



**An-Najah National University  
Faculty of Graduate Studies**

**THE EFFECTIVENESS OF STUDENT-CREATED  
MULTIMEDIA BASED CAPCUT APP VIDEOS  
ON VOCABULARY RETENTION AMONG  
ELEVENTH GRADERS IN PUPPIC SCHOOLS**

**By  
Ala'a Jamal Mahmoud Dawoud**

**Supervisors  
Dr. Zuhair Khlaif  
Prof. Ekrema Shehab**

**This Thesis is submitted in Partial Fulfillment of the Requirements for the  
Master's Degree of Methods of Teaching English Language, Faculty of Graduate  
Studies, An-Najah National University, Nablus, Palestine.**

**2025**

# **THE EFFECTIVENESS OF STUDENT-CREATED MULTIMEDIA BASED CAPCUT APP VIDEOS ON VOCABULARY RETENTION AMONG ELEVENTH GRADERS IN PUBLIC SCHOOLS**

**By  
Ala'a Jamal Mahmoud Dawoud**

**This thesis was defended successfully on 13/10/2025 and approved by:**

**Dr. Zuhair Khlaif**  
\_\_\_\_\_  
**Supervisor**

  
\_\_\_\_\_  
**Signature**

**Prof. Ekrema Shehab**  
\_\_\_\_\_  
**Co-Supervisor**

  
\_\_\_\_\_  
**Signature**

**Dr. Mahmoud Shreiteh**  
\_\_\_\_\_  
**External Examiner**

  
\_\_\_\_\_  
**Signature**

**Dr. Rami Qawariq**  
\_\_\_\_\_  
**Internal Examiner**

  
\_\_\_\_\_  
**Signature**

## **Dedication**

This research is basically for my homeland, Palestine, for the schools of Palestine, and for my beloved students, whose curiosity I strive to satisfy every day.

Thank you to my parents and to my sisters and brothers, for your constant support along this journey.

To my husband, Rami, my soul mate, who sees the best in me and my potential, to my children, Kareem and Omar, who bring meaning and joy to my life.

And most importantly, I thank my supervisors, whose support I am grateful for.

## **Acknowledgment**

To begin with, I thank Allah for providing me with the opportunity to complete this work and for giving me the strength and patience and the guidance to carry it out.

My supervisors deserve my deepest thanks for their priceless guidance, constructive criticism, and unwavering assistance on all levels of this research.

To my family, thank you for your love and support.

To my homeland, Palestine, and especially to the schools and students of Nablus, thank you for inspiring and participating in this research.

## Declaration

I, the undersigned, declare that I submitted the thesis entitled:

# **THE EFFECTIVENESS OF STUDENT-CREATED MULTIMEDIA BASED CAPCUT APP VIDEOS ON VOCABULARY RETENTION AMONG ELEVENTH GRADERS IN PUPPIC SCHOOLS**

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

**Student's Name:** Ala'a Jamal Mahmoud Dawoud

**Signature:** 

**Date:** 13/10/2025

## List of Contents

Dedication.....	iii
Acknowledgment.....	iv
Declaration.....	v
List of Contents.....	vi
List of Tables.....	viii
List of Appendices.....	ix
Abstract.....	x
Chapter One: Introduction and Literature Review.....	1
1.1 Introduction.....	1
1.2 Problem Statement.....	4
1.3 Research Hypotheses.....	5
1.4 Research Questions.....	6
1.5 Significance of the Study.....	6
1.6 Research Objectives.....	7
1.7 Scope and Limitations.....	7
1.7.1 Scope.....	7
1.7.2 Limitations.....	8
1.8 Definition of Key Terms.....	8
1.9 Summary.....	9
1.10 Theoretical Framework.....	10
1.11 Literature Review.....	13
1.11.1 Introduction to the Previous Studies.....	13
1.11.2 Vocabulary Acquisition and its effect on Vocabulary Instruction in EFL Contexts.....	14
1.11.3 Traditional Vocabulary Instruction in EFL Contexts: Strengths and Limitations.....	16
1.11.4 Technology-Enhanced Vocabulary Instruction in EFL Contexts.....	18
1.11.5 Multimedia Learning and Vocabulary Retention.....	20
1.11.6 Student-Generated Content and Video-Based Learning.....	23
1.11.7 CapCut as a Tool for Enhancing Language Instruction : Insights from Recent Empirical Studies.....	25
1.12 Comments on the previous Literature Review.....	27
1.13 Summary.....	28
Chapter Two: Methodology and Procedures.....	29
2.1 Introduction.....	29
2.2 Study design.....	29
2.3 Variables of the study.....	30
2.4 Study Population and Sample.....	30
2.4.1 Population.....	30

2.4.2 Sample.....	31
2.5 Instrumentation .....	33
2.5.1 Quantitative Instrument: Vocabulary Retention Test.....	33
2.5.2 Qualitative Instrument: Semi-Structured Interview .....	35
2.6 Procedures.....	36
2.7 Data Collection .....	39
2.7.1 Quantitative Data Collection.....	39
2.7.2 Qualitative Data Collection.....	39
2.8 Data analysis .....	40
2.8.1 Quantitative data .....	40
2.8.2 Qualitative data .....	40
2.9 Summary .....	41
Chapter Three: Results of the study .....	42
3.1 Introduction.....	42
3.2 Results of the First Research Question (Quantitative).....	42
3.3 Results of Research Question Two.....	44
3.4 Summary of Quantitative Findings .....	45
3.4 Results of The Third Question : Qualitative Data.....	45
3.5 Analysis of Interview Data.....	47
3.6 Summary of Qualitative Findings .....	48
Chapter Four: Discussion, Conclusions and Recommendations.....	49
4.1 Introduction.....	49
4.2 Discussion of the Results of the Study.....	49
4.2.1 Discussion of Research Question One .....	49
4.2.2 Discussion of Research Question Two.....	50
4.2.3 Discussion of Research Question Three.....	52
4.2.4 Integration of Results .....	53
4.2.5 Summary .....	53
4.3 Conclusions.....	54
4.4 Recommendations .....	55
4.4.2 Recommendations for Future Research .....	57
List of Abbreviations.....	60
References.....	61
Appendices.....	68
المُلخَص .....	ب

## **List of Tables**

Table (1): Demographic information of the participants in the study (Quantitative sample).....	31
Table (2): Demographic Information of Participants in the study (Qualitative sample)	32
Table (3): Coding book for Semi-Structured Interviews .....	41
Table (4): Test of Normality – Shapiro-Wilk Test .....	42
Table (5): Homogeneity of Variances – Levene’s Test .....	43
Table (6): Descriptive Statistics of post-test scores for the control & experimental groups (N = 76).....	43
Table (7): ANCOVA results showing the main effect of pre-test scores on post-test performance .....	43
Table (8): ANCOVA results showing the main effect of group membership on post-test performance .....	44
Table (9): ANCOVA results showing the main effect of teaching method on student performance .....	44
Table (10): The results of the Coding book .....	45

