ultimately leading to better learning outcomes and greater student satisfaction (Wang & Antonenko, 2017).

1.4 Creating Engaging Instructional Videos

Creating engaging instructional videos requires a strategic and thoughtful approach aimed at maximizing the content's impact, making it more effective and memorable for learners (Clark & Mayer, 2011; Wang & Antonenko, 2017). When designed carefully, these videos not only attract learners' attention but also improve their understanding and increase information retention (Mayer, 2009). Among the most important aspects to consider in video production are the visual and auditory elements, as well as video length and pacing, all of which contribute significantly to the educational value of the final product.

1.4.1 Visual Elements and Their Role in Simplifying Concepts

On the one hand, high-quality visual elements are essential for enhancing learner engagement. Elements such as images, animations, text, diagrams, and annotations play a

crucial role in simplifying complex concepts, highlighting key points, and maintaining viewer interest (Plass, Chun, & Leutner, 2003). For instance, when discussing the water cycle, diagrams that explain the stages of evaporation, condensation, and precipitation can significantly aid in achieving a deep understanding (Mayer, 2009).

Moreover, animations are particularly useful for illustrating dynamic processes, such as the movement of molecules in chemistry lessons or the flow of energy in ecosystems. Additionally, text overlays can highlight important terms, while maintaining a consistent colour scheme, font style, and layout creates a polished, professional look that enhances credibility (Clark & Mayer, 2011). However, it is essential to avoid overcrowding the screen with too many elements, as this can overwhelm the viewer and hinder understanding rather than support it (Sweller, 1994; van Merriënboer & Sweller, 2005).

1.4.2 Auditory Elements and Sound Quality

On the other hand, auditory elements such as narration, background music, and sound effects play an equally important role in increasing engagement in instructional videos (Guo, Kim, & Rubin, 2014). Sound is an effective tool for capturing the learner's attention; therefore, it is recommended that narration be clear, with proper pronunciation, appropriate pacing, and a friendly tone to maintain learner focus (Mayer, 2009).

Furthermore, background music can create a motivating atmosphere for learning, provided it is subtle and non-distracting (Kay, 2012). For example, sound effects such as a "ding" when a correct answer is displayed can add interactivity and emphasize key points, reinforcing learner engagement. It is also critical to ensure high-quality sound by using a good microphone and minimizing background noise, thereby achieving clear and professional audio (Wang & Antonenko, 2017). By strategically combining visual and auditory elements, instructors can cater to different learning styles whether visual, auditory, or mixed enhancing both engagement and retention through multiple sensory channels (Fleming & Mills, 1992).

1.4.3 Video Length and Pacing

In addition to the above, the length and pacing of the video play a crucial role in its educational success. Research consistently shows that shorter videos typically between six and ten minutes are more effective at maintaining learner attention compared to longer videos

(Guo, Kim, & Rubin, 2014). Therefore, it is recommended to focus on one concept or skill per video to avoid cognitive overload (Sweller, 1994). For more complex topics, it is better to break them into a series of shorter, focused videos. For instance, rather than creating a 20-minute video covering all English tenses, producing three separate videos each focusing on the past, present, or future tense would be more effective for retention and comprehension.

Moreover, the pacing of the content should be balanced. Educators must avoid rushing through material too quickly or dwelling excessively on one point. Pausing at strategic moments allows learners time to think and process the information, thereby improving retention (Mayer, 2009). Additionally, dividing content into smaller sections or chapters makes it easier to follow and enhances understanding. Smooth transitions between sections help maintain the flow of ideas, while in longer videos, incorporating interactive elements such as quizzes or moments for reflection can help re-engage learners (Clark & Mayer, 2011).

Ultimately, combining engaging visual elements, clear narration, and thoughtful planning of video length and pacing forms the foundation for creating effective instructional videos. When these elements are carefully and intelligently integrated, videos become powerful educational tools that promote deeper understanding, continuous interaction, and long-term retention of material (Wang & Antonenko, 2017; Plass et al., 2003).

1.5 Distributing and Promoting the Videos

The effectiveness of instructional videos relies not only on their content and design but also on how they are distributed and promoted to the target audience (Kay, 2012; Wang & Antonenko, 2017). Indeed, ensuring that instructional videos reach the right learners and are accessible to all is critical for maximizing their educational impact. In fact, effective distribution and promotion strategies can significantly enhance engagement, improve learning outcomes, and increase the overall success of educational initiatives (Mayer, 2009). Therefore, two essential factors in this process are platform selection and accessibility considerations, which ensure that the videos are not only widely available but also usable by a diverse group of learners.

1.5.1 Platform Selection

First and foremost, selecting the right platform for hosting and sharing instructional videos is essential for optimizing reach, engagement, and usability (Guo, Kim, & Rubin, 2014). The platform chosen should align with learners' preferences, technological access, and learning context. For example:

- ✓ Learning Management Systems (LMS) such as Moodle and Canvas integrate course materials, assignments, and assessments, providing a centralized learning environment. Moreover, LMS platforms offer analytics tools that help track learner engagement and performance, allowing educators to make data-driven improvements (Kay, 2012).
- ✓ YouTube, as a widely accessible and informal platform, is ideal for reaching a global audience. In addition, it supports high-quality video playback and closed captions, making it an excellent option for public outreach or informal learning settings (Mayer, 2009).
- ✓ Institutional websites provide complete control over content and access. However, maintaining a custom website requires significant technical and financial resources, making it more suitable for larger institutions with dedicated support teams (Clark & Mayer, 2011).
- ✓ Social media platforms like Facebook and Instagram are effective for distributing short, engaging videos that capture attention quickly. Nevertheless, they may not be suitable for delivering in-depth educational content that requires sustained focus (Wang & Antonenko, 2017).

1.5.2 Accessibility Considerations

Ensuring that instructional videos are accessible to all learners is fundamental to promoting inclusivity and educational equity (Plass, Chun, & Leutner, 2003). Accessibility features not only benefit learners with disabilities but also improve the overall learning experience for all students. Key accessibility features include:

- ✓ **Subtitles and closed captions**, which provide a text version of the audio content, are essential for learners with hearing impairments or those studying in noisy environments (Kay, 2012).

- ✓ **Transcripts** allow learners to read along or review content at their own pace. These can be offered as downloadable files alongside the video to support flexible learning (Mayer, 2009).
- ✓ **Audio descriptions** provide narrated explanations of visual elements, supporting learners with visual impairments, especially when content relies heavily on visual cues (Clark & Mayer, 2011).
- ✓ **Multiple formats and resolutions** ensure that learners with various devices and internet speeds can still access the content, including low-resolution versions for those with limited bandwidth (Guo, Kim, & Rubin, 2014).
- ✓ **Language support** significantly enhances accessibility by offering translations or subtitles in multiple languages, thus broadening the reach to a global audience (Wang & Antonenko, 2017).

By carefully considering and incorporating these accessibility features, instructional videos can be made more inclusive, ensuring that all learners regardless of their abilities, backgrounds, or contexts can engage meaningfully with the material. When implemented effectively, these strategies not only improve the learning experience but also demonstrate a strong institutional commitment to inclusivity and educational equity (Plass et al., 2003).

1.6 Measuring Success

Assessing the effectiveness of instructional videos is crucial for ensuring that they meet educational objectives and provide meaningful value to learners (Mayer, 2009; Clark & Mayer, 2011). By analysing various metrics and gathering feedback, educators can identify both strengths and weaknesses, enabling continuous improvement and refinement of video-based instruction (Kay, 2012). Therefore, two key methods for measuring success are learner engagement and interaction, and performance assessment. These methods provide valuable data on how well the video captures attention, fosters comprehension, and supports knowledge retention (Guo, Kim, & Rubin, 2014).

1.6.1 Learner Engagement and Interaction

Tracking learner engagement and interaction is one of the most reliable ways to assess how effectively a video engages its audience (Wang & Antonenko, 2017). High engagement levels often correlate with better comprehension and retention, making them a critical

indicator of success (Plass, Chun, & Leutner, 2003). For example, several key metrics can be used to measure engagement:

- ✓ **View count**, which represents the number of times the video has been watched. A high view count suggests broad reach and sustained interest.
- ✓ **Completion rate**, the percentage of viewers who watch the video from start to finish. A low completion rate may indicate that the video is too long, poorly paced, or insufficiently engaging (Guo, Kim, & Rubin, 2014).
- ✓ **Interaction data**, including comments, likes, dislikes, and clicks on interactive elements such as embedded questions, links, or hotspots. Notably, high interaction levels often suggest that the video is thought-provoking and encourages active participation (Clark & Mayer, 2011).
- ✓ **Time spent on the video**, or the average duration viewers stay engaged. A noticeable drop in viewing time may highlight specific sections that need revision or improvement (Mayer, 2009).
- ✓ **Moreover**, tools such as Learning Management Systems (LMS), YouTube Analytics, Vimeo, and Wistia provide educators with valuable insights into these metrics, helping them track and analyse learner interaction effectively (Kay, 2012). Additionally, analysing qualitative feedback through comments, surveys, or direct learner input can further guide improvements. For instance, revising sections with consistently low engagement or adding elements that encourage active viewer participation can significantly enhance the overall learning experience (Plass et al., 2003).

1.6.2 Performance Assessment

Performance assessment provides a direct and measurable way to evaluate the effectiveness of instructional videos in promoting comprehension and knowledge retention (Mayer, 2009; Clark & Mayer, 2011). By evaluating learners' performance, educators can determine whether the content aligns with the intended learning objectives. Common methods for assessing performance include:

- ✓ **Quizzes and tests** to evaluate learners' understanding of key concepts.
- ✓ **Assignments and projects**, which allow learners to apply the knowledge gained from the video in practical or creative contexts (Wang & Antonenko, 2017).

- ✓ **Discussions and reflections**, providing learners with opportunities to articulate their understanding, analyse ideas, and deepen their grasp of the material.
- ✓ **Pre- and post-tests**, which measure knowledge gains before and after watching the video, offering concrete evidence of learning progress (Kay, 2012).

Consequently, performance assessments not only ensure that the instructional video achieves its educational objectives but also provide robust evidence of learners' comprehension. Moreover, these assessments reinforce the learning process by encouraging active recall, critical thinking, and the application of knowledge (Plass et al., 2003). In addition, using varied assessment formats such as quizzes, assignments, and discussions helps cater to diverse learner preferences, ensuring that all students have the opportunity to demonstrate their learning effectively (Mayer, 2009).

In conclusion, measuring the success of instructional videos involves both tracking learner engagement and conducting performance assessments. By analysing key metrics such as view counts, completion rates, and quiz scores, educators can gain valuable insights into the video's effectiveness (Guo, Kim, & Rubin, 2014; Wang & Antonenko, 2017). Furthermore, performance assessments provide direct evidence of comprehension and knowledge retention, ensuring that the videos are achieving their intended educational goals. Together, these strategies contribute to an ongoing process of improvement, enhancing the overall quality, impact, and sustainability of the learning experience (Clark & Mayer, 2011; Plass et al., 2003).

1.7 Conclusion

To conclude, instructional videos have emerged as indispensable tools in modern education, bridging the gap between traditional and digital learning methodologies (Mayer, 2009; Clark & Mayer, 2011). By leveraging the power of multimedia, these videos transform the teaching-learning process, making it more dynamic, engaging, and effective (Plass, Chun, & Leutner, 2003). They also redefine the roles of both learners and teachers, shifting from passive knowledge transmission to active, collaborative learning experiences (Wang & Antonenko, 2017). Learners become active participants in their own education, while teachers evolve into facilitators who guide and support the learning journey (Kay, 2012).

In the context of the Algerian Middle School English curriculum, instructional videos play a pivotal role in enhancing language acquisition. They provide authentic language input, improve comprehension, and foster cultural awareness, all while supporting the development of learners' semantic perception (Nation, 2013). Moreover, activities designed to assess semantic perception such as quizzes, discussions, and interactive tasks ensure that learners not only understand the content but also retain and apply it effectively (Laufer & Hulstijn, 2001).

Furthermore, the integration of instructional videos aligns with global trends in education, where technology is increasingly employed to create inclusive, personalized, and learner-centered environments (Clark & Mayer, 2011). By catering to diverse learning styles and needs, these videos promote educational equity and accessibility, ensuring that all learners have the opportunity to succeed, regardless of their backgrounds or abilities (Fleming & Mills, 1992).

As technology continues to evolve, the design and implementation of instructional videos are expected to advance even further, offering increasingly innovative and effective ways to enhance learning (Wang & Antonenko, 2017). Future developments may include:

- **Artificial Intelligence (AI):** AI-driven tools could personalize video content based on individual learner needs and preferences.
- **Virtual and Augmented Reality (VR/AR):** Immersive technologies could create interactive, real-world learning experiences.
- **Gamification:** Incorporating game-like elements could further increase learner engagement and motivation.

Future research is encouraged to explore innovative ways to optimize instructional videos for diverse learning contexts and populations. Key areas of focus could include:

- ✓ Investigating the impact of video length, pacing, and interactivity on learning outcomes.
- ✓ Developing strategies to enhance accessibility and inclusivity for learners with disabilities.
- ✓ Examining the role of cultural and linguistic diversity in video design and implementation.

By addressing these areas, researchers and educators can contribute to the continuous improvement of instructional video design, ensuring that it remains responsive to the evolving needs of learners in an increasingly globalized world.

In conclusion, instructional videos are not merely a supplement to traditional teaching methods they are a transformative force in education. By embracing these tools, educators can create more engaging, effective, and inclusive learning experiences that prepare students for the challenges and opportunities of the 21st century (Plass et al., 2003; Mayer, 2009). As we look to the future, the continued evolution of instructional videos promises to unlock even greater potential for educational innovation and excellence.

Chapter Two: Semantic Perception

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Introduction

Meaning is an essential feature in the process of language teaching and learning, serving as the foundation upon which communication is built (Nation, 2013). Its importance lies not only in its direct correlation with vocabulary retrieval but also in its critical role in facilitating the overall understanding of language. Without the ability to grasp meaning, language becomes a collection of empty symbols, devoid of purpose or utility. For this reason, semantic perception stands as a cornerstone of human communication, enabling individuals to interpret and derive meaning from both linguistic and non-linguistic cues (Laufer & Hulstijn, 2001). It encompasses the cognitive processes involved in understanding the relationships between words, phrases, and the abstract concepts they represent, forming the basis for effective interaction and comprehension across various contexts.

This chapter aims to explore the intricacies of semantic perception in depth. It begins by examining the foundational levels of language phonology, morphology, syntax, and semantics which collectively provide the structural framework necessary for constructing and interpreting meaning (Yule, 2010). Specifically, phonology refers to the study of sounds and their patterns; morphology focuses on the formation of words; syntax deals with sentence structure; and semantics addresses the meanings conveyed by words and sentences. Understanding how these levels interrelate is crucial for comprehending how meaning is built, transmitted, and received in both oral and written communication.

Moreover, the chapter delves into the different types of meaning that shape human interpretation, including literal or linguistic meaning, pragmatic meaning, social meaning, and cultural meaning (Cruse, 2011). Literal meaning refers to the explicit, dictionary definitions of words, while pragmatic meaning involves the speaker's intended message within a given context. Social meaning pertains to the roles and relationships embedded in language use, such as levels of politeness or formality, and cultural meaning encompasses the shared beliefs, customs, and values reflected in language. By exploring these dimensions, the chapter highlights how multiple layers of meaning interact to shape an individual's semantic perception, influencing not just what is understood, but also how it is understood.

In addition to describing these fundamental concepts, the chapter investigates the factors that influence semantic perception, such as the surrounding context, prior knowledge, personal experiences, and individual cognitive abilities (Anderson, 2000). Context plays a

critical role, as the same word or phrase can convey vastly different meanings depending on situational cues. Prior knowledge and personal experience help learners make inferences and fill gaps in understanding, while cognitive abilities determine how efficiently and accurately individuals process semantic information. Recognizing the interplay between these factors is essential for developing strategies that can enhance learners' ability to perceive and retain meaning effectively.

A further focus of the chapter is the role of instructional videos in facilitating semantic perception. With their ability to combine visual, auditory, and sometimes interactive elements, instructional videos provide learners with rich, multimodal input that strengthens the connections between words, images, and concepts (Mayer, 2009). These multimedia tools are particularly effective in clarifying abstract or culturally unfamiliar concepts, making them valuable assets in both language acquisition and broader educational contexts. The chapter also examines the processes of semantic retrieval the ability to access stored meanings in long-term memory and the mechanisms of long-term retention, which are vital for sustained learning and successful language use over time (Baddeley, 2000).

Finally, the chapter addresses methods for assessing semantic perception and retention, emphasizing the importance of measuring not just whether learners can recall isolated vocabulary items, but whether they can understand and apply these items meaningfully in context. Effective assessment strategies, such as contextualized quizzes, discussion tasks, and reflective exercises, allow educators to gauge learners' semantic understanding more accurately and support targeted instructional improvements (Richards & Rodgers, 2014).

By the end of this chapter, readers will have gained a comprehensive understanding of semantic perception, including its underlying mechanisms, the types and levels of meaning involved, the cognitive and contextual factors that influence it, and its significance in both everyday communication and educational settings. This exploration aims to equip educators, learners, and researchers alike with the knowledge and tools necessary to enhance semantic processing, improve vocabulary retrieval, and ultimately foster more meaningful and effective learning experiences.

2.2 Understanding Semantic Perception

Perceiving meaning is an essential process for acquiring, understanding, and producing language. Semantic perception refers to the cognitive mechanisms through which individuals interpret and derive meaning from both linguistic and non-linguistic inputs (Anderson, 2000; Nation, 2013). It is a complex, multifaceted phenomenon that depends on the dynamic interaction between different levels of language and the various types of meaning that contribute to the interpretation process. Therefore, to fully understand how semantic perception operates, it is necessary to explore the foundational levels of language and the multiple dimensions of meaning that shape our ability to communicate effectively. This exploration incorporates both internal aspects (such as phonology, morphology, syntax, and semantics) and external influences (such as pragmatic rules and socio-cultural norms), all of which play crucial roles in how we process, understand, and apply language.

2.2.1 The Linguistic/Literal Meaning

Language is organized hierarchically, with each level building upon the previous one to create meaningful communication (Yule, 2010). At the foundational level, phonology deals with the sound systems of a language. This includes the study of phonemes, which are the smallest units of sound that can distinguish meaning. For instance, the distinction between the sounds /p/ and /b/ in English creates differences between words like pat and bat. Phonology thus serves as the auditory foundation for language, enabling individuals to recognize, differentiate, and produce meaningful speech sounds.

Moving to the next layer, morphology focuses on the structure of words and how they are constructed from smaller units known as morphemes. Morphemes the smallest meaningful units of language include prefixes, roots, and suffixes. For example, the word *unhappiness* contains three morphemes: *un-* (a prefix meaning “not”), *happy* (the root), and *-ness* (a suffix indicating a state or quality). Morphology is crucial for understanding how words are built and how their meanings are derived from these components, allowing language users to generate and interpret a wide range of word forms.

Syntax, in turn, refers to the set of grammatical rules that govern the arrangement of words and phrases to create well-formed sentences. It determines word order, the relationships between sentence elements, and the overall structure needed for coherent

communication. For example, the sentence *the cat chased the mouse* follows a subject-verb-object structure in English, ensuring clarity and coherence. Syntax plays a vital role in transforming isolated words into meaningful expressions, making it an essential part of semantic perception.

Central to this entire framework is semantics, which concerns the meaning conveyed by words, phrases, and sentences. Semantics explores the relationships between linguistic signs (words) and the concepts they represent, enabling individuals to interpret language meaningfully. For example, the word *dog* refers to a specific animal, and its meaning is understood within a shared linguistic framework that allows speakers to communicate effectively. Importantly, semantics encompasses literal or linguistic meaning the explicit, dictionary definitions of words and sentences which provides the foundation for more nuanced types of meaning. This perspective aligns with Ferdinand de Saussure's concept of the *signifier* (the form of the word) and the *signified* (the concept it represents), where the connection between the two is socially constructed rather than inherently fixed.

2.2.2 The Pragmatic Meaning

While literal meaning provides a necessary foundation, pragmatic meaning adds critical depth by considering the broader communicative context. Pragmatics addresses how speakers use language in real-world situations, focusing on the speaker's intentions, the listener's interpretations, and the social effects of the utterance. Specifically, it involves three key components: the locutionary act (the actual act of saying something), the illocutionary act (the intended meaning or function behind the utterance, such as requesting, promising, or warning), and the perlocutionary act (the effect on the listener, such as persuading, amusing, or alarming).

For example, if someone says, *Can you open the window?*, the literal meaning refers to the listener's physical ability to open the window, but the pragmatic meaning implies a polite request. Without an understanding of pragmatic meaning, communication risks becoming overly literal, missing the implied or unsaid aspects that are crucial for effective interaction. Therefore, pragmatic meaning helps language users navigate indirectness, politeness strategies, humor, irony, and other subtle aspects of human communication that extend beyond surface-level meaning.

2.2.3 The Socio-Cultural Meaning

Beyond the literal and pragmatic dimensions, social and cultural meaning deeply shape how language is used and understood within specific communities. Social meaning refers to the values, identities, relationships, and social hierarchies communicated through language use (Hymes, 1972). For instance, the choice between formal and informal language can signal respect, authority, intimacy, or solidarity, depending on the social context. Dell Hymes' concept of communicative competence emphasizes that effective communication requires not only grammatical accuracy but also an understanding of the social rules that govern when, where, and how to use language appropriately.

Cultural meaning, meanwhile, encompasses the shared practices, beliefs, symbols, and norms that influence how language is interpreted across cultural contexts. For example, the word family may evoke different associations, responsibilities, and emotional resonances in different cultures, reflecting distinct cultural models of kinship and social structure. Similarly, metaphors, idiomatic expressions, and humor often rely on culturally specific references that may be opaque or misunderstood by outsiders. Therefore, understanding cultural meaning is essential for achieving cross-cultural communication competence and interpreting the deeper layers of meaning embedded in language.

By exploring the interconnected levels of language phonology, morphology, syntax, semantics alongside pragmatic and socio-cultural dimensions, we gain a richer appreciation of the complexity of semantic perception. It is through this intricate interplay that individuals can interpret, negotiate, and produce meaningful communication, enabling them to engage successfully in a variety of social, educational, and professional contexts. Ultimately, understanding these foundational concepts allows us to appreciate how semantic perception shapes not only our linguistic competence but also our ability to navigate the social and cultural landscapes in which language operates.

2.3 Factors Influencing Semantic Perception

Semantic perception is not a static or uniform process; rather, it is shaped by a multitude of factors that affect how individuals interpret and derive meaning from linguistic and non-linguistic inputs (Anderson, 2000; Nation, 2013). These influences can be internal — such as cognitive abilities, emotional states, and prior knowledge — or external, including

context, cultural background, social dynamics, and the medium of communication. Understanding these multifaceted influences is essential for explaining why individuals sometimes perceive the same message differently and how meaning is constructed dynamically within various communicative environments. Below, we explore the most critical factors that shape semantic perception.

2.3.1 Context

First and foremost, context plays a central role in determining how meaning is interpreted. Context encompasses the situational, social, and cultural environment in which communication takes place. For instance, the word *bank* can refer to either a financial institution or the side of a river; without contextual clues, the intended meaning remains ambiguous. Moreover, context helps clarify tone, intent, and relevance, allowing communicators to navigate subtleties such as sarcasm, humor, or urgency. Ignoring context can lead to misunderstandings, especially in cross-cultural or unfamiliar settings, highlighting its importance in shaping effective semantic perception.

2.3.2 Prior Knowledge

Another crucial factor is prior knowledge, which refers to the individual's existing knowledge base and personal experiences (Anderson, 2000). Prior knowledge acts as a cognitive framework that shapes how new information is interpreted and integrated. For example, a person with a scientific background may interpret technical terms and concepts more accurately than someone without such training. In addition, prior knowledge enables individuals to draw inferences, fill in gaps, and connect new input to familiar patterns, ultimately enhancing comprehension and retention. This explains why two people exposed to the same message may derive different understandings based on what they already know.

2.3.3 Cognitive Abilities

Cognitive abilities — including memory capacity, attentional control, reasoning, and problem-solving skills — significantly influence how individuals process and interpret meaning (Baddeley, 2000). Individuals with strong cognitive skills are better equipped to analyse complex information, detect implicit meanings, and identify relationships between concepts. Conversely, cognitive limitations, such as reduced working memory or attentional

lapses, can hinder semantic processing, leading to incomplete or distorted interpretations. Therefore, understanding the cognitive capacities of learners or communicators is essential when designing effective educational materials or communication strategies.

2.3.4 Language Proficiency

Language proficiency, particularly in second-language learners, has a profound impact on semantic perception (Laufer & Hulstijn, 2001). Mastery of vocabulary, grammar, syntax, and discourse conventions allows individuals to understand nuanced meanings, idiomatic expressions, and culturally embedded references. For example, non-native speakers may struggle with expressions like *break the ice* or *kick the bucket*, interpreting them literally rather than figuratively. Thus, enhancing language proficiency is not merely about learning rules but about gaining access to the rich, layered meanings that underpin authentic communication.

2.3.5 Emotional State

Emotions play a subtle yet powerful role in shaping how meaning is perceived (Forgas, 1995). A person in a positive emotional state may interpret ambiguous messages more optimistically, while someone experiencing negative emotions might perceive the same content more critically or defensively. Furthermore, emotional tone can affect both the delivery and reception of messages, as speakers may convey excitement, sarcasm, frustration, or warmth through intonation, facial expressions, or body language, all of which shape how their messages are understood.

2.3.6 Cultural Background

Cultural background profoundly shapes semantic perception by influencing the meanings attached to words, gestures, symbols, and communicative norms (Kramsch, 1998). Different cultures may interpret the same linguistic or non-linguistic cues in distinct ways. For example, the concept of *time* may be rigid and linear in some cultures, emphasizing punctuality, while in others it may be more flexible, emphasizing relational harmony over strict scheduling. Understanding cultural meaning is critical for avoiding cross-cultural misunderstandings and for interpreting the deeper, often implicit layers of meaning embedded in everyday language use.

2.3.7 Social Dynamics

Social dynamics including power relationships, social roles, and group hierarchies also influence semantic interpretation (Hymes, 1972). For instance, the meaning of a directive or suggestion may be perceived differently when delivered by a superior, a peer, or a subordinate. Additionally, social context shapes the use of formal or informal language, the deployment of politeness strategies, and the interpretation of indirectness or assertiveness. These factors collectively shape how messages are framed and understood within social interactions.

2.3.8 Medium of Communication

Finally, the medium through which communication occurs affects how meaning is perceived (Clark & Brennan, 1991). Spoken language relies on vocal cues such as tone, pitch, and pacing, while written language depends on clarity, structure, and word choice. Moreover, visual aids like images, videos, and gestures can reinforce or alter the interpretation of messages, offering additional layers of meaning. For example, written text allows for careful re-reading and reflection, whereas spoken communication unfolds rapidly, requiring real-time processing. Understanding the affordances and limitations of each medium is crucial for optimizing communication effectiveness.

By examining these interrelated factors, we gain a more nuanced understanding of the complexities inherent in semantic perception. This perspective underscores the dynamic, context-dependent nature of communication and highlights the importance of adaptability, cultural sensitivity, and awareness in both sending and receiving messages. Ultimately, recognizing the multifaceted influences on semantic perception equips educators, communicators, and learners to engage more effectively across diverse contexts, reducing misunderstandings and enhancing mutual understanding.

2.4 Strategies for Enhancing Semantic Perception

Improving semantic perception is a fundamental goal in both educational and cognitive contexts, as it directly affects an individual's ability to understand, interpret, and produce meaningful information across diverse communication situations (Nation, 2013; Anderson, 2000). To achieve this, a range of strategies can be implemented, combining linguistic,

cognitive, technological, and pedagogical approaches. By systematically integrating these strategies, educators and researchers can enhance learners' ability to process meaning, retrieve vocabulary, and apply knowledge effectively in both familiar and unfamiliar contexts.

2.4.1 Leveraging Contextual Understanding

One of the most effective strategies for enhancing semantic perception involves strengthening learners' ability to use contextual clues. Contextual understanding allows individuals to derive meaning not only from isolated words but also from the relationships between words, sentences, and broader discourse (Nation, 2001). For example, techniques such as discourse analysis and pragmatic instruction help learners recognize patterns of meaning across extended texts, while coreference resolution activities (identifying when different words refer to the same entity) train learners to track coherence within complex language. In practice, these techniques sharpen learners' inferencing skills, enabling them to interpret implicit meanings, resolve ambiguities, and comprehend nuanced messages.

2.4.2 Enhancing Semantic Networks through Vocabulary Development

Another key strategy focuses on developing robust semantic networks in learners' minds. Vocabulary instruction plays a central role here, particularly when it emphasizes deep processing and multiple connections between words. For instance, using word associations, semantic mapping, and lexical field exercises helps learners understand how words relate to one another, fostering richer mental representations of meaning. Incorporating synonym and antonym training, collocation practice, and idiomatic usage further strengthens learners' semantic flexibility, allowing them to navigate diverse linguistic contexts with greater precision and confidence.

2.4.3 Incorporating Multimodal and Multisensory Learning

Semantic perception can also be enhanced through multimodal learning, which integrates visual, auditory, and kinaesthetic elements into instruction (Mayer, 2009). For example, combining images, videos, gestures, and sound with textual or spoken input allows learners to engage multiple cognitive channels, reinforcing meaning through cross-modal connections. Vision-language integration activities, such as describing images, interpreting visual media, or using video-based tasks, promote richer and more anchored semantic

understanding. Additionally, multimodal approaches are particularly valuable for addressing diverse learning styles, ensuring that both visual and auditory learners can benefit from tailored instructional strategies.

2.4.4 Fostering Metacognitive Awareness and Reflection

Beyond external strategies, fostering learners' metacognitive awareness is essential for enhancing semantic perception. Teaching learners to reflect on how they process meaning including their use of context, background knowledge, and linguistic cues empowers them to become more self-regulated and adaptive interpreters (Anderson, 2002). Activities such as think-aloud protocols, guided self-reflection, and error analysis help learners monitor their comprehension processes, recognize breakdowns in understanding, and apply corrective strategies. Over time, this reflective capacity leads to greater autonomy and resilience in meaning-making tasks.

2.4.5 Addressing Cognitive and Emotional Factors

Cognitive factors, such as working memory capacity and attentional control, significantly affect learners' semantic perception (Baddeley, 2000). To support these dimensions, educators can incorporate activities that gradually increase cognitive demands, such as incremental complexity tasks, scaffolded readings, and layered problem-solving exercises. Equally important are emotional factors: creating a supportive, low-anxiety learning environment promotes positive affect, which research shows can enhance learners' willingness to engage with challenging semantic tasks and increase their openness to multiple interpretations (Dewaele & MacIntyre, 2014).

2.4.6 Ensuring Continuous Assessment and Feedback

Finally, enhancing semantic perception requires continuous assessment and iterative refinement. Regular formative assessments, such as contextualized quizzes, comprehension checks, and applied tasks, provide valuable data on learners' progress (Richards & Rodgers, 2014). Moreover, incorporating feedback mechanisms whether from teachers, peers, or self-assessment tools allows learners to identify areas for improvement, solidify their understanding, and apply new strategies effectively. In this way, assessment and feedback

become integral components of a dynamic, responsive learning process aimed at deepening semantic competence.

In summary, improving semantic perception is a multifaceted endeavour that requires addressing linguistic, cognitive, emotional, and pedagogical dimensions simultaneously. By combining contextual training, vocabulary development, multimodal learning, metacognitive reflection, cognitive and emotional support, and continuous assessment, educators can create a rich and adaptive learning environment that empowers learners to engage deeply with meaning. Ultimately, these strategies not only enhance semantic processing but also foster broader communicative competence, preparing learners to navigate the complexities of language use across diverse settings and challenges.

2.5 The Role of Instructional Videos in Semantic Perception

Instructional videos are increasingly recognized as powerful tools for enhancing semantic perception, as they combine visual, auditory, and textual elements to create a rich, multisensory learning experience (Mayer, 2009). By leveraging these modalities, instructional videos help learners not only understand but also interpret and retain complex concepts more effectively. This section explores in detail how instructional videos contribute to semantic perception, emphasizing their cognitive, pedagogical, and practical impacts.

2.6 Multi-Sensory Learning

One of the most critical strengths of instructional videos is their ability to engage multiple sensory channels simultaneously (Paivio, 1986; Mayer, 2009). According to Dual Coding Theory, information is retained more effectively when presented through both visual and verbal formats, as learners can process and store it using complementary cognitive systems. For example, instructional videos frequently combine spoken explanations with visual aids such as diagrams, animations, or real-world demonstrations, which collectively reinforce comprehension and memory.

Moreover, videos cater to various learning styles, making them adaptable to a broad range of learners. Visual learners benefit from animations, charts, and visual demonstrations, which help convey abstract ideas graphically. Auditory learners engage with the material through clear narration and explanations, while kinaesthetic learners, who prefer hands-on activities, can benefit from video demonstrations or interactive elements that simulate real-life

experiences. This multisensory engagement deepens learners' semantic processing, as they can connect auditory, visual, and sometimes even kinaesthetic cues to build a more integrated understanding of meaning.

2.6.1 Simplifying Complex and Abstract Concepts

Instructional videos excel at simplifying complex or abstract topics by breaking them down into smaller, manageable steps (Sweller, 1994). Rather than overwhelming learners with dense theoretical explanations, videos can illustrate processes dynamically, using animations, simulations, or case-based examples that bring abstract ideas to life. For instance, a video explaining photosynthesis might combine a voiceover with animated visuals that show the molecular processes involved, helping learners visualize mechanisms they cannot directly observe. This visual concretization strengthens learners' semantic grasp, allowing them not only to memorize facts but also to understand the underlying relationships between concepts.

2.6.2 Contextualizing Theoretical Knowledge with Real-World Applications

Beyond simplifying concepts, instructional videos also contextualize theoretical knowledge by offering real-world applications. For example, a language-learning video might showcase dialogues in a restaurant setting, embedding vocabulary and expressions within a familiar social context. This contextualization enhances semantic perception by connecting abstract linguistic elements to authentic situations, making meaning more relevant and memorable (Lave & Wenger, 1991). Furthermore, storytelling techniques, such as using narratives or case studies, engage learners emotionally, helping to anchor information in memory through both cognitive and affective pathways.

2.6.3 Enhancing Learner Engagement and Motivation

A critical component of successful semantic perception is learner engagement, and instructional videos are uniquely positioned to sustain attention and motivation (Guo, Kim, & Rubin, 2014). Through dynamic visuals, compelling narration, sound effects, and emotional appeal, videos captivate learners' interest, reducing cognitive fatigue and maintaining focus

over time. This heightened engagement facilitates deeper cognitive processing, ensuring that learners allocate sufficient mental resources to interpret and internalize complex meanings.

2.6.4 Supporting Active Learning and Self-Paced Exploration

Instructional videos also promote active learning by providing features that allow learners to pause, rewind, and rewatch sections as needed. This flexibility supports individualized, self-paced learning, enabling learners to revisit challenging segments and reinforce their understanding. Additionally, many videos incorporate interactive elements, such as embedded quizzes or reflection prompts, which encourage learners to apply knowledge actively, fostering semantic elaboration and long-term retention (Roediger & Butler, 2011).

2.6.5 Facilitating Accessibility and Inclusion

Another significant advantage of instructional videos is their accessibility and inclusivity. Because they can be accessed on-demand and across devices, videos offer learners flexibility in when and where they engage with material. Moreover, features such as subtitles and transcripts enhance accessibility for learners with hearing impairments or language barriers. In multilingual contexts, providing translated audio or subtitles expands the reach of instructional videos, enabling a diverse global audience to benefit from the material. This inclusivity ensures that learners of varying backgrounds, abilities, and preferences can access and engage meaningfully with content.

2.6.6 Providing Immediate Feedback and Analytics

Many instructional video platforms now incorporate embedded quizzes or comprehension checks that provide learners with immediate feedback. This real-time assessment allows learners to monitor their progress, identify gaps in understanding, and focus their efforts on areas needing improvement. Furthermore, video analytics — such as tracking which sections were replayed or skipped offer valuable insights for educators, helping them refine instructional design to better meet learner needs.