## **List of Appendices**

Appendix (A): Pre- and Post-tests .....	68
Appendix (B): T able of Specifications (TOS) .....	73
Appendix (C): F ull Interview Protocol (Guiding Questions and Procedures).....	74
Appendix (D): Assessment Rubric for Student-Created Videos.....	76

# **THE EFFECTIVENESS OF STUDENT-CREATED MULTIMEDIA BASED CAPCUT APP VIDEOS ON VOCABULARY RETENTION AMONG ELEVENTH GRADERS IN PUPLIC SCHOOLS**

**By  
Ala'a Jamal Mahmoud Dawoud**

**Supervisors  
Dr. Zuhair Khlaif  
Prof. Ekrema Shehab**

## **Abstract**

This research investigated the effectiveness of the CapCut application in supporting student-produced multimedia videos to enhance English vocabulary retention among 11th-grade EFL learners in Palestinian public schools. Grounded in Kolb's Experiential Learning Theory, the study employed a quasi-experimental design with 76 female participants equally divided into an experimental group and a control group. The groups were put into an experimental group, who made animation videos to teach vocabulary using CapCut, and a control group, who were taught in a more traditional manner. Quantitative data were collected from pre and post testing, whereas qualitative data were gathered from the partially structured interviews.

Descriptive statistics and ANCOVA demonstrated that post test scores from the experimental group were noticeably higher than the control group meaning the interventions were effective ( $p < .001$ ) in the construction of the test group with pre test scores calculated posttest performance. They were significant predictors. Students in the experimental group, along with the pretest score predictors, retained more vocabulary than the control group. Students in the qualitative group also made comments saying that the technique of video creation allowed them to engage more with the subject and learn how to practice in a confident manner. They also had a more positive than negative attitude about the learning of multimedia-based vocabulary even with some small technical issues and time restraints.

The overall conclusion made from the data collected from the students in the control and experimental group is that the students created videos that were useful. This study proves additional students made video materials to be combined with vocabulary EFL instruction. These results inform curriculum developers and EFL planners about the need for more technology-based materials

**Keywords:** Vocabulary retention, EFL (English as a Foreign Language), Student-generated multimedia, CapCut application.

# Chapter one

## Introduction and Literature Review

### 1.1 Introduction

With the passage of time, the English language has increasingly served as the language of the globe. In the education and other sectors of the culture, it has emerged as the first means of communication with the broad functions. The introduction of new digital technologies, along with the growth of artificial intelligence, have contributed to the widespread use of English across the globe. There is evidence to suggest that the use of artificial intelligence enhances the effectiveness, motivation, and self-regulated English learning of students learning English as a second language (Wei, 2023). Moreover, AI is deemed a revolutionary technology in the teaching and learning of English language as it has the potential to change the entire approach to instruction (adaptive teaching and personalized learning) and raises important pedagogical concerns (Crompton, Berns, Cochrane, Jandrić, & Lin, 2024).

The context of Teaching English as a Foreign Language (TEFL) in Palestine reveals both the global role of English and the sociopolitical context of the region. Palestine has taught English as a compulsory subject since the issuance of the English for Palestine textbook in year 2000, with the objective of helping students succeed in their studies and interact globally (British Council, 2015). However, a significant portion of Palestinian students still struggle with the ability to communicate effectively. This is due to an unrelenting habit of predominant, archaic, teacher-directed pedagogical methods coupled with a lack of real world language use opportunities.

The integration of digital technologies into language pedagogy has been quite effective. For example, Ajabshir (2024) also spoke of digital storytelling where the focus was on how it helps sustain better English writing skills. Moreover, digital storytelling's effectiveness has also been noted on EFL learners' vocabulary and reading skills (Akdoğan, 2023). In addition, one randomized control trial showed that digital storytelling (DST) not only supported speaking proficiency but also improved self-regulation and lowered speaking anxiety (Bai & Xian, 2024).

In Palestine, English teachers are still confronted with societal, political, and financial obstacles that restrict their access to professional advancement opportunities and new teaching materials. Nonetheless, both local and foreign institutions are striving to improve English language instruction and acquisition. English is regarded as a vital component of advanced education and international participation; thus, international organizations provide in-service training and teaching materials with a particular focus on English (Education.org, 2024; REAL Centre, 2024) (REAL Centre, 2024). The case illustrates the ongoing difficulties, as well as the forward-thinking possibilities, in trying to better English education in Palestine.

### **The Importance of English Language Vocabulary Instruction and Retention**

Mastery of spoken and written communication in English hinges on vocabulary mastery first. For instance, strongly lexically well-equipped learners demonstrate better reading comprehension, fluency, and even appreciate diverse communicative skills (Kansızoğlu & Bekiroğlu, 2025; Webb, Uchihara, & Yanagisawa, 2023). Vocabulary as foundational as Zou, Huang, & Xie (2021) suggests, enables learners to navigate intricate texts and complex ideas confidently in professional and academic settings.

Retention continues to be a problem for a large number of EFL learners, especially in situations where there is little to no chance for genuine language use; thus, supplementary teaching methods are essential in language learning contexts (Kim & Webb, 2022). Recent studies have shown that mobile-assisted vocabulary learning (MAVL) consisting of contextualized, spaced retrieval practice and digital flashcard retrieval greatly improves vocabulary retention and self-regulated learning (Xodabande, 2023). In addition, vocabulary instruction that focuses on teaching word formation and collocation is effective in advancing learners' vocabulary skills (Colenbrander, et al., 2024).

It has been shown that in the context of mobile-assisted language learning and digital storytelling in the English as a foreign language (EFL) environment of Palestine, the absence of immersion possibilities is mitigated through the use of mobile devices, which encourages participation and enables users to master and retain vocabulary (Iter & Salhab, 2024).

## **Incorporating Technology into Teaching English Vocabulary**

The incorporation of technological resources into English vocabulary teaching has transformed conventional pedagogy by providing interactivity, and multi-faceted opportunities to assimilate and retain vocabulary. According to recent studies , there are many mobile tools like Quizlet , Anki, Duolingo, & Memrise that mainly focus on Vocabulary instruction and claim to aid students in learning Vocabulary in an effective , interactive and repetitive manner (Kim & Webb, 2022).

Godwin-Jones (2024) has also identified that the self-practice activities and the personalized word sets that artificial intelligence generates have improved the use of educational technology in the recent decades .Along the same lines, Nikbakht & Mazdayasna (2023) state that the use of videos, podcasts, and interactive e-books as multimedia tools enhances learning by providing additional audio or visual content.

Basic technologies, even in underdeveloped regions such as Palestine, can have a positive impact. One recent study found that mobile platforms, especially WhatsApp, increased students' vocabulary retention and engagement (Raba, Qadous, & Itmeizeh) .However, some still remain in the gaps where the use of smart devices still limited and restricted in the area, the training of teachers is underdeveloped, and students have the freedom to participate in off-task behavior. Undeniably, Technology can encourage learning, but if it left unregulated, it can easily spiral into a distraction (Pérez-Juárez, González-Ortega, & Aguiar-Pérez, 2023). With this in mind, this paper examines recent developments in technology-based vocabulary instruction and provides practical suggestions to optimize the pedagogical impact while ensuring technology is properly blended in language teaching.

## **Enhancing English Instruction Through CapCut: A Student-Created Video Approach**

Previously , teaching English vocabulary tend to heavily depend on rote memorization and word by word translation . In contrast ,Today's teaching vocabulary approach focuses on using different advanced tools to help grasp vocabulary effectively by using platforms such as Quizlet, Anki, and Duolingo. In this way, learners get and comprehend vocabulary in an engaging and interactive manner with holistic feedback (Kim & Webb, 2022; Yowaboot & Sukying, 2022).

According to Godwin-Jones (2023) points out that Adapting word lists and exercises tailored to the learner's achievements occurs when vocabulary instruction incorporates advancements supported artificial intelligence .Moreover, AR-enhanced, gamified learning tools are proved to be highly effective in developing vocabulary learning and retention (Hung & Yeh, 2023).

In Palestine, where resources are limited, the mobile phone is positive (Raba, Qadous, & Itmeizeh, 2023). Mobile phones, WhatsApp groups, and SMS are used as learning tools for vocabulary retention and learner engagement. However, unequal access to the necessary devices, the degree of teacher training, and digital distractions (Pérez-Juárez, González-Ortega, & Aguiar-Pérez, 2023) are still big problems. This paper focuses on the engineering vocabulary instruction incorporating technology. It intends to fill the gaps inequitable bias and inequitable pedagogy within the gaps that are centered to the pedagogical frameworks within the gaps.

## **1.2 Problem Statement**

When learning English as a foreign language (EFL), like most other modern languages, one encounters rote memorization, and the repetition of written exercises, as a primary teaching approach. Such methods can produce short-term recall, but fail to achieve retention and substantive engagement required for proficient active use. Motivation deficits and multisensory teaching deficiencies during vocabulary instruction have been cited in recent research as contributing factors to insufficient deep learning and the ineffective use of vocabulary. Regarding research in this field, for example, Zhang, Zou, and Cheng (2023) emphasized the engagement paradigm in digital game-based vocabulary learning (DGBVL) and showed that active engagement is a predictor of learning new vocabulary.

Motivational engagement and vocabulary acquisition occurs sequentially as an outcome of cognitive processes. This was arguably discussed in Liu's (2024) study , it proved how segmentation while teaching vocabulary in a multimedia learning environment could reduce the cognitive load and increase retention ability and reading comprehension among Chinese learners with lower proficiency levels. These studies underpin the importance of situational and multisensory elements in vocabulary teaching toward advancing learning and support the view of vocabulary as a resource.

In the context of Palestinian public schools, the problem of acquiring vocabulary is exacerbated by contextual factors. The sheer volume of students per teacher, with more than forty students in a class, makes individualized teaching and targeted feedback impossible. High workloads, contact hours, and the numerous students in a class stagnates the engagement and performance of the students (Vakili, Vakili, Ajilian Abbasi, & Masoudi, 2024; Kanwal, Rafiq, & Afzal, 2023). In addition, the rigid scope and tight scheduling of the school day severely restrict the use of innovation in teaching. Teachers are compelled to focus on meeting deadlines for syllabus completion to the detriment of fully engaging with specific vocabulary items. This specific approach shows a lack of purposeful engagement and does not actively promote the attainment of benchmarked critical thinking skills. More generally and more broadly, there continues to be a gap that persistent and documented between critical thinking and instruction as theory and practice live in a schism.

For instance, Andreucci-Annunziata, et al. (2023) noted a perception among educators of a substantial critical thinking theory-practice gap in engineering education. Some of these gaps may be addressed by employing digital experiential multimedia approaches in vocabulary instruction. The digital multimedia tools can enhance retention and vocabulary acquisition by providing a visual and auditory stimulus.

### **1.3 Research Hypotheses**

- Null Hypothesis (H0):

There is no significant difference at ( $\alpha = 0.05$ ) in vocabulary retention between students who create videos utilizing multimedia using CapCut application and those who learn vocabulary through traditional methods.

- Alternative Hypothesis (H1):

Students who create videos utilizing multimedia using CapCut application will show significantly better vocabulary retention than those who learn vocabulary through traditional methods.

#### **1.4 Research Questions**

1. To what extent does using the CapCut application enhance students' vocabulary retention, as reflected in the difference between pre- and post-test scores?
2. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) between the posttest scores of the control and experimental groups?
3. How do 11th-grade students perceive the process and impact of creating multimedia-based vocabulary videos using the CapCut application on their English language learning experience?

#### **1.5 Significance of the Study**

The current study seeks to extend the investigation on the use of multimedia devices within the context of video-editing applications for language learning, focusing on the CapCut application. In addition, CapCut allows students to create vocabulary-related videos embedded with texts, stickers, voice overs, and other interactive elements. For this reason, the application is particularly appealing to teenagers and adolescents.

Retention goes hand in hand with motivation, hence, the processes of Student-Generated Content in the vocabulary learning framework are deliberately designed to be restorative. The positive impact of CapCut instruction on the students' motivation and creativity noted in recent research, including (Andhika & Wahono 2024), goes beyond the primary learning objective and shows the positive effect of technology on the engagement and outcomes in language learning.

Moreover, in public schools that do not have sophisticated technology, CapCut and other low-cost mobile apps can be used to supplement vocabulary instruction in a fast, low-cost, and effective manner. Research shows that mobile learning increases English learning and engagement, even in poorly resourced settings, as highlighted by (Garzón, Lampropoulos, & Burgos, 2023). Therefore, this particular study aims to show how CapCut can be used to engage students in the creation of customizable multimedia vocabulary activities that support active learning, equity, and 21st century instructional practices.

## **1.6 Research Objectives**

- To examine the effectiveness of student-produced multimedia-based videos created via CapCut in enhancing English vocabulary retention among 11th-grade Palestinian students.
- To compare the vocabulary retention levels between students exposed to traditional instruction and those engaged in producing multimedia-based videos.
- To explore students' perceptions of using CapCut to create vocabulary videos and how this experience influences their motivation and engagement in learning English vocabulary

## **1.7 Scope and Limitations**

### **1.7.1 Scope**

This study explores the impact of student-produced videos with CapCut application on the vocabulary retention of 11th grade EFL learners in Palestinian public schools. Given the limited technological resources in these schools, students will be motivated to create videos that illustrate the target vocabulary with the help of personal or family's mobile devices. These multimedia activities shift vocabulary learning from the rote memorization to an active, creative engagement practice. It has been found recently that CapCut is capable of enhancing the speaking and writing skills of the learners by means of text–image and text–image–speech integration (Andhika & Wahono, 2024).

Aside from CapCut, studies indicate that video podcasts and other forms of multimedia help integrate visual and auditory elements, positively impacting vocabulary acquisition and retention (Nikbakht & Mazdayasna, 2023). Likewise, from a digital game-based perspective, vocabulary learning innovation highlights that effective engagement on behavioral, cognitive, and emotional levels strongly predicts vocabulary acquisition (Zhang, Zou, & Cheng, 2023). These findings are a strong justification for using CapCut to support vocabulary instruction in under-resourced classrooms. Motivational practices focus on vocabulary as students deepen their learning.