In conclusion, instructional videos play a multifaceted role in enhancing semantic perception by combining multisensory input, simplifying complex ideas, contextualizing

knowledge, boosting engagement, supporting active learning, ensuring accessibility, and providing real-time feedback. When thoughtfully integrated into educational settings, these videos serve not merely as supplemental tools but as central components of modern, learner-centered pedagogical strategies. Their ability to cater to diverse audiences, accommodate multiple learning preferences, and reinforce long-term retention makes them indispensable in both educational and professional environments, offering learners a dynamic and inclusive path toward deeper understanding and meaning-making.

2.7 Semantic Retrieval and Long-Term Retention

Semantic retrieval and long-term retention are deeply intertwined cognitive processes that play a pivotal role in how individuals acquire, maintain, and apply knowledge (Baddeley, 2000; Anderson, 2000). Semantic retrieval refers to the process of accessing meaningful information stored in long-term memory, including facts, concepts, relationships, and experiences accumulated over time. This retrieval process is crucial, as it allows individuals to apply their knowledge when needed, whether in academic, professional, or everyday contexts. Importantly, retrieval depends on the activation of neural pathways formed when related concepts are encoded and connected in the brain. The more frequently these pathways are activated, the stronger they become, making information easier and faster to access in the future.

2.7.1 Understanding Long-Term Retention

On the other hand, long-term retention refers to the brain's capacity to store information over extended periods, ensuring continued access to knowledge acquired throughout life (Schacter, 1999). This capacity is essential for the development of expertise, mastery of skills, and the practical application of knowledge in complex tasks. A key mechanism in retention is memory consolidation, which involves transferring information from short-term memory into stable, long-term storage. Consolidation is facilitated through repeated exposure and meaningful engagement with material, which strengthen neural connections and embed knowledge for future use.

2.7.2 The Reciprocal Relationship between Retrieval and Retention

The relationship between semantic retrieval and long-term retention is reciprocal and reinforcing. Successful retrieval strengthens long-term retention by reinforcing memory traces, making them more resistant to forgetting (Roediger & Butler, 2011). In turn, strong retention facilitates easier and more accurate retrieval, creating a positive feedback loop: each act of recalling information reinforces the underlying memory, making future retrieval even more efficient. In other words, the more frequently individuals successfully retrieve stored knowledge, the more robust and accessible that knowledge becomes over time.

2.7.3 Effective Strategies to Enhance Retrieval and Retention

A variety of evidence-based strategies can enhance both semantic retrieval and long-term retention.

- ✓ **Spaced Repetition**:
  This method involves reviewing material at increasing intervals over time, which strengthens memory by repeatedly reactivating neural pathways (Cepeda et al., 2006). Tools such as flashcards or spaced repetition apps like Anki are popular for implementing this strategy effectively.
- ✓ **Active Recall**:
  Active recall requires learners to retrieve information from memory without simply re-reading or reviewing notes. **For example**, testing oneself on key concepts forces the brain to reconstruct information, strengthening retrieval pathways and improving long-term retention. Research shows that active retrieval, compared to passive review, significantly boosts memory durability (Roediger & Karpicke, 2006).
- ✓ **Mnemonic Devices**:
  Mnemonics use associations, acronyms, or imagery to make information more memorable. **For instance**, the acronym “HOMES” helps students recall the names of the Great Lakes: Huron, Ontario, Michigan, Erie, and Superior. Such strategies make information easier to retrieve by linking new knowledge to familiar patterns or structures.
- ✓ **Elaborative Encoding**:
  This approach involves connecting new information to prior knowledge or creating

meaningful personal associations, which deepens understanding and creates multiple retrieval pathways. **For example**, relating a new concept to a personal experience or explaining it in one's own words enhances retention and retrieval.

- ✓ **Chunking**:
  Breaking down large amounts of information into smaller, meaningful units reduces cognitive load, making encoding and retrieval easier (Miller, 1956). **For example**, memorizing a phone number in groups (e.g., 555-867-5309) rather than as a single long string supports better retention.
- ✓ **Interleaved Practice**:
  Mixing different topics or problem types during study sessions, rather than focusing on one type at a time, promotes deeper processing and long-term retention. **For example**, alternating between math operations rather than practicing only addition or only subtraction enhances learners' ability to distinguish between concepts and apply them flexibly.
- ✓ **Contextual Learning**:
  Studying material in the same or similar context in which it will later be applied strengthens contextual cues that facilitate retrieval. Practicing a language in conversational settings, for instance, builds strong real-world connections between knowledge and use.

2.7.4 Supporting Memory through Lifestyle Factors

Beyond cognitive strategies, lifestyle factors such as adequate sleep and rest play a critical role in memory consolidation. Research has shown that sleep strengthens neural connections, transferring information from short-term to long-term memory and enhancing subsequent retrieval (Walker & Stickgold, 2004). Thus, ensuring high-quality rest after studying is a simple but powerful way to improve retention.

2.7.5 Applications in Educational and Professional Contexts

In both educational and professional settings, these strategies can significantly enhance learning outcomes. Teachers can integrate spaced repetition, active recall, and mnemonic devices into lesson designs, helping students retain material more effectively. Training programs can apply interleaved practice and contextual learning to prepare employees for

real-world tasks. Moreover, self-directed learners can use flashcards, apps, and structured study schedules to independently implement these methods.

However, it is important to consider individual differences, such as learning styles, cognitive capacities, and prior knowledge, which may influence how well each strategy works. Additionally, because memory naturally decays over time, regular review and practice are essential for maintaining retention. Combining multiple approaches, rather than relying on a single technique, often produces the most robust results.

In conclusion, semantic retrieval and long-term retention are foundational components of effective learning and knowledge application. By employing strategies such as spaced repetition, active recall, mnemonic devices, elaborative encoding, and contextual learning, individuals can strengthen both their ability to access and maintain critical knowledge. Ultimately, mastering these principles not only improves academic and professional performance but also fosters lifelong learning and adaptability in an increasingly complex world. When understood and applied deliberately, these strategies create meaningful, efficient, and enduring learning experiences.

2.8 Assessing Semantic Perception and Retention

Assessing semantic perception and retention is a crucial component of the learning process, as it allows educators, trainers, and learners themselves to understand how effectively individuals comprehend, interpret, and maintain knowledge over time (Brown, Roediger, & McDaniel, 2014). Through systematic assessment, stakeholders can identify learners' strengths, detect gaps in understanding, and design targeted strategies to improve learning outcomes. Importantly, these assessments serve multiple functions: they evaluate comprehension, measure retention, provide feedback for improvement, and inform instructional design to better support learners' needs.

2.8.1 Evaluating Semantic Perception

Semantic perception refers to the ability to derive, interpret, and organize meaning from information, and its assessment can take various forms. One widely used method is the multiple-choice question, which offers structured options and is effective for assessing factual knowledge and basic conceptual understanding. For example, asking learners to identify the

capital of France tests their recall of specific facts. True/false questions similarly provide a quick check of comprehension, such as confirming whether a given scientific statement is accurate or not.

Beyond these basic formats, short-answer questions encourage learners to articulate their understanding in their own words, allowing for more nuanced insights — for instance, explaining the difference between weather and climate. Matching exercises test learners' ability to recognize associations and relationships, such as linking vocabulary words to their definitions or matching countries to their capitals. Additionally, concept mapping provides a powerful, visual means of assessing semantic perception, as it requires learners to organize and display the relationships among concepts, demonstrating their grasp of hierarchical and relational structures within a domain (Novak & Cañas, 2008).

2.8.2 Assessing Long-Term Retention

Long-term retention or the capacity to store and retrieve information over extended periods, is equally critical and can be measured through a variety of assessment techniques. Delayed recall tests, in which learners are asked to recall previously learned material after a time interval, provide valuable insights into memory durability — for example, recalling the steps of the scientific method a week after instruction. Fill-in-the-blank questions also assess recall by requiring learners to supply key terms or concepts to complete statements.

In addition, essay questions allow learners to synthesize and apply their knowledge in extended, organized responses, providing a deeper assessment of their understanding. Practical exercises, such as simulations or hands-on tasks, test learners' ability to transfer knowledge to real-world or applied contexts. Oral examinations, on the other hand, assess verbal fluency and the capacity to explain and elaborate on complex ideas, offering educators a dynamic window into learners' thought processes.

2.8.3 Tools and Platforms for Assessment

A range of tools can support the assessment of semantic perception and retention. Traditional quizzes and exams, whether standardized or custom-designed, remain foundational in many educational settings. However, digital platforms like Kahoot, Quizlet, and learning management systems (LMS) increasingly provide interactive assessment options,

offering automated feedback and real-time analytics that track learner progress and engagement. Rubrics serve as essential tools for evaluating open-ended tasks like essays and projects, offering clear performance criteria. Peer assessment, meanwhile, encourages learners to critically evaluate each other's work, promoting reflection and exposing them to diverse perspectives.

2.8.4 The Critical Role of Feedback

Feedback is central to the effectiveness of any assessment process. Providing immediate feedback enables learners to correct misconceptions and reinforce correct understandings, enhancing retention and comprehension (Hattie & Timperley, 2007). Personalized feedback, tailored to individual learners' needs, further strengthens the learning process by offering targeted guidance that aligns with their specific strengths and challenges. Through feedback, assessments become not merely evaluative but formative, offering actionable insights that can guide both learners and educators toward more effective strategies.

2.8.5 Challenges and Considerations in Assessment

Despite their value, assessments of semantic perception and retention must be designed thoughtfully to avoid common pitfalls. One significant challenge is ensuring fairness and minimizing bias. assessments must be culturally, linguistically, and contextually sensitive to avoid disadvantaging certain learners. Additionally, test anxiety can undermine performance, making it essential to create supportive, low-stress environments that allow learners to demonstrate their true capabilities.

Another key consideration is the need for balanced and diversified assessments. Relying exclusively on one assessment type — such as multiple-choice tests — may provide a limited view of learners' abilities. Combining various methods (e.g., quizzes, essays, concept maps, practical exercises) offers a more comprehensive and accurate evaluation. Furthermore, assessments ought to be adaptable to individual differences, recognizing that learners vary in cognitive abilities, learning preferences,and prior knowledge, all of which shape their performance.

In conclusion, assessing semantic perception and retention is essential for understanding how well individuals' processes, maintain, and apply knowledge. By employing diverse

assessment methods from multiple-choice and short-answer questions to practical exercises, concept mapping, and oral exams educators and trainers can obtain rich insights into learners' cognitive processes and learning outcomes. Feedback drawn from these assessments plays a critical role in guiding improvement, supporting learners in refining their strategies and enhancing their comprehension and retention. Ultimately, regular, well-designed assessments ensure that learning is meaningful, impactful, and aligned with both individual and institutional goals, fostering deeper, more resilient learning over time.

2.9 Conclusion

Semantic perception is a multifaceted and dynamic cognitive process that lies at the heart of human communication and learning. It enables individuals to interpret, derive, and retain meaning from linguistic and non-linguistic inputs, facilitating effective interaction and knowledge acquisition. This chapter has explored the foundational elements of semantic perception, including the levels of language (phonology, morphology, syntax, and semantics) and the various types of meaning (literal, pragmatic, social, and cultural). It has also examined the factors that influence semantic perception, such as context, prior knowledge, cognitive abilities, and cultural background.

By understanding these components, we can develop targeted strategies to enhance semantic perception. Techniques such as leveraging advanced NLP tools, incorporating contextual understanding, and utilizing knowledge graphs can improve the accuracy and depth of semantic interpretation. Additionally, instructional videos have emerged as a powerful tool for reinforcing understanding through multi-sensory learning, catering to diverse learning styles, and simplifying complex concepts.

Effective semantic retrieval and long-term retention are equally critical for applying knowledge in real-world scenarios. Strategies like spaced repetition, active recall, and mnemonic devices strengthen memory pathways and ensure that information is accessible when needed. Thorough assessment methods, including quizzes, tests, and practical exercises, provide valuable feedback to identify areas for improvement and refine learning approaches.

Ultimately, improving semantic perception has far-reaching implications. It enhances communication by enabling individuals to convey and interpret messages more accurately and empathetically. It supports better decision-making by ensuring that individuals can access and apply relevant knowledge effectively. In educational and professional settings, it leads to enhanced learning outcomes, fostering expertise, adaptability, and lifelong learning.

As we continue to navigate an increasingly complex and information-rich world, the ability to perceive, interpret, and retain meaning will remain a cornerstone of success. By investing in strategies to enhance semantic perception, we empower individuals to communicate more effectively, learn more efficiently, and thrive in diverse contexts. This chapter underscores the importance of semantic perception as a vital skill and provides a roadmap for its development and application in both personal and professional domains.

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Introduction

In this chapter, we review the practical aspects of our study, focusing on how data was collected and analysed to assess the impact of educational videos on semantic perception and vocabulary acquisition among English as a Foreign Language (EFL) learners. Given the importance of integrating multimedia in language learning, we chose to employ a mixed-methods approach (quantitative and qualitative) to explore students' experiences and perceptions of this educational tool, as well as the challenges they may encounter.

For data collection, we relied on two main tools: a student questionnaire and semi-structured interviews. These tools were designed to provide a comprehensive view of the impact of educational videos on vocabulary learning and semantic understanding. Additionally, we developed a lesson plan to demonstrate how to effectively integrate educational videos into the classroom, in a practical and efficient manner, as part of the daily teaching routine.

3.1 Method and Design

This study employs a **mixed-methods research design**, combining quantitative and qualitative approaches to comprehensively investigate the impact of instructional videos on fostering semantic perception among EFL learners in Algerian middle schools. The mixed-methods design allows for a deeper understanding of the research problem by integrating numerical data with rich, descriptive insights from participants. Below is a detailed explanation of the methodology and design:

3.1.1 Research Design

The study will use an **embedded experimental design** with a focus on both quantitative and qualitative data collection. The quantitative component will involve pre- and post-tests to measure changes in learners' semantic perception, while the qualitative component will include surveys and classroom observations to gather insights into the perceptions and experiences of students and teachers.

3.1.2 Participants

The study will involve two main groups of participants:

1. **EFL Learners:** Approximately 100-150 middle school students (aged 12-15) from Fellak Allaoua Middle School in Berhoum, M'sila, Algeria. The students will be divided into an experimental group (exposed to instructional videos) and a control group (taught using traditional methods).

2- **EFL Teachers:** Around 4–5 teachers from the same school who will provide insights into the implementation of instructional videos and their perceptions of their effectiveness.

3.1.3 Instruments

The following instruments will be used for data collection:

A. **Pre- and Post-Tests:**

a. These tests will measure learners' semantic perception before and after the intervention. The tests will include vocabulary comprehension tasks, sentence interpretation exercises, and contextual meaning analysis.

b. The pre-test will establish a baseline, while the post-test will assess the impact of instructional videos on semantic perception.

B. **Surveys:**

a. Surveys will be administered to both students and teachers to gather their perceptions of instructional videos.

b. The student survey will focus on their engagement, understanding, and preferences regarding the use of videos.

c. The teacher survey will explore their views on the practicality, effectiveness, and challenges of using instructional videos in the classroom.

C. **Classroom Observations:**

a. Observations will be conducted during lessons where instructional videos are used.

b. An observation checklist will be used to record details such as student engagement, interaction with the video content, and teacher facilitation.

3.2 Design and Implementation of the Student Questionnaire

The student questionnaire was a key tool in gathering data from participants, aiming to explore their perceptions and experiences with instructional videos in the process of learning English. The questionnaire was distributed to middle school students at Flak Alawa Middle School in Barhoum, Mesila, where it was well received by the students. These participants were selected to represent a diverse group of English learners with varying proficiency levels.

The questionnaire consists of three main sections:

Section 1: General Information

This section aimed to gather demographic data such as the participants' age, gender, length of English learning, and frequency of watching videos in English. This data helped to contextualize participants' responses and understand the extent of their exposure to the English language through different mediums.

Section 2: Perceptions of Instructional Videos in Learning

In this section, participants were asked about their use of instructional videos in English lessons, as well as which types they found most effective, such as animated videos, teacher-explained videos, or real-life situational videos. The section also investigated how these videos influenced their ability to retain newly learned vocabulary. The aim of this section was to assess students' views on the effectiveness of video-based learning in vocabulary acquisition.

Section 3: Engagement and Challenges in Learning

This section focused on how instructional videos impacted students' motivation and engagement in the learning process. It also addressed the challenges students faced, such as difficulty understanding accents, lack of subtitles, or fast-paced speech in the videos. Additionally, students were invited to provide suggestions for improving the effectiveness of instructional videos in English learning.

The questionnaire was made available via a **Google Form**, allowing students to complete it at their convenience. Many students preferred this method as it allowed them to review their answers before submission. The data collected from the questionnaire provided valuable quantitative insights, which will be analysed in detail in this chapter.

Semi-Structured Interviews

In addition to the questionnaire, semi-structured interviews were conducted to gather in-depth qualitative data. These interviews allowed for a deeper exploration of students' personal experiences with instructional videos, providing a more detailed understanding of their learning process. During the interviews, participants were asked about their specific experiences with the videos, how they helped them learn vocabulary, and what challenges they faced while using them.

By combining quantitative data from the questionnaires with qualitative data from the interviews, this chapter will provide a comprehensive analysis of how instructional videos impact semantic perception and vocabulary acquisition in EFL learners. The following sections will present the design of the data collection tools in detail, followed by an in-depth analysis of the results obtained.