### 1.7.2 Limitations

There are a number of limitations that may influence the generalizability and interpretation of the results:

1. **Sample Size and Demographics:** These studies focus on a singular and homogeneous public high school population, thus limiting the generalizability of their findings far beyond this one institution and its students. .
2. **Technological Proficiency:** Students' differences in experiences using video editing apps such as CapCut can impact the effectiveness of the intervention and the quality of the videos created by students.
3. **Assessment Tools:** Using quizzes and interviews as the primary means of assessment may not capture all dimensions of vocabulary acquisition (e.g., pronunciation, usage context, long-term retention).
4. **External Variables:** Aspects beyond the control of this study, such as students' previous exposure to multimodal texts, or support received at home, may play a role in the outcomes.

It is necessary to understand the limitations of a study for putting the study in context and planning future research that examines the use of multimedia tools like CapCut in language learning

### 1.8 Definition of Key Terms

- **Vocabulary Retention:**

Vocabulary retention is the ability of learners to remember and recall words, and their meanings over time. Vocabulary retention is important for language skills development because it helps learners understand and produce language accurately.

- **Multimedia Learning:**

Multimedia learning involves using more than one form of media—text, images, audio, videos and so forth—in the learning process. It is based on cognitive theory which theorizes learners learn better when they are given information in both visual and auditory formats, increasing understanding and number of possible memories.

- **CapCut Application:**

CapCut is a mobile application for editing video, where users are able to create and edit videos using different multimedia elements. In this study, CapCut is an app that was used by students to create videos to show how to use vocabulary words. The objective of utilizing CapCut was for students to be engaged in the process of creating videos, thereby enhancing their retention through vocabulary by having them create a meaning of the vocabulary words, this time through a creative expression.

- **Traditional Vocabulary Learning:**

Traditional vocabulary learning methods are generally characterized by rote memorization, organized vocabulary flash cards, and written work. These methods rely on repeated practice and recall of information without multimedia methods or interaction.

- **Learning Engagement:**

Learning Engagement is defined by learners' interest, motivation, and amount of active participation learners exhibit in learning. Learning engagement can yield better learning outcomes and retention.

## **1.9 Summary**

This study explores the effectiveness of student-created videos using the CapCut application in improving English vocabulary retention among 11th-grade Palestinian EFL students. The chapter demonstrated the challenges of traditional, rote-based instruction in Palestine and the potential of technology and multimedia tools to promote engagement and long-term retention. The research was steered by three questions on the impact of CapCut on vocabulary retention, differences between control and experimental groups, and students' perspectives of the experience. The study's significance lies in providing evidence for low-cost, learner-centered, and technology-enhanced instruction in resource-constrained contexts. Scope, limitations, and key terms were also clarified to frame the investigation.

## **1.10 Theoretical Framework**

The theoretical Framework and literature review that frame the current study. The chapter begins by outlining the theoretical framework for the research, and then proceeds to review literature related to vocabulary acquisition, traditional and technology-enhanced instructional practices, multimedia learning, and student-generated content. Empirical studies of CapCut as a digital learning tool are focused on, looking specifically at CapCut's affordances for academic learning but remaining aware of prior research limitations as there is a lack of empirical studies of Capcut for academic purposes. The chapter closes with critical comments on the literature reviewed, and a summary that situates the current study in terms of the literature and theory.

This research study is based on Experiential Learning Theory (ELT) introduced by (Kolb, 1984). ELT informs us that learning is an iterative, multi-dimensional process consisting of four stages of learning that happen in sequence: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE). The four stages give a comprehensive model of how learners actually utilize an experience to construct new knowledge by going through an integrated process of experiencing, reflecting, thinking, then formulating. In Kolb's (1984) view, effective learning occurs when a learner has to go through the stages in a sequential order to achieve a better understanding, retention, and actionable knowledge

In this study, each part of Kolb's model contributes to the learning experience in the study that investigated students' use of CapCut app to create multimedia videos for their vocabulary learning. In this study:

### **1. Concrete Experience (CE)**

In this phase of Kolb's Experiential Learning Cycle, learners engage directly in tasks that provide firsthand experiences, forming the foundation for reflection and conceptualization. Concrete Experience refers to direct involvement in an experience. For this study, students have to actively create vocabulary videos. They start by looking for the target vocabulary, choosing pictures, animations, and audio to depict the word's meanings, and then using CapCut to design and create the targeted video . This is a given experience that students actively experience a personal context and is emotionally

engaged , which is important to form new attachments to knowledge. Students are not passive information recipients but active participants in learning by engaging the process of making language videos . By engaging in the concrete experience of creating language videos, students are not only recipients of information, but they are also the constructors of their own learning experience.

Just like that, Students participate in short-term, faculty-directed study abroad programs, where they experience innovative methods to learn. These experiences allow students to interact with other cultures, greatly expanding their global understanding. Conner (2022) also points out that student activists in U.S. colleges do not hesitate to take on real-world problems, which in turn becomes a powerful firsthand encounter that enables them to learn a great deal about the workings of society and about themselves. Within the frameworks of these scenarios, the nature of the CE phase revolves around students engaging in meaningful activities and doing active work which enables them to acquire and construct knowledge through experience.

## **2. Reflective Observation (RO)**

After the initial experience, the order of the consecutive phases and Reflective Observation first defines the consequences of actions and decisions that the student must analyze. This time students focus more on to what extend their videos construct and communicate the semantic meanings of the vocabulary words they are responsible for. This means ensuring if the images show the appropriate choices that are clear, examples that are relevant, and if the information as a whole is presented obviously. Through this reflecting phase, learners understand word meaning and other improvements they can possibly make, which in turn develops metacognitive awareness and improves understanding, management skills, and student engagement, which is an element for the fostering of professionalism.

Students often engage in experiential learning and reflective observation, which helps them understand the broader implications of their actions, and deepen their understanding of societal issues, just like Conner (2022) pointed out in his research regarding student activism in the United States.

### **3. Abstract Conceptualization (AC)**

Gained experiences get synthesized into more universal frameworks. In this phase, real and theoretical knowledge are shaped in contexts wherein students construct meaning. The students begin to notice the pattern of their recognition, Contextual meanings, variation clusters, and sets of words, which in its turn boost their understanding of the assigned words. This understanding helps them to be exposed to diverse communication contexts. Hence, this phase fosters learning integration in experiential contexts with a shift toward conceptual autonomous learning.

Conner (2022) suggests, further, that student activists in United States colleges engage in reflective observation and examine their actions to understand social movements. Through his research, this helps them understand the broader implications of their actions and develop a thorough awareness of societal issues.

### **4. Active Experimentation (AE)**

The final stage, Active Experimentation, focuses on testing knowledge developed in the previous stage in a practical or social setting to assess its accuracy and enhance understanding. In the study, this could be done when peers were able to watch the video, provide feedback, and revise the content. This type of collaboration encourages learning through the application of new knowledge, and it provides the learner with additional support and different perspectives from peers, helping them to innovate and extend their understanding. The cycle of these progressions reinforces both language ability and digital literacy.

In the AE phase, U.S. college student activists, as noted by Conner (2022), engage in 'reflective observation' by examining their participation in social practices. This contemplation allows them to grasp the larger picture and expand their consciousness of different societal matters. During this phase, these students "active experiment" by mobilizing to organize social events, campaigns, or dialogues that tackle pertinent issues in the community. In putting these actions to work, they employ particular strategies, watch how the community engages in their efforts, and subsequently adjust their methods to enhance their activism. In doing so, they develop their leadership and advocacy skills.

Kolb's Experiential Learning Theory provides a usable and sound framework for this study because it meshes nicely with student-created multimedia composition. Each stage of the learning cycle is activated to improve vocabulary learning: students experience language through the activity of making; reflect on the language representations they produce; conceptualize their language use; and finally, experiment with new processes in a collaborative environment. Students cycled through all four stages and, as a result, learners develop a richer meaning of vocabulary through more effective, longer-lasting language learning, thereby accomplishing the study's goal of enriching the language learning experience through multimodal and engaged practice.

## **1.11 Literature Review**

### **1.11.1 Introduction to the Previous Studies**

Vocabulary instruction is broadly regarded as a cornerstone of learning any additional language, including English as a foreign language. Mastery of the lexicon enables learners to understand, generate, and negotiate meaning across reading, writing, listening, and speaking modalities. Nonetheless, across numerous EFL settings, vocabulary continues to be treated through isolated item lists, rote-drill practices, and dictionary-driven exercises, pedagogies that empirical studies have demonstrated yield superficial processing and restrict enduring retention (Zeng, Kuo, Chen, Lin, & Shen, 2025).

To address these shortcomings, recent research suggests that vocabulary instruction should incorporate more multimedia, and interactive digital tools. Educational videos, mobile-assisted language learning (MALL) apps, and cloud applications have continually increased learner engagement and encouraged deeper cognitive processing by embedding vocabulary within rich, multimodal contexts (Li & Hafner, 2022). In this new context, student-generated video creation and recording activities, where students take on an active and creative role instead of being passive, has been noted as a learner-centered approach that increases motivation, fosters learner autonomy, and enhances retention over time (Tatlı, Saylan, & Kokoç, 2022) .

This research builds on recent developments by exploring video production as a vocabulary acquisition tool , facilitated through the integration of the mobile video editing app, CapCut, among Palestinian secondary school students. Positioned within a

constructivist and participatory framework, vocabulary acquisition here is narrated as an active process through which learners create content that reflects their realities and communicative contexts. This literature review aims to synthesize and critique theoretical and empirical literature on vocabulary instruction within EFL contexts, focusing on the role of multimedia and learner-generated video and audio materials within established EFL instructional frameworks.

The review is broken up into five related sections:

1. A comparison of traditional versus digital vocabulary instruction methods.
2. The role of multimedia in vocabulary learning
3. The impact of student-generated video tasks
4. The practical implications of integrating tools like CapCut in secondary-level EFL classrooms
5. The role of Task-Based vocabulary instruction in the Palestinian EFL context.

This literature review seeks to furnish an empirically informed basis for the present investigation, especially within Palestinian public schools, where creative methodologies are required to align the disparity between vocabulary exposure and enduring retention.

### **1.11.2 Vocabulary Acquisition and its effect on Vocabulary Instruction in EFL Contexts**

Vocabulary acquisition is still the heart of language teaching and learning, involving knowledge of a word's form, meaning and use phonologically, semantically, syntactically, and collocationally (Ait Hammou, Larouz, Fagroud, & Akki, 2023). In EFL settings, where a learner interacts with the language for the most part in a pedagogical environment, a learner's lexical competence usually becomes the most prominent indicator of the level of communicative proficiency. Li and Hafner (2022) showed that lexical mastery accounted for more than 21% of the variance in a student's performance in both productive and receptive skills, affirming the dimension's prominence in success in the target language.

The process of vocabulary acquisition, as Sinyashina (2020) has pointed out, is as much purposeful as it is informal. This ranges from explicit instructional vocabulary learning and teaching strategies such as flashcard drills with set word lists, to vocabulary that is thematically linked to communicative reading and listening activities. Sinyashina (2020) observed that teaching a new lexical set that had been learned incidentally resulted in higher recognition accuracy and productive use of the new vocabulary. Further evidence offered by Nie, Fu, Rehman, & Zaigham (2022) showed that a strategically planned schedule of moderate and repetitive exposure to English songs resulted in improved vocabulary retention, reinforced grammatical patterns, and strengthened structural recall, as observed in performance in delayed tests.

Most of the teaching innovations introduced have not changed the way English as a Foreign Language is taught as much as they should have. Most teachers still harp on rote learning, vocabulary lists, and dictionary use which leads to the shallowest form of understanding. Zeng, Kuo, Chen, Lin, and Shen (2025) conducted a systematic review, and pointed out a lack of curriculum gap on using semantic mapping and context-rich exposures, much less semantic mapping and the contexts in which it should and is supposed to be taught. Additional work done by Hakami (2025) proved that vocabulary acquisition is not a product of learner exposure to the language alone. The learner's motivation, and the way they engage with others, which is often overlooked, is of great importance in the acquisition process.

Moreover, not applying metacognitive teaching strategies is considered as another obstacle. According to EFL learners' metacognition of self-awareness, tasks, and available strategies pertaining to Teng & Mizumoto (2024), learning new vocabulary while reading is a strong predictor of learning new vocabulary. These factors are part of self-regulated learning and are useful but, sadly, are often neglected in standard frameworks used for teaching and learning. Moreover, situational and structural elements, including an excessive student-teacher ratio, insufficient class duration, overemphasis on evaluation, and chronic time scarcity, detract from the student-centered personalized vocabulary instruction. For example, mobile vocabulary learning strategies enhance the acquisition of academic vocabulary, but, as demonstrated in Mohammadi & co-authors' (2024) work, such situational factors undermine the uninterrupted and consistent application of mobile vocabulary learning strategies.

Like many countries in the world, Palestine incorporates different methods of teaching English as a foreign language (EFL). Culture, history, and methodology all play a huge role in constructing the methods that are used to teach in Palestine. As of recently, a scholar named Hosheyah (2025), decided to study a group of 390 students that took EFL classes as a part of a study where a questionnaire was used and the students responded to 39 different questions of which the reliability index was ( $\alpha = 0.79$ ). After drawing conclusions from the survey, it was made obvious that students mostly relied on rote memorization and learned strategies that were especially repetitive, as well as, underneath the capability of collaborative and metacognitive strategies. As a result of the orthodox system, there was a lack of training, especially in proactive training where the students had the ability to speak and write. A lack of proper EFL curriculum in Palestine complete with the proper procedures to teach vocabulary strategies leads to the conclusion that in the curricula there should be more balance with proper vocabulary strategies and interactive context to the learning.