3.2.1 Distribution of Participants by Occupation

Understanding the professional background of the participants is essential for interpreting their opinions and experiences regarding the use of instructional videos. The study sample was divided into two main categories: students and teachers. The questionnaire results revealed the following:

Frequency	Percentage
Student	53%
Teacher	47%
Total	**100%**

Table 01: Distribution of Participants by Occupation

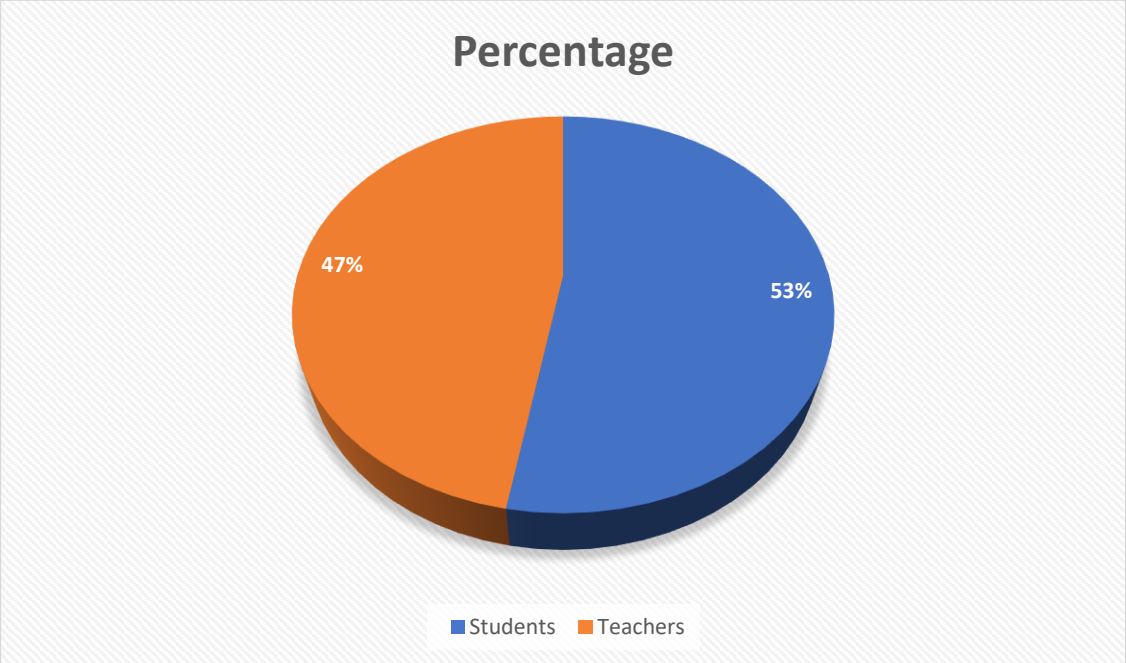

Figure 01: Distribution of participants by occupation

Interpretation of the Results

From the data shown, it is evident that the study had a fairly balanced representation between students and teachers. The participation of 53.3% students and 47.7% teachers ensures that the perspectives from both groups are adequately reflected. This balance adds credibility to the findings, as it provides a comprehensive view of how instructional videos impact both learners and educators.

- ✓ **Student Participants:** The students' feedback is essential as it sheds light on how instructional videos influence their vocabulary acquisition, engagement, and overall learning experience. Their responses allow us to assess the practical benefits of video-based lessons from the learner's perspective.
- ✓ **Teacher Participants:** Including teachers in the survey enables us to understand how they incorporate instructional videos into their teaching practices, and how well these resources align with their educational goals. Teachers' insights also help us identify the challenges they face while using videos and their perception of how such tools affect students' learning outcomes.

Importance of Teacher and Student Perspectives

The teachers' involvement in the study is crucial because they are the ones who implement and manage the use of instructional videos in the classroom. By examining their experiences and opinions, we can better evaluate the educational effectiveness of these tools, as well as the practical difficulties associated with their integration. On the other hand, gathering student feedback is equally important as it provides us with insights into how instructional videos affect their engagement, comprehension, and retention of new vocabulary. Students are the direct beneficiaries of these tools, and their experiences are key to understanding the overall impact of the videos.

3.2.2 Age Group Distribution Analysis

Analysing the age distribution of participants is essential in understanding the variations in attitudes and perceptions toward the use of instructional videos in EFL contexts. Age is widely recognized as a factor that can shape individuals' openness to educational technology and their familiarity with multimedia learning tools. Figure 02 presents the percentage distribution of the sample across several predefined age groups.

Age Group	Percentage
12–15	44%
16–24	0%
25–35	7.1%
36–45	34.6%
46 and above	14.3%
Total	**100%**

Table 02: Distribution of participants by age group

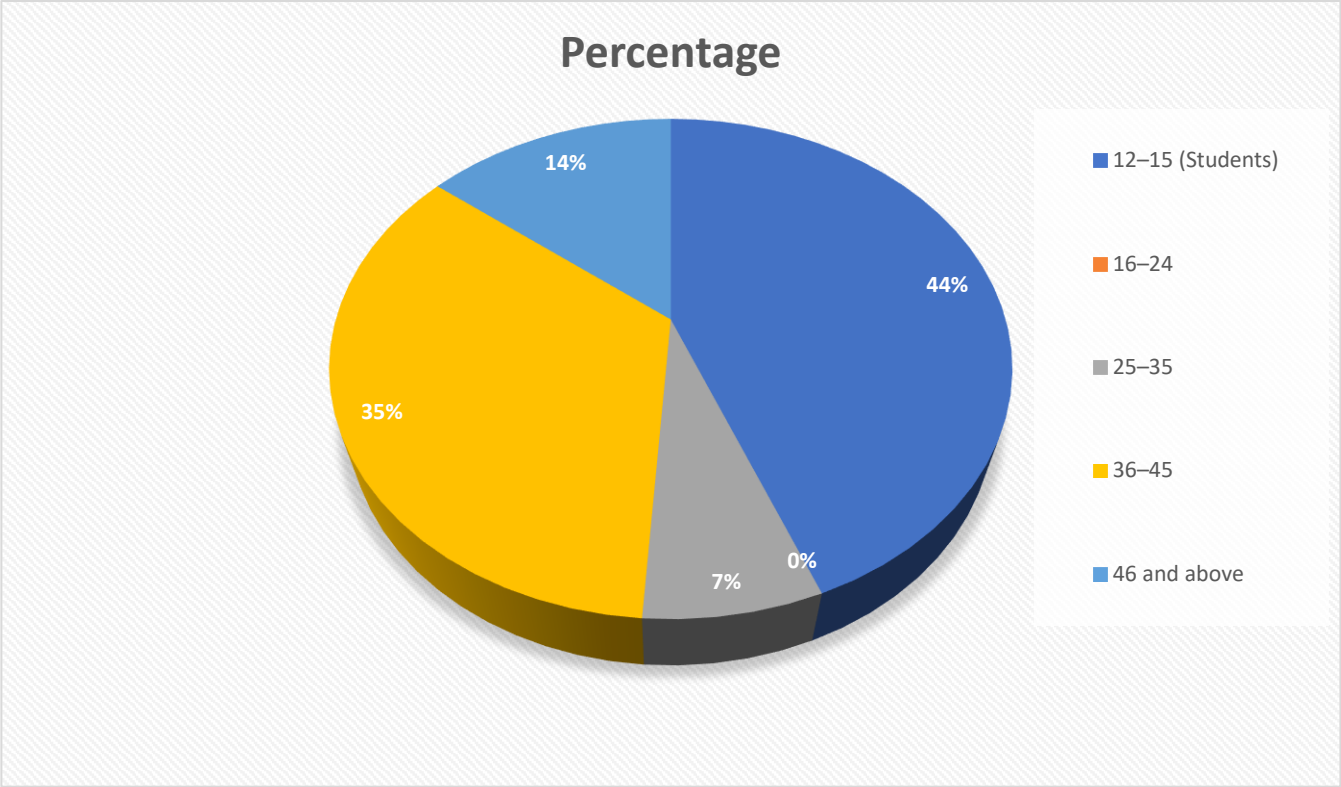

Figure 02: Distribution of participants by age group

Interpretation and Discussion:

From the data above, we can observe the following:

- ✓ The age group **12–15 years** represents the highest percentage of participants (44%), indicating that most of the student participants belong to middle school or early high school levels. This group is likely to have direct exposure to modern educational tools such as videos.
- ✓ The **16–24 age group** recorded **0%** participation, which may be seen as a limitation in the study since this category includes university students who are generally expected to interact more with self-learning tools.
- ✓ On the other hand, **34.6%** of the participants fall into the **36–45 age group**, most likely representing experienced teachers, offering a balanced perspective between innovation and practical classroom experience.
- ✓ The **25–35 age group** makes up a smaller portion (7.1%), likely composed of early-career teachers.

- ✓ Lastly, the **46 and above** category represents **14.3%**, indicating the inclusion of senior educators who may offer critical or traditional views regarding the use of technology in teaching.

Conclusion

Overall, the age distribution of the participants contributes to a multifaceted perspective on the effectiveness of instructional videos in EFL instruction. Despite the absence of respondents from the 16–24 age groups a limitation that narrows the study's applicability to higher education the sample still encompasses a wide range of experiences and professional stages. The inclusion of both students and educators from varied age groups reinforces the validity of the study's outcomes and allows for a nuanced analysis of how instructional videos are received and utilized across educational levels.

3.2.3 Gender Distribution Analysis

Examining the gender distribution of participants is essential for assessing the representativeness and inclusivity of the research sample. A balanced gender ratio ensures that the findings of the study reflect diverse perspectives and are not biased toward a particular group. Figure 03 presents the gender-based percentages among the participants

Gender	Percentage
Male	**50%**
Female	50%
Total	**100%**

Table 03: Gender-Based Distribution of the Participants

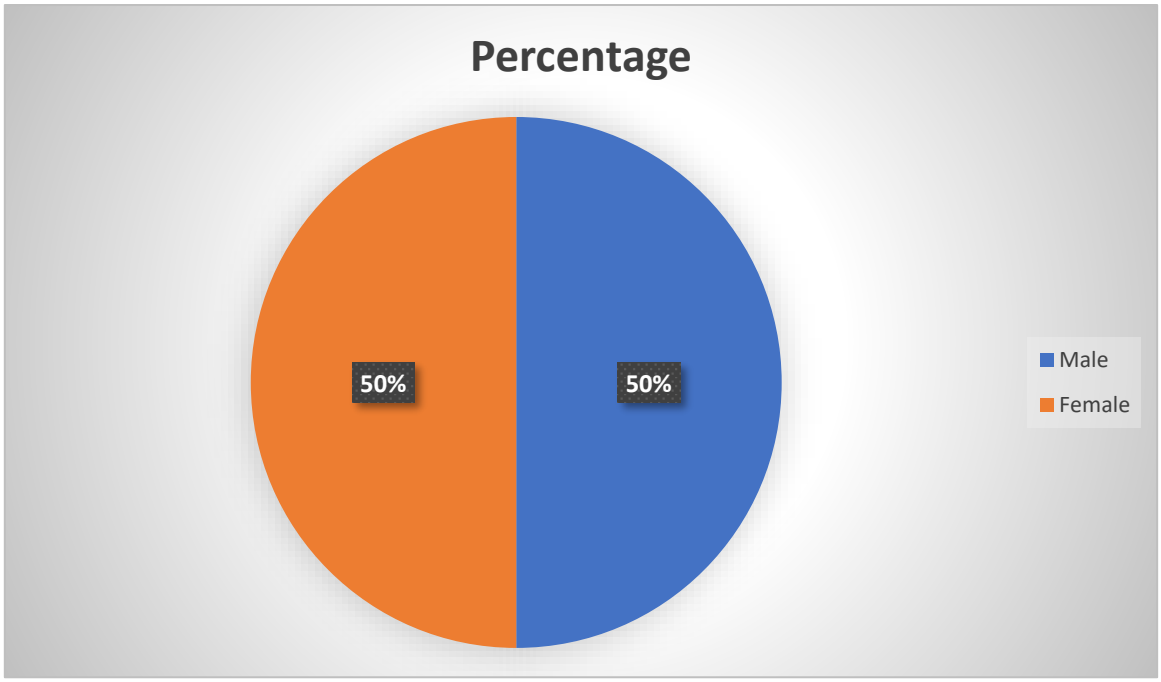

Figure 03: Distribution of participants by gender

Interpretation and Discussion:

The data indicate a **perfect gender balance**, with **50% male** and **50% female** participants. Such equilibrium is particularly advantageous in educational research, as it fosters objectivity and neutrality in data interpretation. It also eliminates gender-related biases that might otherwise influence the evaluation of instructional methods or the effectiveness of educational tools such as instructional videos.

Moreover, this equal distribution enhances the analytical depth of the study. Given that male and female learners may demonstrate differing learning styles, cognitive strategies, or levels of engagement with multimedia resources, the gender balance allows for a more holistic understanding of how instructional videos impact both groups. It provides a foundation for comparing responses across genders in a meaningful and equitable manner.

Conclusion:

The inclusion of an equal number of male and female participants adds significant value to the research. It not only supports the validity and fairness of the results but also contributes to the inclusivity of the study's conclusions. As such, the gender balance observed in the sample strengthens the generalizability and relevance of the findings within diverse educational contexts.

3.3 Section Two: Experience with Instructional Videos

3.3.1 Frequency of Using Instructional Videos

Understanding the frequency with which participants engage with instructional videos is crucial to evaluating their familiarity with and reliance on this educational resource. The table and corresponding figure (Figure 04) present the distribution of responses regarding how often instructional videos are utilized.

Frequency	Percentage
Never	**14.3%**
Rarely	**35.7%**
Sometimes	**35.7%**
Often	**14.3%**
Always	**0%**
Total	**100%**

Table 04: Frequency of Participants' Use of Instructional Videos

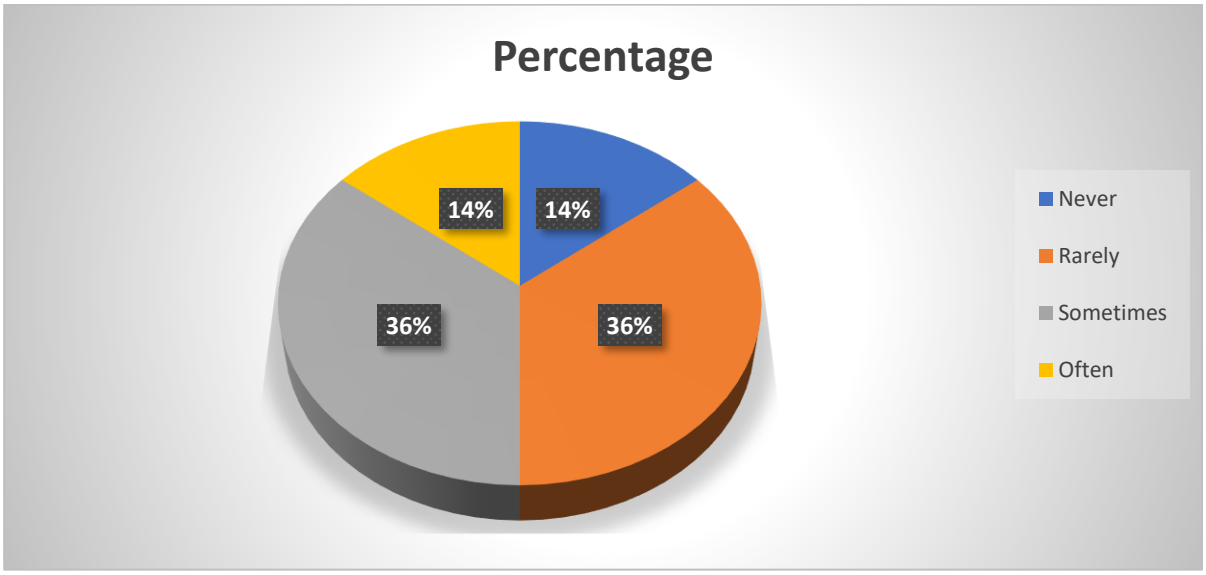

Figure 03: Participants' frequency of using instructional videos

Interpretation and Discussion:

- ✓ The results reveal a **moderate and inconsistent engagement** with instructional videos among participants. Specifically, **35.7%** of respondents reported **rarely** using

instructional videos, while an equal percentage indicated they use them **sometimes**. This parity suggests that while instructional videos are somewhat present in participants' educational practices, they have not yet become a regular or foundational tool for most users.

- ✓ A smaller proportion, **14.3%**, indicated that they use instructional videos **often**, representing a limited group of more frequent users who may already recognize the pedagogical value of such resources. Conversely, **14.3%** of participants stated they **never** use instructional videos, pointing to a potential lack of awareness, access, or motivation to integrate them into their learning or teaching practices.
- ✓ Notably, **0%** of participants reported **always** using instructional videos, implying that no participant consistently relies on them as a primary instructional method. This absence highlights the fact that while instructional videos may be available, they have not yet been fully adopted or embedded into routine educational methodologies.
- ✓ These results reflect a general **hesitation or limited exposure** to instructional videos among the participants. This may be attributed to factors such as lack of access, technical challenges, or insufficient training in using educational technology. Consequently, the data points to the necessity of further integration and encouragement of multimedia tools in educational settings.

Conclusion:

The data indicate that instructional videos are used sporadically and not systematically among the participants. This limited utilization may stem from various barriers such as insufficient digital literacy, lack of infrastructure, or the absence of institutional encouragement. Therefore, these findings underscore the need for greater integration of instructional videos within educational frameworks. Promoting training programs for educators and increasing accessibility for learners could enhance the effective adoption of this valuable pedagogical tool.

3.3.2 The Most Beneficial Type of Instructional Videos

Identifying the type of instructional video perceived as most beneficial by participants provides critical insight into learners' priorities and perceived needs in the language acquisition process. The data presented in Figure 05 and the corresponding table outline the participants' preferences regarding various types of instructional video content.

Type of Video	Percentage
Vocabulary Lessons	7.1%
Grammar Explanations	7.1%
Listening and Speaking Practice	71.4%
Cultural Content	14.3%
Total	**100%**

Table 05: Participants' opinions on the most beneficial type of instructional videos

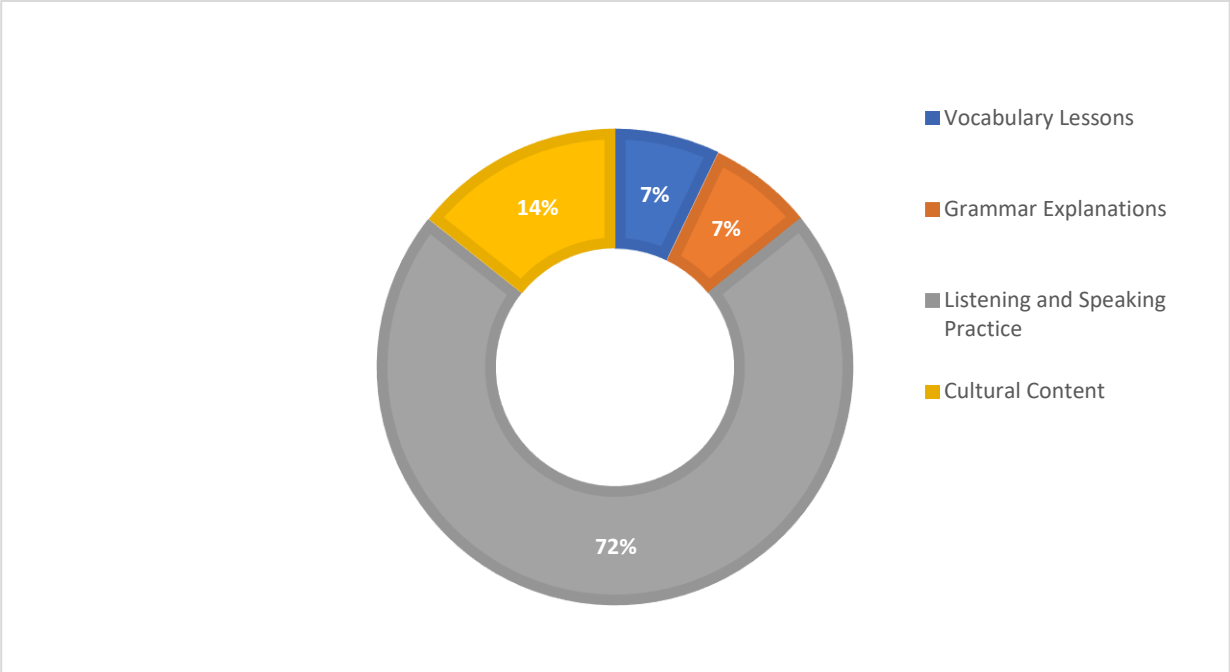

Figure 04: Participants' opinions on the most Beneficial type of instructional videos

Interpretation and Discussion:

- ✓ The results reveal a clear consensus among participants, with **71.4%** indicating that **listening and speaking practice videos** are the most advantageous. This overwhelming preference reflects the high value placed on the development of **communicative competence**, particularly in the domains of **oral comprehension and expression**. The finding aligns with contemporary pedagogical trends that prioritize authentic language use and interactive learning environments, suggesting that learners are more engaged when instructional content supports real-world communication skills.

- ✓ A smaller yet notable proportion (**14.3%**) identified **cultural content videos** as the most beneficial. This result points to an awareness among participants of the importance of cultural context in mastering a foreign language. Exposure to the target language's cultural norms, values, and practices not only enriches the learning experience but also facilitates deeper understanding and appropriate language use in varied social situations.
- ✓ In contrast, **vocabulary lessons** and **grammar explanations** were each selected by only **7.1%** of participants. While these components are undeniably fundamental to language acquisition, their lower ranking may suggest that learners perceive them as more effective when integrated into broader communicative contexts rather than delivered in isolation.

Conclusion:

The data highlight a strong learner preference for practical, communication-focused video content, emphasizing listening and speaking skills. This finding underscores the necessity for language educators and instructional designers to prioritize interactive and functional language use in their video-based materials. Moreover, while grammar and vocabulary remain essential, their effectiveness may be enhanced when embedded within authentic communicative scenarios. Such an approach is likely to foster greater learner engagement and support more meaningful and enduring language development.

3.3.3 Sources of Access to Instructional Videos

Understanding where learners primarily access instructional videos provides valuable insights into their learning behaviours and the availability of educational resources. Figure 03.06 and the accompanying data table outline the distribution of participants according to their preferred sources of instructional video content.

Source	Percentage
YouTube	50%
School/Classroom	35.7%
Online Learning Platforms (e.g., Coursera)	7.1%
YouTube and Some Audiobooks and External Videos	7.1%
Total	**100%**

Table 06: Participants' Sources of Access to Instructional Videos

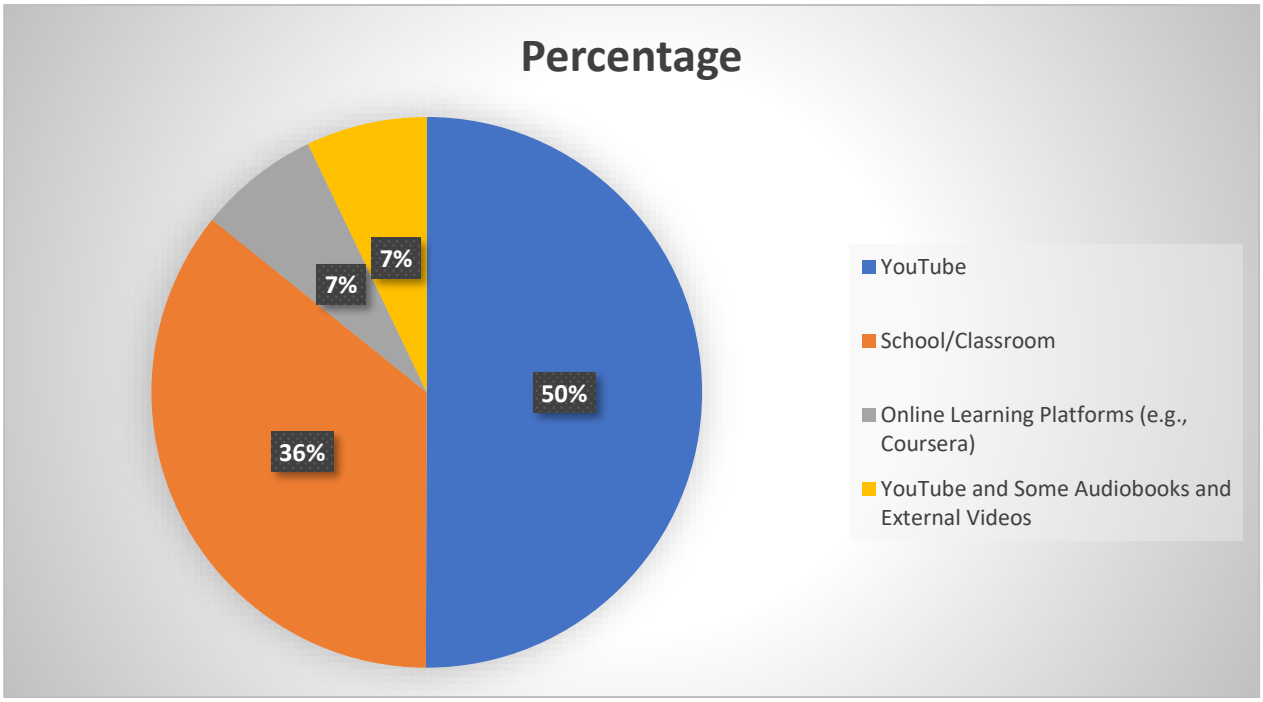

Figure 05: Source of Access to Instructional Videos

Interpretation and Discussion:

- ✓ The data show that **50% of participants** identified **YouTube** as their principal source for instructional videos. This dominant preference highlights YouTube's role as a widely accessible and user-friendly platform offering an extensive range of free educational content. The popularity of YouTube can be attributed to its searchability, variety, and multimedia nature, which aligns well with diverse learner preferences and needs.
- ✓ In contrast, **35.7%** of the participants reported accessing instructional videos through their **school or classroom environments**. This indicates that educational institutions continue to play a crucial role in integrating multimedia into formal instruction, likely as part of the curriculum or through teacher-led activities. The inclusion of video content within the classroom setting reflects a growing recognition of its pedagogical benefits in enhancing student engagement and comprehension.
- ✓ A much smaller percentage (**7.1%**) of participants reported using **specialized online learning platforms** such as Coursera. This relatively limited usage suggests either a lack of awareness or access to such platforms, or a stronger inclination toward freely accessible sources like YouTube. Additionally, another **7.1%** indicated using a **combination of YouTube, audiobooks, and other external videos**, reflecting a more

diversified and resourceful approach to content consumption. Such practices demonstrate learner autonomy and a desire to supplement traditional resources with alternative formats.

Conclusion:

The findings underscore the predominance of YouTube as the leading source of instructional videos, largely due to its convenience, accessibility, and content diversity. While schools remain a significant channel for delivering educational videos, the relatively low engagement with professional online learning platforms highlights an opportunity to better integrate and promote such tools within the learning ecosystem. Expanding learners' awareness and access to these structured platforms may further enhance their educational experience and provide more curated, pedagogically sound content.

3.3.4 Impact of Instructional Videos on Understanding Meaning in Context

The use of instructional videos in language education has been widely recognized for its potential to enhance learners' contextual understanding of vocabulary and expressions. Figure 07 presents participants' responses regarding the extent to which instructional videos contribute to their ability to grasp meaning in context.

Response	Percentage
Strongly Disagree	14.3%
Disagree	0%
Neutral	0%
Agree	71.4%
Strongly Agree	14.3%
Total	**100%**

Table 07: Impact of Videos on Understanding Meaning in Context (Participants' Responses)

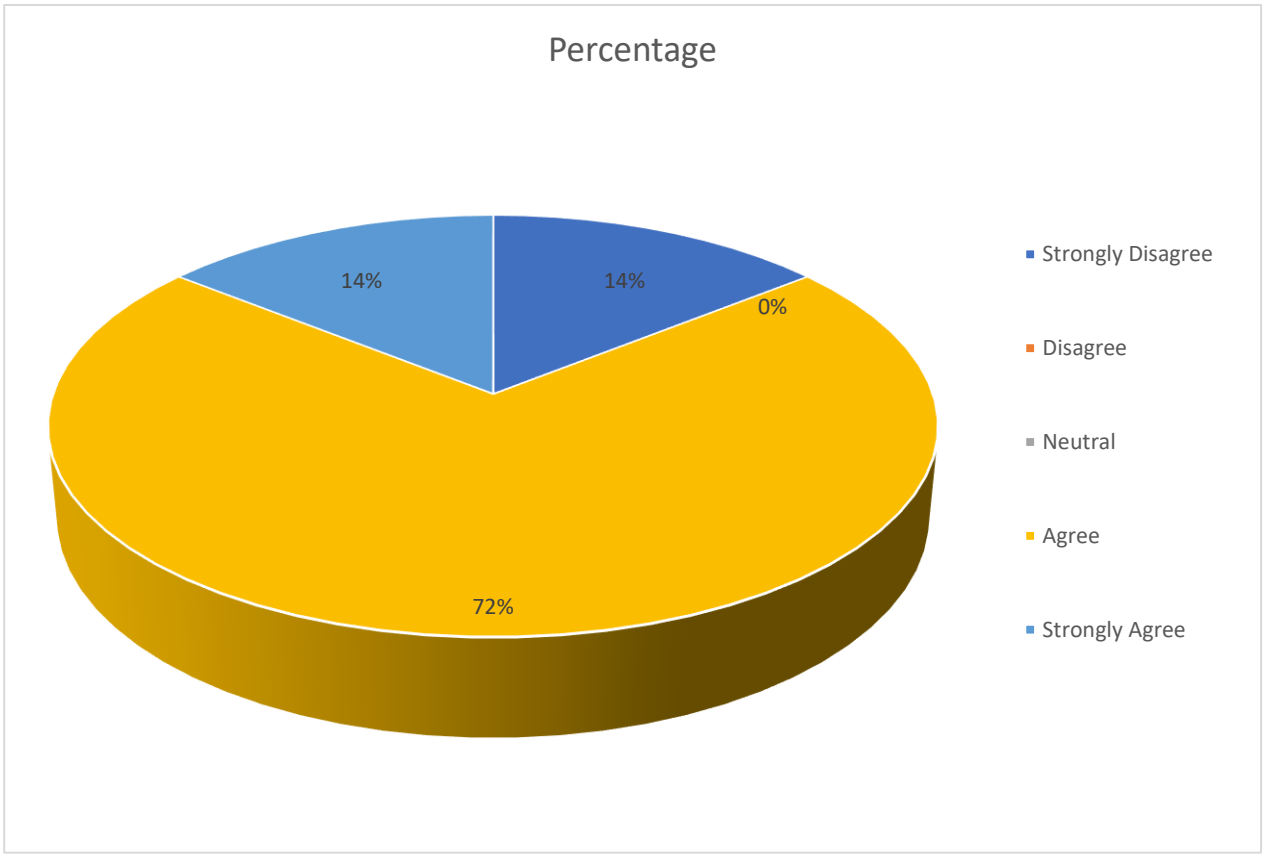

Figure 06: Impact of Videos on Understanding Meaning in Context

Interpretation and Discussion:

- ✓ The data reveal a strong consensus among participants regarding the positive influence of instructional videos on contextual comprehension. A significant proportion of respondents (**71.4%**) indicated that they **agree** with the statement that videos improve their understanding of meaning in context. This suggests that most learners perceive video content as a valuable aid in bridging the gap between abstract vocabulary and real-life application.
- ✓ In addition, **14.3%** of participants selected **strongly agree**, indicating a deeper conviction in the effectiveness of visual media in clarifying meanings that may otherwise remain ambiguous through traditional instruction alone. These participants likely benefit from the multimodal nature of instructional videos, where audio-visual elements work in tandem to support comprehension.
- ✓ Notably, **no respondents expressed disagreement** or neutrality, which points to a shared belief in the utility of video-based instruction for contextual understanding. The

complete absence of negative or indifferent responses strengthens the argument for the integration of such tools in language teaching practices.

Conclusion:

These findings provide compelling evidence of the positive impact that instructional videos have on learners' ability to interpret meaning within context. The widespread agreement among participants suggests that videos serve as an effective medium for presenting vocabulary in situational and meaningful ways. As such, educators are encouraged to incorporate well-designed instructional videos into their teaching repertoire to support contextual learning, foster engagement, and ultimately enhance language acquisition outcomes.

3.3.5 Enhancing Learners' Ability to Infer Meaning from Context

The development of inferential skills is a key component of language comprehension, particularly in contexts where learners must deduce meaning from surrounding information. Figure 08 presents participants' self-assessment regarding the extent to which instructional videos have contributed to improving their ability to infer meaning from context.

Response	Percentage
Not at all	0%
A little	7.1%
Moderately	21.4%
Significantly	64.4%
Very significantly	7.1%
Total	**100%**

Table 08: Participants' Perception of the Impact of Videos on Understanding Meaning in Context

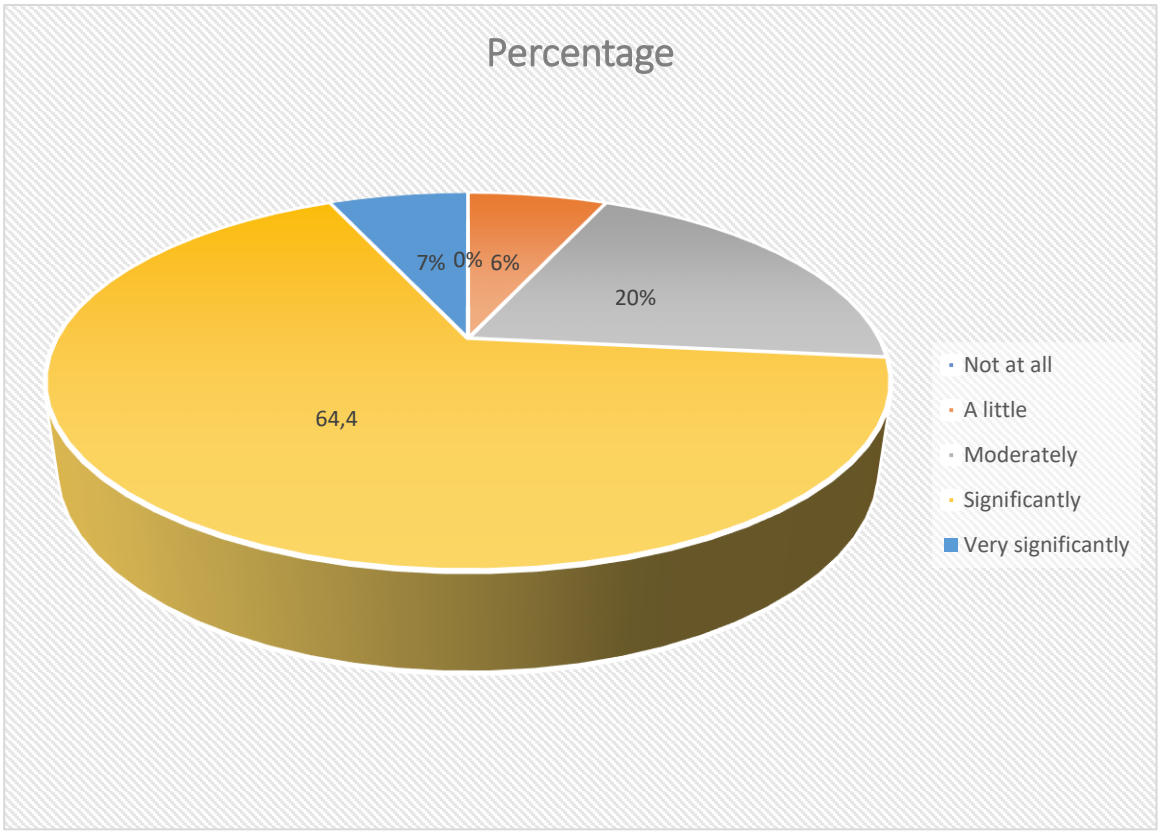

Figure 07: Improving the Ability to Infer from Context

Interpretation and Discussion:

- ✓ The findings indicate a largely positive perception of instructional videos as tools for enhancing inferential understanding. The majority of participants (**64,4%**) reported that instructional videos **significantly** improved their ability to draw meaning from context. This suggests that the visual and auditory cues provided in such videos support the development of critical thinking and analytical interpretation skills essential for effective language learning.
- ✓ A further **21.4%** of respondents indicated a **moderate** improvement, implying that although the effect was not as pronounced, the role of instructional videos remains beneficial in supporting contextual inference. Interestingly, **7.1%** of participants rated the improvement as **very significant**, pointing to a particularly high impact for certain learners, possibly those with more visual or auditory learning preferences.
- ✓ Importantly, none of the respondents selected "Not at all," and only **7.1%** indicated minimal improvement ("A little"), highlighting a general acknowledgment of the instructional value of videos in fostering inference skills.