### **1.11.3 Traditional Vocabulary Instruction in EFL Contexts: Strengths and Limitations**

In EFL settings, rote memorization and bilingual translation still dominate vocabulary instruction and teaching methods, that focus heavily on teacher-centered and exam-driven practices, especially in countries where the access to the internet is insufficient. As a result, learners cannot effectively practice the second language in authentic and real life situations, which in its turn hinder their ability to speak English properly. Vakili, Vakili, Ajilian Abbasi, & Masoudi (2024) highlight that large and overcrowded classrooms in public educational contexts greatly maximizes the level of instruction challenges. In several public schooling systems, structural constraints still limit the use of innovative teaching methods. Similarly, Imran Almusharraf, Abdellatif, & Ghaffar (2024) pointed, large numbers of students per class, little time for planning instruction, and inadequate instructional materials do not encourage vocabulary teaching and learner participation. All of the previously mentioned have been demonstrated in recent research. Moreover, contextual and institutional challenges are still a barrier in effective vocabulary instruction.

Environments like these often tend to give instructions and training that results in learning vocabulary. However, these instructions do not foster the ability to

communicate in the long-term. The Grammar Translation Method (GTM) is the most well-known, it focuses on vocabulary and intense translation with rigorous written accuracy checks while ignoring speaking and listening skills. GTM focuses heavily on translation and grammar in language, and it is criticized for not promoting creative use of language. Nevertheless, its rigid step-by-step processes, structured teaching, and its alignment with benchmark assessments is the reason still widely being used in public education.

Recent studies from South Korea's English as a Foreign Language (EFL) classrooms illustrate the persistence of the continuity hypothesis. In spite of formal curriculum documents offering support for the inclusion of communicative competence in the curriculum, studies on the grammar underpinning the curriculum have overwhelmingly dominant grammar- and translation-focused paradigms. As many teachers acknowledge, the grammar-translation method is ubiquitous and its dominance is easily explained through curriculum and examination of cultures that prioritize rote learning and linguistic form over integrated and spontaneous fluency. For example, in her recent publication, Ghaleb (2024) illustrates how exam-driven and teacher-dominant approaches increase anxiety and diminish critical thinking. In addition, French, Dickerson, & Mulder (2024) systematically analyze the extensive research on high-stakes final examinations and argue that, regardless of the value added in terms of enhanced memory recall, the accompanying stress, shallow learning, and unsatisfactory equity issues overwhelmingly dominate the pedagogical benefits.

Recent studies indicate that the grammar-translation method (GTM) remains supported in certain situations due to persistent systemic resistance. In Pakistan, Bano (2025) criticizes GTM as an approach that supports merely rote memorization, neglecting to develop practical language abilities, communicative competence, and the cultural and social contexts in language learning. In a similar vein, Agao & Derequito (2025) in the Philippines demonstrated that while GTM supports writing skills in grammar, vocabulary, spelling, and composition, the method is unchanging and entirely teacher focused it misses the motivation and interaction essential for language acquisition. Together, these studies highlight the success of GTM in strengthening specific linguistic elements, yet its inadequacy in promoting genuine, learner-centered communication

The limitations of the Grammar-Translation Method resulted in the Direct Method (DM) which tried to be more immersive and communicative. Its intended purpose is to limit the impact of learners' first languages. This method leads to vocabulary being learned through negotiation by the students, demonstration, and can be grounded in the real world. Current research is an endorsement of this theory of inconsistency. In a systematic literature review, Dakhalan & Tanucan (2024) reported that taught by quality teachers in immersive classroom learning environments, the Direct Method improves speaking fluency and listening skills for beginners and intermediate learners. However, it has serious limitations related to advanced reading and writing skills, and is often based on the teacher's skill and the quality of professions and materials used.

Consequently, it is essential to recognize the role of traditional approaches and methods such as Grammar-Translation and the Direct Method within EFL pedagogy, yet it is equally vital to discuss their failures to incorporate communicative functions as well as comprehensive lexical and discursive depth. While the GTM does not offer communicative practice, the Direct Method, on the contrary, is more likely to require very high teacher language proficiency and elaborate instructional materials to promote spoken discourse.

#### **1.11.4 Technology-Enhanced Vocabulary Instruction in EFL Contexts**

Regarding vocabulary teaching, the Audio-Lingual Method (ALM) is an approach situated in the mid-20th century focusing mainly on the teaching of structured oral drills and behaviorist oriented repetition. In the last few decades, there has been a considerable efficiency of empirical studies that target ALM and its relation to vocabulary retention. Modern studies, however, focus more on technology-based instruction in vocabulary, moving instruction that incorporated ALM's repetitive and structured learning to avoid the glaring issues of ALM related to communicative competence and learner motivation, focusing instead on motivation and communicative competence.

Mobile-assisted language learning (MALL) continues to be a popular complement to traditional teaching methods focused on memorization. There has been extensive meta-analytic research on the effectiveness of MALL on Mastery of vocabulary. Lin & Lin (2019) meta-analytic study reports that mobile interventions have a strong positive

effect on both receptive and productive vocabulary. Zou, Huang, & Xie (2021) also demonstrated the effectiveness of vocabulary learning through digital and mobile games and reported strong retention especially during long, sustained (Hedges'  $g \approx 0.85$ ) interventions. Such outcomes suggest the effectiveness of extensive and well-structured mobile learning programs on long term retention of vocabulary.

The benefits of incorporating technology into teaching and learning is the promotion of higher order thinking skills through the use of multimodal and audiovisual teaching and learning materials. Compared to older methods that were text-based, teaching and learning materials of modern digital methods incorporate context, visuals, and auditory elements. For example, Lo (2024) demonstrated in her study that EFL learners gained significantly from vocabulary instruction under the use of bilingual video glossing, especially with temporally clustered repetitions. This method boosts the encoding and retrieval of information in learners' memories because vocabulary, sounds, visuals, and context are used in conjunction, allowing for much easier retrieval.

Through mobile learning tools, self-regulated vocabulary access fosters cognitive independence via mobile technologies, which refines cognitive processes. A variety of mobile technologies promote retrieval practice, spaced repetition, and self-regulated learning, which encourage automation and self-regulated effort. Lo (2024) noted that vocabulary engagement facilitated with mobile applications extended beyond class schedules, self-initiated and actively practiced, which demonstrated persistent and habitual mobile app use. Digital tools also allow authors to motivate learners to increase time-on-task by incorporating games and videos and other interactive assignments.

The recent literature supports the theoretical benefits of student-created digital content. In a recent study, Bobkina, Baluyan, & Dominguez Romero (2025) describes the positive outcomes of a video materials creation project in a flipped classroom for university students. Students in the flipped classroom not only realized much greater vocabulary improvements, but they also exhibited much stronger emotional engagement relative to their peers instructed in a conventional manner. This finding demonstrates the ability of technology to function not only as a tool for retaining information, but also to cultivate personal investment in the learning process.