Conclusion:

Overall, these results underscore the constructive role of instructional videos in enhancing learners' ability to infer meanings from context. By presenting language within rich and often realistic scenarios, videos offer learners the opportunity to engage in deeper cognitive processing. As such, the continued use of instructional videos in educational environments is recommended not only to support vocabulary acquisition, but also to cultivate essential inferential and analytical competencies that underpin successful language comprehension.

3.3.6 Facilitating the Retention of New Vocabulary

Vocabulary retention is a cornerstone of effective language acquisition. Figure 09 presents the participants' perceptions of the extent to which instructional videos contribute to the memorization and consolidation of new vocabulary items.

Response	Percentage
Strongly Disagree	14.3%
Disagree	0%
Neutral	7.1%
Agree	64.3%
Strongly Agree	14.3%
Total	**100%**

Table 09: Participants' Level of Agreement on the Effectiveness of Instructional Videos

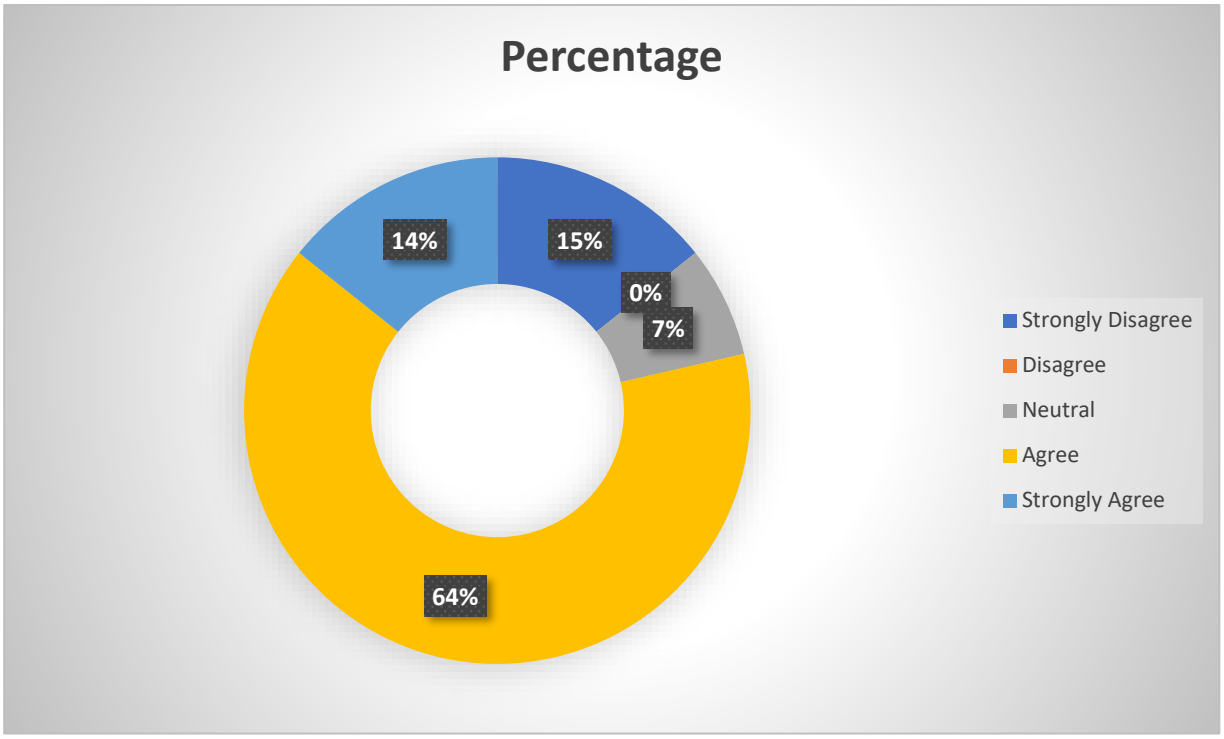

Figure 08: Facilitating the Retention of New Vocabulary

Interpretation and Discussion:

- ✓ The majority of participants (**64.3%**) agreed that instructional videos assist in retaining new vocabulary, indicating that audiovisual materials can serve as powerful reinforcers of lexical input. The multimodal nature of instructional videos combining visuals, audio cues, and contextual usage appears to enhance memory encoding and retrieval processes.
- ✓ An additional **14.3%** of participants **strongly agreed**, reflecting a more pronounced benefit perceived by a subset of learners. This suggests that for some individuals, especially those who may favour visual or auditory learning styles, instructional videos represent a highly effective tool for vocabulary acquisition and retention.
- ✓ On the other hand, **7.1%** of respondents remained **neutral**, possibly reflecting uncertainty or variability in the perceived effectiveness of videos depending on the content or instructional design. Interestingly, **14.3%** of participants **strongly disagreed** with the statement, suggesting that for a minority, instructional videos may not align well with their preferred learning strategies or may not have been used in a way conducive to vocabulary retention.

Conclusion:

Overall, the data highlights the generally positive role that instructional videos play in facilitating vocabulary retention. The findings support the integration of video materials in language instruction as an engaging and memory-enhancing resource. Nevertheless, educators should consider learner diversity and explore complementary methods to address individual differences in vocabulary learning preferences.

3.3.7 Improving Reading and Comprehension Skills

The data presented in Figure 03.10 examines participants' views on the effectiveness of instructional videos in enhancing their reading and comprehension skills.

Response	Percentage
Yes	92.9%
No	7.1%
Not Sure	0%
Total	**100%**

Table 10: Participants' Responses to Using Instructional Videos

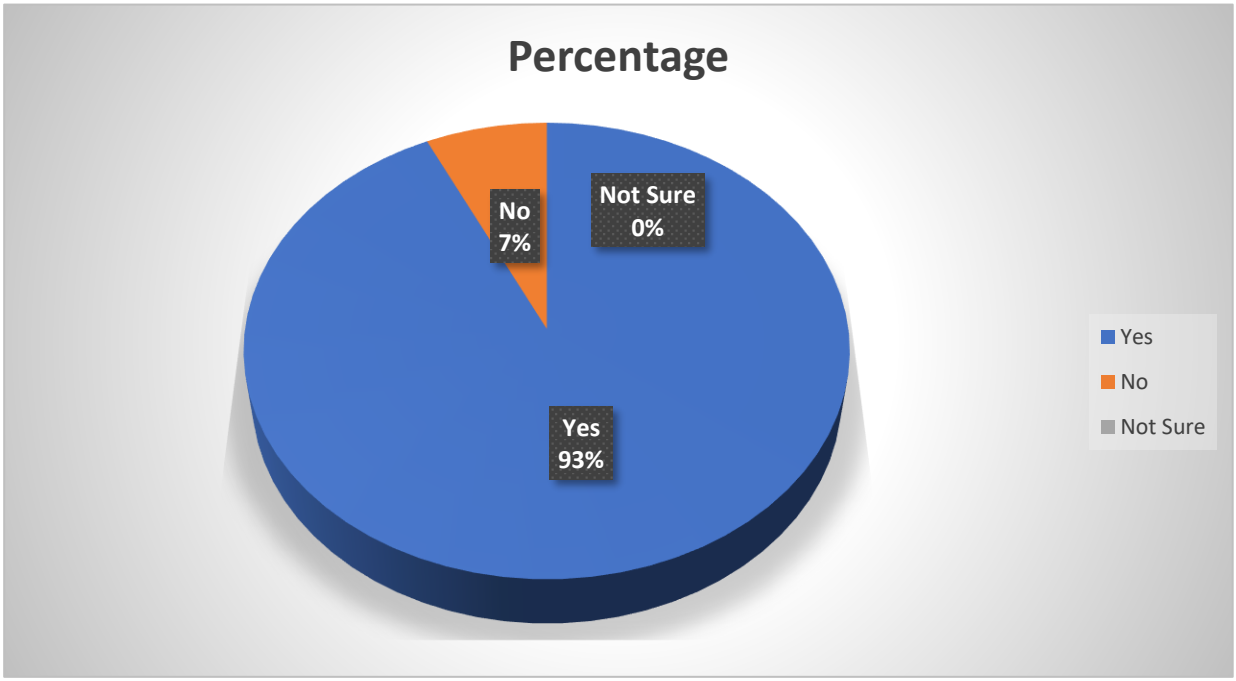

Figure 9: Improving Reading and Comprehension Skills

Interpretation and Discussion:

- ✓ A striking **92.9%** of participants affirmed that instructional videos contribute positively to improving their reading and comprehension abilities. This overwhelming percentage underscores the significant role of multimedia tools in facilitating cognitive processes such as reading comprehension. The dynamic nature of instructional videos, which often incorporate text, audio, and visual elements, likely supports diverse learning styles and engages multiple sensory channels, which can enhance understanding and retention.
- ✓ However, **7.1%** of participants disagreed, suggesting that for a minority, instructional videos might not have a substantial impact on reading and comprehension development. This could be due to various factors, such as the quality of the video content, individual learning preferences, or pre-existing proficiency in reading skills.
- ✓ Notably, **0%** of participants were uncertain about the effect of instructional videos, indicating strong consensus on their positive impact. The lack of neutral responses further reinforces the clear recognition of the benefits these videos offer in this domain.

Conclusion:

These findings strongly support the idea that instructional videos are an effective tool for improving reading and comprehension skills. The data suggests that these videos can provide essential support in developing language proficiency, particularly in reading comprehension. Educators should, therefore, consider integrating instructional videos as a valuable resource in language learning environments to enhance these critical skills.

3.3.8 What Do You Like Most About Instructional Videos?

Selected Responses:

- "Ease of understanding, clear explanations with the use of illustrations."
- "Helping students develop their skills effectively."
- "Maintaining interest and motivating learners."

Interpretation and Discussion:

The responses highlight several key advantages that participants appreciate about instructional videos:

- ✓ **Ease of Understanding:** The use of clear explanations and illustrations makes complex topics easier to grasp, which is a significant factor in the effectiveness of instructional videos.
- ✓ **Skill Development:** Many participants recognize that instructional videos help in enhancing students' skills effectively, suggesting that they are not only informative but also contribute to practical learning outcomes.
- ✓ **Engagement and Motivation:** Videos are seen as a great tool for maintaining learner interest and motivation, making the learning experience more engaging and interactive.

Conclusions:

The responses underscore the appeal of instructional videos in making learning more accessible, engaging, and effective. Their ability to simplify concepts, promote skill development, and keep learners motivated positions them as a valuable tool in modern education.

3.3.9 Challenges Faced When Using Instructional Videos

Selected Responses:

- "Technical issues such as poor sound and video quality."
- "Difficulty in selecting the right video."
- "Limited interaction in some videos."

Interpretation and Discussion:

The responses reflect some of the common challenges participants face when using instructional videos:

- ✓ **Technical Issues:** Problems like poor sound and video quality can significantly hinder the learning experience, making it difficult for students to focus or comprehend the material effectively.
- ✓ **Choosing the Right Video:** With a vast amount of content available, participants struggle with selecting the most suitable video for their learning needs. This highlights the importance of curating and recommending high-quality, relevant videos.

- ✓ **Limited Interaction:** Some videos may lack interactive elements, which could reduce engagement and the opportunity for learners to actively participate in the learning process.

Conclusions:

The challenges identified suggest areas for improvement in the use of instructional videos. Addressing technical issues, providing better guidance in selecting relevant content, and incorporating more interactive features could enhance the overall effectiveness and appeal of instructional videos for learners.

3.3.10 How Do You Find Instructional Videos Compared to Traditional Methods?

Engagement is a key factor influencing the effectiveness of teaching methods. With the increasing use of instructional videos in education, a pertinent question arises regarding their effectiveness compared to traditional teaching methods. This section discusses participants' perceptions of how instructional videos engage learners in comparison to traditional approaches. The data presented in Figure 11 illustrates participants' views on this topic.

Response	Percentage
Much Less Engaging	7.1%
Less Engaging	7.1%
Neutral	7.1%
More Engaging	57.1%
Much More Engaging	21.4%
Total	**100%**

Table 11: Comparison between Instructional Videos and Traditional Teaching Methods

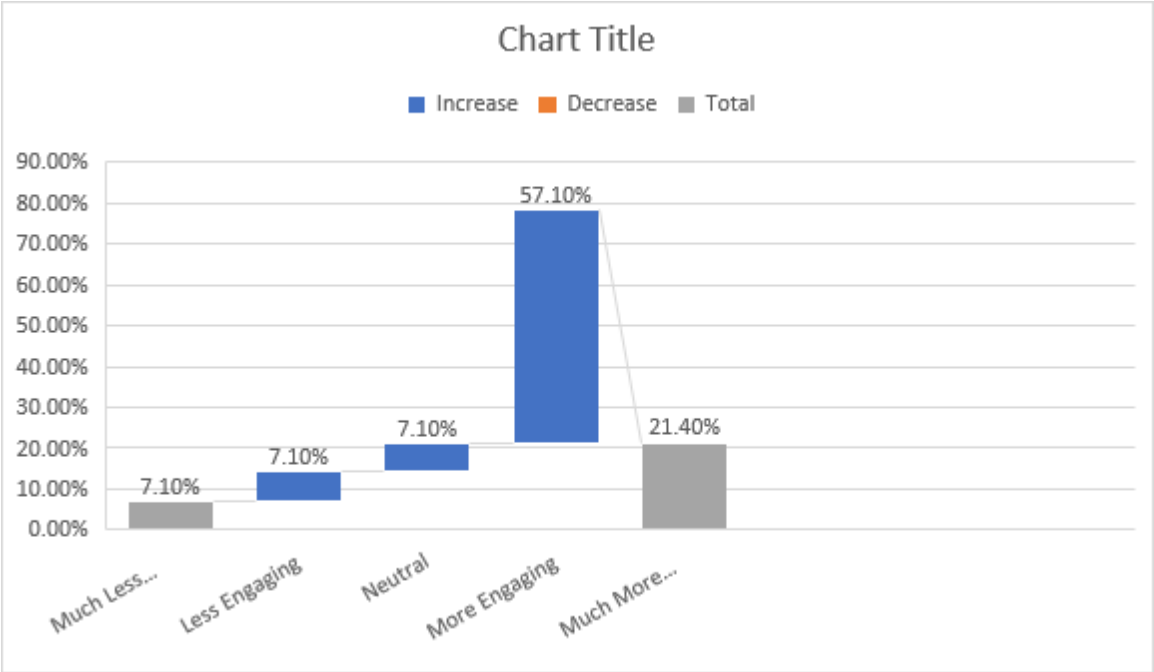

Figure 10: Comparison of Instructional Videos and Traditional Methods

Interpretation and Discussion:

The table and chart above show participants' perceptions of how instructional videos compare to traditional methods in terms of engagement:

- ✓ **57.1%** of participants found instructional videos to be **more engaging** than traditional methods, highlighting their effectiveness in capturing learners' attention.
- ✓ **21.4%** considered them **much more engaging**, suggesting that these videos provide a highly interactive and captivating learning experience for a significant portion of participants.
- ✓ A small percentage, **7.1%**, found instructional videos to be **much less engaging** or **less engaging** than traditional methods, indicating that not all participants are equally drawn to video-based learning.
- ✓ **7.1%** of participants were **neutral**, neither finding the videos more nor less engaging than traditional methods.

Conclusions:

These results show a clear preference for instructional videos over traditional methods in terms of engagement. The majority of participants found videos to be more or much more engaging, which suggests that they are a more effective tool for capturing and maintaining learners' attention. However, the small group that found videos less engaging points to the need for continued exploration of various teaching methods to accommodate different learning preferences.

3.3.11 Do You Prefer Instructional Videos with Subtitles?

Subtitles in instructional videos can serve as an additional aid for comprehension, especially when the content involves complex vocabulary or fast speech. This section discusses participants' preferences regarding the use of subtitles in instructional videos, as shown in Figure 12.

Response	Percentage
Yes	35.7%
No	14.3%
Sometimes	50%
Total	**100%**

Table 12: Preference for Instructional Videos with Subtitles

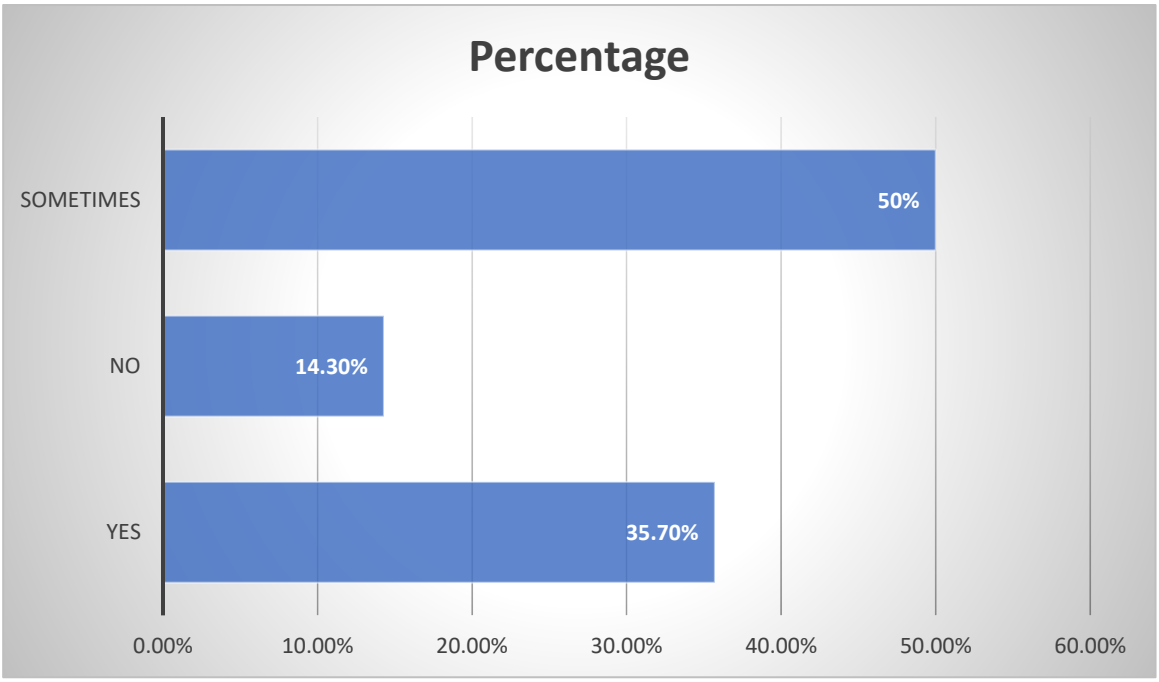

Figure 11: Preference for Instructional Videos with Subtitles

Interpretation and Discussion:

The table and chart above show participants' preferences regarding subtitles in instructional videos:

- ✓ **50%** of participants indicated that they prefer **sometimes** having subtitles, suggesting that subtitles can be useful in certain contexts but may not always be necessary.
- ✓ **35.7%** of participants prefer instructional videos with **subtitles**, indicating that for some, subtitles are an essential feature for better understanding and learning.
- ✓ **14.3%** of participants do **not** prefer videos with subtitles, implying that they may find them distracting or unnecessary.

Conclusions:

The majority of participants seem to find subtitles beneficial, with half of them preferring them occasionally and a significant portion considering them essential. This highlights the importance of offering videos with subtitles to cater to different learner preferences and improve comprehension, especially in complex topics.

3.3.12 What is the Ideal Duration for an Instructional Video?

The duration of an instructional video can significantly impact its effectiveness. Longer videos may lead to decreased engagement, while shorter ones may enhance focus and retention. This section discusses participants' preferences regarding the ideal length of instructional videos, as shown in Figure 13.

Duration	Percentage
Less than 5 minutes	42.9%
5-10 minutes	50%
10-15 minutes	7.1%
More than 15 minutes	0%
Total	**100%**

Table 13: Ideal Duration for Instructional Videos

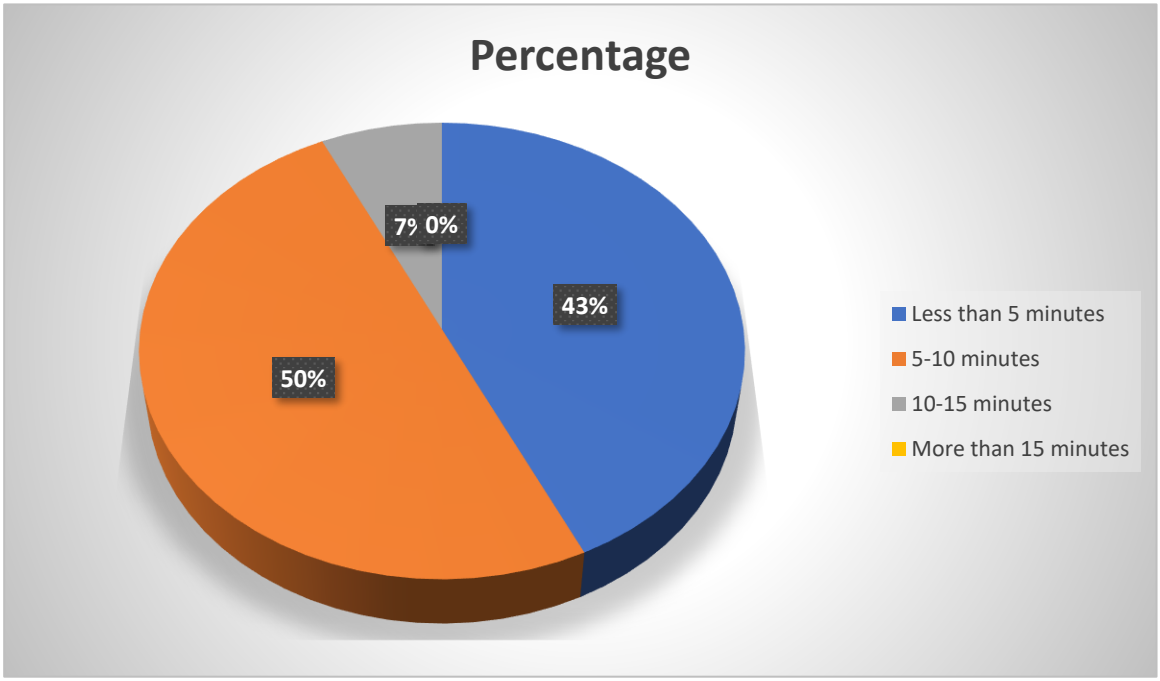

Figure 12: Ideal Duration for an Instructional Video

Interpretation and Discussion:

The table and chart above show the ideal video durations preferred by participants:

- ✓ **50%** of participants prefer videos to be **5-10 minutes** long, indicating a preference for short and concise content that can be consumed without losing attention.
- ✓ **42.9%** prefer videos of less than **5 minutes**, showing that a significant portion of learners favours very short, focused videos that deliver information quickly.
- ✓ **7.1%** prefer videos lasting **10-15 minutes**, suggesting that a smaller group is comfortable with slightly longer content.
- ✓ No participants indicated a preference for videos longer than **15 minutes**, suggesting that long videos may be less appealing or effective for the majority.

Conclusions:

The majority of participants prefer instructional videos to be short and concise, with the most common preference being for videos between 5 and 10 minutes. This indicates the importance of keeping videos brief to maintain engagement and attention, making short-form content the most effective for instructional purposes.

3.3.13 What Features Would You Like to See in Instructional Videos?

To enhance the effectiveness of instructional videos, it is important to consider features that can improve engagement, comprehension, and accessibility. This section discusses the key features that participants would like to see incorporated in instructional videos.

Selected Responses:

- "Adding interactive quizzes after the video."
- "Adjustable speed."
- "Subtitles and text support."
- "Clear examples with organized steps."

Interpretation and Discussion:

The responses suggest several valuable features that participants would like to see in instructional videos to improve their learning experience:

- ✓ **Interactive Quizzes:** Adding quizzes after the video would encourage active learning and help reinforce the material covered in the video.

- ✓ **Adjustable Speed:** The ability to control the speed of the video allows learners to tailor the pace to their needs, helping those who may need more time to understand the content.
- ✓ **Subtitles and Text Support:** Subtitles and text support are essential for better comprehension, especially for learners who might struggle with audio or are non-native speakers.
- ✓ **Clear Examples with Organized Steps:** Clear, well-structured examples with logical steps help students understand complex concepts more easily and follow the lesson more effectively.

Conclusions:

The suggested features indicate a strong preference for making instructional videos more interactive, customizable, and accessible. Incorporating quizzes, adjustable speeds, subtitles, and well-structured examples would enhance the learning experience, making it more engaging, efficient, and adaptable to different learning styles.

3.3.14 How Can Instructional Videos Be Better Integrated into English as Foreign Language (EFL) Curricula?

The integration of instructional videos into English as Foreign Language (EFL) curricula presents an opportunity to enhance the learning experience by offering dynamic and engaging content. However, to ensure that instructional videos contribute effectively to language acquisition, it is important to consider how they can be seamlessly incorporated into the overall curriculum. This section explores participant suggestions for improving the integration of instructional videos into EFL education.

Selected Responses:

- "Integrating them into government educational platforms."
- "Customizing the content to align with the curriculum goals."
- "Providing guided exercises after watching the video."

Interpretation and Discussion:

The responses suggest several strategies for better integrating instructional videos into English language teaching:

- ✓ **Integration into Educational Platforms:** Incorporating instructional videos into official educational platforms would ensure easy access for students and facilitate a more structured learning experience.
- ✓ **Content Customization:** Tailoring the video content to match the specific objectives of the curriculum ensures that the videos are directly relevant to the learning outcomes and topics being taught.
- ✓ **Guided Exercises:** Providing exercises or activities after watching the videos encourages active engagement with the material, helps reinforce learning, and ensures students apply what they've learned in a practical context.

Conclusions:

To maximize the effectiveness of instructional videos in EFL curricula, it is essential to integrate them into formal educational platforms, tailor the content to curriculum objectives, and offer follow-up exercises that guide students through the learning process. These strategies would enhance the learning experience and ensure that videos are a valuable and purposeful tool in language acquisition.

3.3.15 Additional Comments and Suggestions

In addition to the quantitative data gathered, several participants provided valuable qualitative feedback regarding the use of instructional videos. This section explores the additional comments and suggestions made by the participants, focusing on ways to improve the overall impact of these videos in educational settings.

Selected Responses:

- "There should be training courses for teachers to improve the use of videos."
- "Instructional videos should be more tailored to student levels."

Interpretation and Discussion:

The additional comments reflect key suggestions for improving the use of instructional videos in education:

- ✓ **Teacher Training:** Offering training for teachers on how to effectively use instructional videos is crucial for ensuring that these tools are utilized to their full potential. Educators need to be equipped with the skills to select, integrate, and enhance video content for optimal learning outcomes.
- ✓ **Tailored Content for Different Student Levels:** Customizing instructional videos to suit the varying proficiency levels of students can help make learning more effective. Videos should be designed to challenge advanced learners while providing appropriate support for beginners.

Conclusions:

The suggestions highlight the importance of teacher professional development and content customization. Providing teachers with the training they need to use instructional videos effectively, alongside tailoring content to student levels, would significantly enhance the educational impact of these videos. By addressing these areas, the potential of instructional videos as a teaching tool can be fully realized.

3.4 Discussion and Interpretation of the Teachers' Questionnaire:

The teachers' questionnaire was designed to explore how educators perceive the impact of instructional videos on students' learning outcomes, specifically focusing on vocabulary retrieval, context-based learning, and reading comprehension. Based on the responses provided, several key themes and patterns emerge.

3.4.1 Perceived Effectiveness of Instructional Videos in Enhancing Vocabulary Retrieval

Findings:

- A substantial majority of teachers (71.4%) believe that instructional videos significantly enhance students' ability to retrieve vocabulary in context.

- 21.4% of teachers acknowledged a moderate improvement in vocabulary retention.
- A small minority (7.1%) found little to no impact from instructional videos on vocabulary retrieval.

Interpretation:

The overwhelming majority of teachers recognize the effectiveness of instructional videos in supporting vocabulary acquisition. The visual and auditory components of the videos, combined with the contextual usage of words, play a crucial role in reinforcing students' memory. This suggests that instructional videos, particularly those integrating rich, multimodal content, are highly beneficial in enhancing vocabulary retention. For visual learners or those who thrive in multimodal learning environments, videos provide a more engaging and memorable way to learn new vocabulary.

Additionally, videos can contextualize vocabulary within real-life scenarios, helping students understand not only the meaning of words but also their practical application in different contexts. This is an essential aspect of vocabulary learning, as context-based retrieval helps students internalize vocabulary more effectively and use it appropriately in their own communication.

Conclusion:

The findings emphasize the significant role that instructional videos play in vocabulary acquisition and retrieval. Given their positive impact, educators should consider incorporating more video-based content into language teaching, particularly for vocabulary-focused lessons. This can help create a richer, more dynamic learning environment, ensuring that students have access to a variety of learning modes that cater to their individual needs.

3.4.1 Instructional Videos' Impact on Reading Comprehension

Findings:

- A vast majority of teachers (92.9%) confirmed that instructional videos positively influence students' reading comprehension skills.

Interpretation:

The overwhelmingly positive response indicates that instructional videos are seen as a powerful tool for supporting reading comprehension. Videos that are thematically or directly linked to reading materials can enhance students' understanding by providing visual cues, contextual explanations, and concrete examples that reinforce the written content. For instance, when a video explains or dramatizes a text, it helps students connect ideas more effectively and grasp meanings that may otherwise be abstract or difficult to decode through reading alone.

This is particularly useful for EFL learners, who might struggle with unfamiliar vocabulary or complex sentence structures. The multisensory engagement offered by video (through images, narration, and sometimes subtitles) facilitates deeper processing and retention of the material. Furthermore, videos often break down content into manageable segments, which can support learners in following the progression of ideas and identifying main points more easily.

Conclusion:

The results strongly support the integration of instructional videos into reading lessons, especially in English as a Foreign Language (EFL) context. Videos not only enhance comprehension but also make reading more interactive and appealing, encouraging students to engage more deeply with texts. Therefore, incorporating well-designed instructional videos alongside reading materials can significantly improve students' overall literacy and engagement.

3.4.2 Challenges in Implementing Instructional Videos

Findings:

- Some teachers highlighted technical difficulties (e.g., low video/audio quality, connectivity issues) as barriers to effectively utilizing videos in the classroom.
- Others noted that students sometimes struggle to choose the right videos or remain engaged due to the lack of interactive elements.

Interpretation:

These challenges highlight important barriers that can reduce the educational value of instructional videos. Technical issues, especially in under-resourced settings, can prevent both teachers and students from accessing or benefiting fully from video content. These problems not only disrupt the flow of lessons but may also lead to frustration and decreased motivation among learners.

Furthermore, the passive nature of some instructional videos can result in reduced engagement and limited knowledge retention. Students may disengage when videos are too long, lack visual appeal, or do not prompt active participation. To counter this, teachers are encouraged to carefully select or design videos that align with learning goals and include interactive elements such as:

- **Embedded quizzes**
- **Guided questions**
- **Follow-up activities**
- **Class discussions based on video content**

Conclusion:

While instructional videos offer significant pedagogical benefits, their impact can be diminished by technical and engagement-related challenges. To maximize their effectiveness, it is essential to improve technical infrastructure, ensure high-quality video content, and incorporate interactive strategies. Teachers also need support in selecting and integrating appropriate videos into their lessons to create a more engaging and effective learning environment.

3.4.3 Comparison between Instructional Videos and Traditional Teaching Methods

Findings:

- More than half of the teachers (57.1%) felt that instructional videos were more engaging compared to traditional teaching methods, with 21.4% stating that videos were "much more engaging."
- However, a small percentage (7.1%) preferred traditional methods over video-based instruction.

Interpretation:

The data reveals a clear shift in teaching preferences toward the use of instructional videos, with the majority of educators recognizing their engagement value. Videos offer dynamic visual and auditory elements, diverse pacing, and flexible access features that traditional methods may lack. These advantages help appeal to multiple learning styles, making content more accessible and stimulating for learners.

Nevertheless, the small percentage that prefers traditional methods may reflect the value some educators place on face-to-face interaction, spontaneous dialogue, and personalized feedback elements that can be harder to replicate with video content alone. This also indicates a residual resistance to fully adopting digital tools, often tied to concerns about technological reliability, pedagogical control, or lack of training.

Conclusion:

Instructional videos are largely seen as more engaging and effective than traditional methods, particularly in terms of capturing students' attention and catering to diverse learning preferences. However, for instructional videos to fully replace or complement traditional approaches, it is essential to strike a balanced integration that combines the engaging nature of multimedia with the interactive benefits of classroom teaching.

3.4.4 Preferences for Video Characteristics

Findings:

- Half of the teachers preferred videos with subtitles or translations to support comprehension, while 35.7% favoured subtitles "sometimes," and 14.3% did not find subtitles necessary.
- Regarding video length, 50% preferred videos to be between 5 and 10 minutes, with a significant portion (42.9%) favouring videos shorter than 5 minutes.

Interpretation:

These findings highlight a clear preference among educators for concise and accessible instructional videos. Shorter videos (under 10 minutes) are viewed as more effective in sustaining learners' attention spans and preventing cognitive overload an important consideration in language learning, where maintaining focus is essential for retention.

Subtitles and translations are also widely valued as instructional aids, especially in EFL contexts where students may face difficulty understanding spoken English. Subtitles provide a dual channel of input visual (text) and auditory (speech) which reinforces comprehension and vocabulary acquisition. This reflects a commitment among educators to inclusive teaching practices that accommodate varied proficiency levels.

Conclusion:

Effective instructional videos should prioritize brevity and include subtitles or translations to cater to diverse learners. These characteristics support better comprehension, reduce cognitive fatigue, and make the videos more inclusive, ultimately increasing their educational value and impact in the EFL classroom.

3.4.5 Suggestions for Improvement and Future Use

Findings:

- Many teachers suggested incorporating interactive elements, such as quizzes or discussion questions, into videos to boost student participation.
- There was also a call for more personalized and differentiated video content to cater to the varying needs of students in different proficiency levels.

Interpretation:

These suggestions reflect a shift in educators' expectations from passive video consumption toward active learning experiences. By incorporating interactivity, videos can become tools that stimulate student engagement, promote critical thinking, and provide immediate opportunities for knowledge application.

The call for differentiated content acknowledges the reality of mixed-ability classrooms. Teachers recognize that to be truly effective, videos must be adaptable offering varying levels of difficulty, pacing, and linguistic complexity to meet learners where they are and support them accordingly.

Conclusion:

To enhance the future impact of instructional videos in EFL education, there is a strong need to:

- **Embed interactive features** (e.g., quizzes, prompts, comprehension checks).
- **Design content that is flexible and level-appropriate**, ensuring that all students benefit regardless of their proficiency.

These improvements would not only make videos more pedagogically powerful but also align them with modern teaching strategies that prioritize **student-centred** and **inclusive** learning.

3.4.6 Teacher Training on the Use of Instructional Videos

Findings:

- Several teachers expressed the need for more professional development and training in how to effectively integrate videos into their teaching practices.
- Teachers also mentioned the importance of knowing how to select appropriate videos and use them strategically within their curriculum.

Interpretation:

These insights point to a critical gap in teacher preparedness. While instructional videos are recognized as powerful educational tools, their impact largely depends on how well teachers can utilize them. Without proper training, videos may be underused or misapplied, limiting their effectiveness.

Professional development programs should therefore aim to:

- ❖ Equip teachers with criteria for evaluating video content.
- ❖ Train them on best practices for integration, such as pre-viewing strategies, guided discussions, and post-viewing tasks.
- ❖ Encourage the development of customized video materials that reflect classroom needs and learning objectives.

Conclusion:

To unlock the full potential of instructional videos, ongoing teacher training is essential. By building teachers' confidence and competence in using video content effectively, educational institutions can ensure that technological tools like instructional videos are not just supplementary, but central to modern, engaging, and learner-centered pedagogy.

3.5 Conclusion

In conclusion, the findings from the teachers' questionnaire underscore that **instructional videos are widely regarded as a valuable educational tool**, particularly in enhancing **vocabulary acquisition** and **reading comprehension** among EFL learners. Teachers reported that the multimodal nature of videos combining visuals, audio, and contextual cues effectively supports vocabulary retrieval and reinforces learning, especially for visual and auditory learners.

Furthermore, the majority of respondents confirmed that **instructional videos enhance students' reading comprehension** by presenting complex ideas visually and providing context that aids understanding. These benefits contribute to a more engaging and accessible learning experience.