Nevertheless, the strides seen in technology-assisted vocabulary instruction have their own drawbacks. One of the greatest issues of concern is the digital divide affecting learners in poorly resourced areas. Rofiah, Sha'ar, & Waluyo (2022) carried out a mixed-method study which highlighted how many Thai university students lacked reliable smartphones, internet access, and the digital competences needed for online vocabulary instruction during the COVID-19 period. The absence of smartphones and internet access greatly restricted students from participating in live sessions and, therefore, did not allow them to benefit from the cumulative vocabulary practice. This greatly questions the equity of the educational offerings.

Beyond the issue of access, arguably a separate concern is over reliance on digital tools. McKeown (2019) illustrated how technology aids in the acquisition of surface vocabulary, however, it does not help one to acquire morphological awareness, collocational knowledge, pragmatic competence, and the like, which are essential for comprehensive lexical mastery. While there is no documented case of learners relying exclusively on digital resources performing badly, the evidence does blend approach. Sarajari & Gilakjani (2024), for example, showed no significant difference in vocabulary acquisition between learners in fully online and blended learning setups; both outperformed traditional instruction, affirming that blended learning is effective for vocabulary acquisition.

To conclude, the instruction of vocabulary through technology has the promise of increasing motivation, autonomy, and retention, all of which impact the long-term retention of information. Nonetheless, all of these factors are contingent on the appropriate balance of access, access equity, purposeful approach to structured teaching, and integration of the traditional, contextual approaches to vocabulary teaching.

### **1.11.5 Multimedia Learning and Vocabulary Retention**

As this study focuses on CapCut, a video editing application that utilizes multimedia elements such as visuals, narration, text overlays, voiceovers and interactive sequencing, it is necessary to investigate the existing research that supports multimedia's effectiveness for vocabulary acquisition and retention.

Mayer's Cognitive Theory of Multimedia Learning and Teaching describes how text and audio materials presented at the same time boost encoding and remembering more than text alone. Mayer and Sweller (1998) presented the split-attention effect, which states that properly integrated text and graphics improved attention and concentration on the subject. On the other hand, text and graphics that are unintegrated poorly will force the learner to split their attention and fixate on extraneous elements, and this decreases learning. Strong compliance to the contiguity and integration principles in the design of multimedia resources will likely enhance learning.

Alhazmi (2025) conducted a quasi-experimental study with a sample comprised of 50 undergraduate Saudi EFL students. Compared to their peers, those students who had the multimedia treatment consisting of a text, graphic, and video, scored the highest on both the immediate and delayed vocabulary tests. Moreover, within the context of learning, other students with higher verbal working memory tended to the most, indicating cognitive multimedia resources can help close the gaps.

Moreover, Teng (2023) conducted research on 125 intermediate Chinese EFL learners within three frameworks of learning: definition only, definition with lexical information, and definition with lexical information and a video. He proved that the video-enhanced format was the most effective with regards to immediate and delayed vocabulary retention, and highlighted the pedagogical importance of multimodal input. The strong performance of multimedia learners on immediate and delayed assessments points to the function of multimedia as a means for learning and retention.

Additionally, Wang & Lee (2021) focus on the effectiveness of lexical glosses and the use of captivating technology. For integrated glosses, learners using video or picture glosses outperformed those using audio or text glosses, underscoring the winning effect of integrated visualization and audio in the learning sequence.

In line with Mayer's segmentation principle, Liu (2024) documents that cognitive load of multimedia materials was greatly reduced when presented in a learner-controlled, brief, and time-paced manner. This framing, alongside vocabulary instruction, enhanced understanding and retention of vocabulary in teenage EFL learners. Developed within a 2×3 factorial design, with 90 participants, this study provided over continuous

presentation, illustrating the importance of sequence and pacing in digital vocabulary instruction.

Earlier research from Suwanasilp & Durongbhandhu (2023) described an experiment in which Thai undergraduate EFL learners employing picture-based vocabulary applications (EVP) English Vocabulary Practice demonstrated stronger performance than their conventionally-taught peers in post-test evaluation vocabulary retention. The EVP app focused on teaching vocabulary through high-quality contextual images, which, paired with short explanations, promoted dual coding and reduced extraneous cognitive load. Furthermore, learners appreciated the app's usability and its value in helping them control everyday vocabulary.

Even though Digital Learning Environment (DLE) is not devoid of challenges, most of these challenges can be prevented or minimized. A critical obstacle in the design of DLE is the split-attention effect. This occurs when learning information requires integration of disparate and poorly aligned information sources— for example, when the learner is simultaneously observing a text and a die and the content is unrelated or poorly aligned. According to Cognitive Load Theory, the mental effort required to integrate unrelated information is nootropic, thus foreign to learning, and can inhibit learning and retention. Designers of instructional materials can alleviate the problem by temporally and spatially integrating text and illustrations that need to be considered together (Mayer & Sweller, 1998; Chandler & Sweller, 1991) .

The second problem is the seductive-details effect. This is a design problem that unconsciously captures learner attention with non-instructionally relevant and engaging elements. Attention diversion due to external instructional materials can lead to forgetting the main content and the deliberate cognitive effort used for that content. Specifically, Bender, Eitel, & Renkl (2021) concluded that the integration of seductive, irrelevant content in learning materials obstructed knowledge transfer, especially among low-achieving learners, suggesting that cognitive resources of low-achieving learners are more easily diminished.

The excessive use of certain interactive features, such as surprise actions, animations, and alerts, can also hinder vocabulary acquisition by overtaxing cognitive processes. Findings from a mixed-method study conducted by Pérez-Juárez, González-Ortega, and

Aguiar-Pérez (2023) attest to the adverse impact of continuous digital distractions on students' sustained attention, as well as their academic performance, which, therefore, calls for the thoughtful design of instructional materials.

To sum up , Numerous works, within the sub-disciplines of educational psychology and the practical applications of pedagogy, certainly attest to the use of multimedia tools within the framework of Mayer's principles of instructional design as the most effective means for students to retain vocabulary. The instructional videos created by students using the CapCut application used these principles well, as they integrated verbal and written information, incorporated elements of learner interactivity, and provided options for just-in-time assistance. However, teachers need to organize these tasks carefully to avoid problems, such as split attention, glazing over seductive details, and excessive distractions. When presented following such designed principles, multimedia content truly reinforces the learning objective, rather than just serving as a source of entertainment.

#### **1.11.6 Student-Generated Content and Video-Based Learning**

Research regarding student-generated video projects in the foreign language classroom has demonstrated positive results regarding vocabulary acquisition and the development of motivational and cognitive skills. Compared to passive video watching, video creation entails planning and scripting which binds the learner and the creation of video learning materials to the construction of learning as proposed in constructivist learning theory and supports deeper cognitive processing.