However, despite their advantages, several **challenges** were identified. Technical difficulties such as low-quality video/audio and connectivity issues often hinder the effective use of videos. Additionally, the **lack of interactivity** in some video materials was seen as a barrier to maintaining student attention and fostering deeper engagement.

Teachers emphasized the need for **interactive features**, such as quizzes and discussion prompts, to be incorporated into videos. These elements promote **active learning**, critical thinking, and sustained engagement. Preferences also leaned toward **shorter videos (under 10 minutes)** and the inclusion of **subtitles or translations**, reflecting a desire to balance engagement with accessibility and comprehension, particularly in classrooms with mixed proficiency levels.

Another significant point raised was the need for **professional development**. Teachers expressed a strong interest in receiving training on how to effectively select, adapt, and integrate instructional videos into their curriculum. This highlights a gap between the potential of video-based instruction and current teacher preparedness, pointing to the necessity of **ongoing support and resources**.

Conclusion

In this chapter, the focus was placed on analysing the data gathered from the teachers' In this chapter, the focus was placed on analysing the data gathered from the teachers' questionnaire, which aimed to assess both the effectiveness and the challenges of using instructional videos to enhance vocabulary retrieval and reading comprehension among EFL learners. The findings revealed strong support from participating teachers for the integration of videos in English instruction, particularly due to their multimodal nature and capacity to engage students both visually and cognitively.

The results highlighted a general consensus that instructional videos enhance vocabulary acquisition, especially in terms of contextualized retrieval. Teachers reported that learners were more likely to recall and use new vocabulary items when those words were introduced through video, as opposed to traditional methods like isolated lists or textbook definitions. This suggests that videos help learners create meaningful associations, aligning with research on dual coding theory and cognitive processing. When students simultaneously see and hear information, their chances of retaining and recalling it increase, particularly in real-world contexts.

Moreover, teachers emphasized that instructional videos improve reading comprehension by providing contextual support. Instead of relying solely on text, learners benefit from visual cues, voice inflection, gestures, and imagery—all of which clarify meaning and support inference-making. These multimodal components also bridge the gap between abstract language and concrete understanding, especially for learners with limited vocabulary or reading skills. Thus, videos serve as scaffolding mechanisms that enable deeper and more autonomous learning.

Despite these benefits, several challenges were identified. Many teachers reported technical barriers such as poor internet connectivity, lack of projectors, or outdated equipment, especially in public schools. These issues hinder the smooth implementation of videos in the classroom and can demotivate both teachers and students. Additionally, some teachers noted that not all videos online are pedagogically sound. The lack of interactivity in many videos was also seen as a drawback, as passive viewing may not promote active engagement or critical thinking. Educators expressed a desire for more interactive videos that include comprehension checks, vocabulary highlights, and discussion questions.

Another key finding related to teacher preferences regarding video features. Shorter videos—ideally under ten minutes—were favoured due to students' limited attention spans and classroom constraints. Teachers also valued the inclusion of subtitles or translations, particularly in diverse classrooms where learners have different proficiency levels. Subtitles aid in listening comprehension and reinforce vocabulary recognition. These preferences underscore the need for videos to be carefully selected and aligned with instructional goals.

In addition, the responses pointed to a gap in teacher training. While participants showed interest in using videos, many lacked proper training in how to integrate them effectively into lesson plans. The need for professional development was repeatedly mentioned, especially training on selecting high-quality content, adapting it to learner levels, and using videos as a springboard for post-viewing tasks such as speaking or writing activities. Without such training, even high-quality tools may not yield desired outcomes.

From a pedagogical standpoint, the findings in this chapter emphasize balancing innovation with practicality. Instructional videos can benefit EFL instruction, but their success depends on how they are used. Teachers must move beyond simply playing a video and instead incorporate it as part of the learning process. This involves pre-viewing tasks, guided viewing with clear objectives, and post-viewing activities that deepen comprehension and vocabulary use.

In conclusion, this chapter demonstrated that instructional videos are a valuable resource in the EFL classroom, capable of improving vocabulary retrieval and reading comprehension when implemented effectively. However, their impact depends on various factors, including video quality, interactivity, infrastructure, and teacher preparedness. By addressing these challenges and providing continuous support for teachers, schools can maximize the benefits of video-based learning.

Ultimately, the goal is to create an environment that is engaging, linguistically rich, and cognitively stimulating. Instructional videos, when thoughtfully integrated into teaching, have the potential to transform EFL instruction into a more interactive, effective experience—supporting all learners in acquiring language skills meaningfully and lastingly.

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General Conclusion

This study set out to investigate the impact of instructional videos on vocabulary retrieval and reading comprehension among English as Foreign Language (EFL) learners. By employing a mixed-methods approach that gathered insights through teacher questionnaires and analysed their perspectives on integrating video-based learning materials, the research offered a multifaceted view of how audio-visual resources can transform language classrooms. The findings not only highlight the advantages of using instructional videos but also draw attention to the challenges and practical considerations that need to be addressed for optimal integration.

One of the central conclusions of this study is that instructional videos play a significant and positive role in enhancing vocabulary retrieval. Teachers consistently reported that the multimodal nature of videos — which blend visual, auditory, and textual inputs — creates a rich sensory environment that supports learners in acquiring, retaining, and recalling new vocabulary. Unlike traditional, text-heavy methods, videos offer contextualized input, helping students anchor new words to meaningful situations, images, or sounds, thereby enhancing both short-term recall and long-term retention. Furthermore, instructional videos foster incidental vocabulary learning, as students are exposed to new terms naturally embedded within authentic contexts, rather than isolated word lists.

This contextualized learning is crucial because language is not merely a set of isolated words but a system of meaningful expressions embedded in culture and everyday interaction. Videos allow learners to perceive vocabulary within the flow of natural communication, which aids semantic understanding and deeper cognitive encoding. This aligns with cognitive theories of multimedia learning (Mayer, 2009), which emphasize that dual-channel input (visual and auditory) enhances working memory capacity and promotes meaningful learning.

In addition to vocabulary gains, the research highlighted the positive effects of instructional videos on reading comprehension. Teachers noted that videos support comprehension by helping learners visualize complex concepts, connect abstract ideas to concrete examples, and develop a better grasp of narrative or expository structures. For lower-proficiency learners, visual scaffolding provided by videos bridges linguistic gaps, offering nonverbal cues that reinforce meaning. For advanced learners, videos expose them to authentic language use, varied accents, and cultural nuances, enriching their interpretive skills and intercultural competence. These findings align with existing literature on multimedia

learning, confirming that multimodal input enhances cognitive processing and deepens understanding (Mayer, 2009).

Moreover, videos contribute to learner motivation and engagement, which are critical affective factors influencing language acquisition. The dynamic and often entertaining nature of video materials attracts learners' attention and can reduce anxiety commonly associated with language learning. This motivational aspect is particularly important in EFL contexts where exposure to authentic language outside the classroom may be limited. Videos thus act as a window into the target language's cultural and communicative contexts, broadening learners' horizons and fostering positive attitudes towards learning English.

However, while the benefits are substantial, the study also revealed several challenges that limit the effective use of instructional videos in EFL classrooms. Technical barriers were frequently cited, including poor internet connectivity, inadequate access to high-quality equipment, and occasional incompatibility between video formats and classroom technologies. Such issues disrupt lesson flow and can undermine the pedagogical value of video materials. These infrastructural problems are common in many schools within developing regions and must be addressed at institutional and policy levels to ensure equitable access to digital learning resources.

Furthermore, some teachers pointed out that certain videos lack interactive features, potentially reducing learner engagement. Passive viewing, without opportunities for reflection or interaction, risks turning videos into entertainment rather than meaningful learning tools. Without active involvement, learners may fail to deeply process the language input, diminishing the potential cognitive benefits of multimedia instruction.

To address these challenges, the teachers in the study emphasized the need for integrating interactive elements into video materials. Embedded quizzes, pause-and-discuss prompts, follow-up activities, and collaborative tasks can transform passive consumption into active learning. Interactive videos not only maintain student engagement but also foster deeper cognitive processing, as learners are required to reflect, apply, and synthesize the information they encounter. Moreover, videos designed with clear subtitles, translations, and accessible languages were particularly valued, as they support comprehension and make the material usable for learners at diverse proficiency levels.

Another key insight that emerged from the study is the importance of professional development for teachers. While many educators recognize the potential of instructional

videos, they expressed uncertainty about how to select, adapt, or even create video materials that align with their instructional goals. Effective integration requires not only technical know-how but also pedagogical strategies for embedding videos into larger lesson plans, designing complementary activities, and assessing student outcomes. Providing teachers with training workshops, resource banks, and communities of practice can empower them to use instructional videos more confidently and effectively.

Professional development programs should focus on building teachers' digital literacy, multimedia content evaluation skills, and ability to design interactive activities that maximize student participation and learning. Such training is essential for moving beyond superficial video use towards a transformative integration that enhances pedagogy and learning outcomes.

Beyond classroom practices, the findings have broader implications for curriculum design and policy. Education stakeholders, including school administrators and policymakers, should prioritize the integration of multimedia resources into language curricula. This entails not only equipping classrooms with the necessary infrastructure (such as projectors, internet access, and high-quality audio systems) but also ensuring that teachers have access to curated video libraries that align with curriculum standards and learning objectives. Incorporating multimedia components into language programs can enrich the learning experience, making it more engaging, inclusive, and responsive to diverse learner needs.

Furthermore, policies are expected to consider sustainability and scalability by supporting ongoing maintenance of equipment, regular updating of digital content, and continuous teacher support. Collaboration between educational institutions, government bodies, and technology providers can facilitate resource sharing and reduce costs.

However, it is also important to acknowledge the limitations of this study. The research focused primarily on teacher perspectives, which, while valuable, offer only one side of the instructional equation. future studies are encouraged to incorporate student perspectives to capture how learners themselves perceive and experience video-based instruction. Students' motivation, cognitive engagement, and emotional responses can significantly influence the effectiveness of multimedia materials.

Additionally, the study was conducted within a specific national and institutional context, which may limit the generalizability of the findings to other settings with different

technological, cultural, or educational conditions. Differences in curriculum, teacher training, learner demographics, and resource availability mean that results might vary across regions.

In light of these limitations, several recommendations for future research emerge. Further studies could explore the differential impact of instructional videos on learners of varying proficiency levels, age groups, or learning styles. Investigating how specific design features — such as video length, pacing, interactivity, or cultural content — affect learning outcomes would provide valuable insights for content creators and educators alike.

Moreover, longitudinal studies exploring the sustained impact of video-based instruction over time would deepen our understanding of its role in promoting durable learning gains. Such research could also explore how repeated exposure to video materials influences learners' autonomous learning habits and attitudes towards language learning.

In conclusion, this study underscores the transformative potential of instructional videos in EFL education. When thoughtfully selected, designed, and integrated, instructional videos can significantly enhance learners' vocabulary acquisition and reading comprehension, foster engagement, and create a dynamic, multimodal learning environment. However, realizing this potential requires addressing technical challenges, enhancing interactivity, and investing in teacher training and support. By adopting best practices and committing to continuous improvement, educators and institutions can harness the full power of instructional videos, making language learning more meaningful, inclusive, and effective for learners in an increasingly globalized and digitally connected world.

Limitations of the Study

Despite the valuable insights gained from this study, several limitations should be acknowledged. First, the research primarily relied on teacher perspectives through questionnaires, which may not fully capture the experiences and perceptions of the learners themselves. The absence of student feedback limits the understanding of how instructional videos impact learners' motivation, engagement, and cognitive processing from their point of view. Second, the study was conducted within a specific regional and institutional context — Fellak Allaoua Middle School in Berhoum, M'sila — which may limit the generalizability of the findings to other educational settings, especially those with different cultural, technological, or curricular characteristics. Third, technical constraints such as inconsistent internet connectivity and limited access to advanced audiovisual equipment might have influenced the implementation and effectiveness of video-based instruction, thus affecting the

study's outcomes. Lastly, the cross-sectional nature of the research did not allow for longitudinal analysis to assess the long-term effects of instructional videos on vocabulary retention and reading comprehension. These limitations suggest the need for cautious interpretation of the results and highlight areas for improvement in future studies.

Implications for Further Research

Building on the limitations and findings of this study, several avenues for future research are recommended. First, It is recommended that future studies include student alongside those of teachers to obtain a more holistic understanding of the role of instructional videos in language learning. Exploring learners' attitudes, cognitive engagement, and emotional responses could yield richer insights into the effectiveness of video-based materials. Second, research could explore the impact of instructional videos across different learner groups, considering variables such as proficiency levels, age ranges, learning styles, and cultural backgrounds to identify differential effects and tailor instructional design accordingly. Third, experimental or longitudinal designs would be valuable to track changes in vocabulary acquisition and reading comprehension over time and to assess the sustainability of video-based learning benefits. Additionally, investigating specific video features — such as interactivity, subtitles, pacing, and cultural relevance — could guide the development of optimized instructional materials. Finally, exploring teacher professional development models focused on multimedia integration and technological competence would contribute to enhancing the practical application of instructional videos in diverse educational contexts.

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Appendix

Male

Female

Section 2: Experience with Instructional Videos

4. **ow often do you use instructional videos in your** * **learning/teaching**

حدد دائرة واحدة فقط.

Never

Rarely

Sometimes

Often

Always

5. **What types of instructional videos do you find most helpful?** *

(Select all that apply)

حدد دائرة واحدة فقط.

Vocabulary lessons

Grammar explanations

Listening and speaking practice

Cultural content

أخرى:

6. **Where do you usually access instructional videos?***

حدد دائرة واحدة فقط.

- YouTube
- School/Classroom
- Online learning platforms (e.g., Coursera,)
- أخرى:

_____

Section 3: Impact on Semantic Perception

7. **Instructional videos help me understand the meaning of words and* phrases in context.**

حدد كل الإجابات الملائمة.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

8. **How much do instructional videos improve your ability to infer * meaning from context?**

حدد دائرة واحدة فقط.

- Not at all
- Slightly
- Moderately
- Significantly
- Extremely

9. **Instructional videos make it easier for me to remember new vocabulary.** *

حدد دائرة واحدة فقط.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

10. **Do you think instructional videos enhance your reading comprehension skills?**

حدد دائرة واحدة فقط.

- Yes
- No
- Not sure
- 4 ار

Section 4: Perceptions and Preferences

11. **What do you like most about instructional videos? (Open-ended)***

12. **What challenges do you face when using instructional videos?** * **(Open-ended)**

13. **How engaging do you find instructional videos compared to** * **traditional teaching methods?**

حدد دائرة واحدة فقط.

- Much less engaging
- Less engaging
- Neutral
- More engaging
- Much more engaging

14. **Do you prefer instructional videos with subtitles?***

حدد كل الإجابات الملائمة.

- Yes
- No
- Sometimes

15. **What is the ideal length for an instructional video?**

حدد دائرة واحدة فقط.

- Less than 5 minutes
- 5-10 minutes
- 10-15 minutes
- More than 15 minutes

Section 5: Suggestions for Improvement

16. **What features would you like to see in instructional videos?** * **(Open-ended)**

17. **How can instructional videos be better integrated into the EFL curriculum? (Open-ended)** *

18. **Any additional comments or suggestions? (Open-ended)**

ملخص

تتناول هذه المذكرة تأثير استخدام الفيديوهات التعليمية في تنمية الإدراك الدلالي لدى متعلمي اللغة الإنجليزية كلغة أجنبية في متوسطة فلاك علاوة ببرهوم، ولاية المسيلة. وتهدف هذه الدراسة إلى استكشاف كيفية دمج الوسائط السمعية البصرية، وخاصة الفيديوهات التعليمية، لتعزيز فهم المتعلمين لمعاني المفردات، وتحسين قدرتهم على تذكرها واستيعابها ضمن سياقات واقعية. ولتحقيق ذلك، تم اعتماد منهج بحثي يجمع بين الأسلوبين الكمي والنوعي لتقديم رؤية شاملة حول الظاهرة. ففي الجانب الكمي، تم توزيع استبيان على عينة تتكون من 100 متعلم؛ لجمع بيانات حول آرائهم وتجاربهم مع الفيديوهات التعليمية في القسم؛ بينما تمثلت المقاربة النوعية في ملاحظات تمت داخل القسم ومقابلات استكشافية مع أربعة معلمين، ما أتاح فهماً أعمق لتطبيق هذه الوسائل وفعاليتها من وجهة نظر كل من المتعلمين والمعلمين وأظهرت النتائج أن الفيديوهات التعليمية تساهم بشكل ملحوظ في تحسين قدرة المتعلمين على إدراك وفهم معاني المفردات الجديدة؛ ليس من خلال تعزيز الحفظ فحسب؛ بل أيضاً من خلال وضع الكلمات في سياقات حقيقية وذات مغزى. كما أن تقديم إشارات بصرية وسيناريوهات من الحياة الواقعية ومحتوى فعال يساهم في تحفيز التفاعل العقلي والعاطفي؛ مما يؤدي إلى معالجة دلالية أعمق واكتساب أكثر فاعلية للمفردات. وتبين الدراسة كذلك أهمية دمج أدوات الوسائط المتعددة في تعليم اللغة الإنجليزية لمراعاة أنماط التعلم المختلفة، وتعزيز الدافعية، ودعم احتياجات التعلم المختلفة وبذلك، تساهم هذه الدراسة في إثراء الأدبيات المتعلقة بدور التكنولوجيا التعليمية في تعلم اللغات، وتقدم توصيات تربوية مهمة تشدد على ضرورة اعتماد المعلمين للأدوات الحديثة، مثل الفيديوهات التعليمية، لخلق بيئات تعليمية تفاعلية؛ تتمحور حول المتعلم وتعزز الكفاءة اللغوية بشكل أعمق. وتختتم المذكرة بتوصيات لإجراء دراسات مستقبلية طويلة المدى لتقييم التأثير المستمر للوسائط السمعية البصرية على تطوير اللغة، إضافة إلى تحسين برامج تدريب المعلمين على الاستخدام الفعال لهذه الموارد.

الكلمات المفتاحية :الفيديوهات التعليمية، متعلمو اللغة الإنجليزية كلغة أجنبية، الإدراك الدلالي، اكتساب المفردات.