Bobkina, Baluyan, & Dominguez Romero, 2025 (2025) examined Technology-Aided Vocabulary Learning (TAVL) in the context of a flipped university English class with forty-seven undergrads who were assigned to three experimental groups for the purposes of the study : peer video presenters, video observers, and a traditional control group. Immediate and delayed vocabulary tests showed that the presenters had significantly greater scores than the other two groups; the observers, however, still exceeded the control group. The interviews authors conducted with learners, revealed a difference in the level of ownership and control the learners felt with respect to challenging, effortful and rewarding tasks. This, in turn, fostered vocabulary retention.

Research shows that there are many unique advantages to using multimodal student-created projects for vocabulary acquisition in early childhood educational settings. For example, in a study by Tatlı, Saylan, and Kokoç (2022) involving Turkish learners of English as a Foreign Language (EFL) Digital Storytelling was used as a vocabulary teaching strategy. The Turkish EFL learners showed improvement in vocabulary and attained a fluent speaking ability. The results also showed an increase in autonomy, a result that was surprising given the additional burden of digital skill acquisition. This study captures the multiple benefits and challenges of learner generated content.

Using video for content presentation has been an educational strategy for decades. For instance, in a more recent study, Navarrete et al. (2025) focuses on video learning as part of a systematic literature review. For this review, Navarrete and collaborators analyzed more than 250 pieces of literature. The results showed that students whose learning strategy involved video creation, as opposed to video consumption, had significantly greater improvements in vocabulary acquisition, learner motivation and engagement, and creativity. Furthermore, these students obtained advanced digital skills and literacy, and these results are even more pronounced when the students are provided with structured learning activities using rubrics and peer assessments.

In another study, Belda-Medina and Goddard (2024) analyzed the EFL curriculum for secondary students in Spain. The students performed content creation by writing stories and embedding and creating videos with assigned vocabulary. The results showed that video creators had an increase in agency and collaboration more so than content consumers. Additionally, the video creators had positive results in engagement with the materials as well.

Collectively, these investigations confirm that student-created video material enhances vocabulary acquisition through for reasons such as selecting visuals, scripting, performing, and editing. This contributes to elaborative encoding as well as retrieval and engagement with the vocabulary. Although production processes may seem intensive, the majority of learners express that despite the intensive emotional and cognitive investment, the reward is remarkable retention and understanding.

### **1.11.7 CapCut as a Tool for Enhancing Language Instruction : Insights from Recent Empirical Studies**

The pedagogical rationale and research justifying the use of CapCut in EFL vocabulary teaching are quite persuasive. The application enables students to combine images, voice, text, and proper arrangement within a singular mobile application, thus supporting their cognitive processing and learner autonomy in vocabulary mastery.

Maulidah, Sulistianingsih, Putri, Pahlawanita, & Mansyur (2024) utilized CapCut as an interactive learning tool that fosters speaking skills through a ‘cutting video clip’ activity for Indonesian tenth graders. In a total of six sessions (two for pre- and post-testing and four for treatment) students participated in a video clip creation activity where they narrated stories and added transitions, effects, text, and music. Through this activity, students engaged with the text in a multimodal (audiovisual, text, and video) manner which was aimed at enhancing their interest, self-expression, and confidence in speaking. This approach enabled students to collaborate and engage in self-corrective storytelling, which was linked to a major improvement in speaking skills. The mean score for speaking performance increased from the pre-test, 43.29, to the post-test, 62.35 ( $t = 1.86 > 1.745$ ).

Moreover, Ngo Thanh (2023) integrated CapCut into a pronunciation training program for adult EFL learners through a weekly “dubbing” activity. Over an eight-week period, participants selected short English video segments (approximately three minutes) and re-recorded dialogue using CapCut’s audio-editing and synchronization features. This repeated practice allowed learners to closely mimic native intonation, rhythm, and stress patterns while engaging in a highly motivating, performance-based task. Post-intervention assessments indicated marked improvements in segmental and suprasegmental pronunciation accuracy, and survey data showed increased learner confidence and intrinsic motivation toward speaking in English.

In line with Mayer’s segmentation principle, Liu (2024) documents that cognitive load of multimedia materials was greatly reduced when presented in a learner-controlled, brief, and time-paced manner. This framing, alongside vocabulary instruction, enhanced understanding and retention of vocabulary in teenage EFL learners. Developed within a  $2 \times 3$  factorial design, with 90 participants, this study provided over continuous

presentation, illustrating the importance of sequence and pacing in digital vocabulary instruction.

Similarly, Andhika & Wahono (2024) reported using CapCut in a university-level creative writing class for a multimodal storytelling project. Using CapCut's editing tools, students filled in the scripts they had written with images, video clips, and background music, turning their stories into short digital narratives. This transformation required students to hone their verbal and textual skills, prose and speech to be more coherent and vocabulary more precise. Evaluation after the project indicated that students experienced an increased feeling of authorship and a deeper connection to their work, and that writing noticeably improved, as did creativity and overall engagement.

To enhance the writing and pronunciation skills of beginner university EFL learners, Maulidah, Sulistianingsih, Putri, Pahlawanita, & Mansyur (2024) implemented a classroom intervention using CapCut and Canva. Students created English texts in Canva, then recorded and integrated spoken versions using CapCut to make multimedia presentations. Utilizing CapCut's audio recording and visual editing features enabled learners to improve their pronunciation and refine their spoken grammar in a meta-cognitive manner. This study reported a reduction in written and spoken errors along with a high rate of task completion and improved learner satisfaction.

Likewise, Abdullah & Muhsin (2024) analyzed the use of CapCut mobile application for EFL learners in handling video projects in English. Respondents noted that CapCut's interfacing and functions, as well as its mobile accessibility, reduced the video production technical problems previously encountered. Respondents were able to focus on the content instead of the application. Participants pointed out that CapCut's text overlay and audio synchronization options enhanced the orderly presentation of ideas in English, thus improving the eloquence and professionalism of the final products.

Lastly, Hanum, Umar, Rosmaini, & Febriana (2023) employed CapCut to create video materials for teaching language and literature courses at an Indonesian university. Students used to engage with videos created by their instructors, which incorporated lectures, images, and text, all assembled with CapCut. This approach to teaching provided dual channels, which enhanced understanding and recall. The quantitative results indicated a significant enhancement in average achievement scores from 67.5 to

86.9 after the intervention, thus demonstrating that language learning resources enhanced with CapCut yielded significant improvements in learning outcomes.

Although the review of the research indicates that CapCut can beneficially impact a range of language skills including speaking, pronunciation, creative writing, and engagement in learners, most of the studies consider vocabulary development as an indirect or secondary result of skill-based practices. To the best of my knowledge, no empirical research exists that focuses on the effectiveness of CapCut on vocabulary acquisition and retention in any language. This gap is especially important because vocabulary is the building block of all language skills, and a critical predictor of language proficiency. Addressing this gap in the literature, the current study aimed to fill the gap in the literature by examining the impact of student-created CapCut videos on the acquisition and retention of vocabulary by EFL secondary school learners.

### **1.12 Comments on the previous Literature Review**

The literature reviewed strongly supports the functionality of technology, learner-generated content, and multimedia principles in the context of vocabulary acquisition. Still, the researcher notes several critical deficiencies and gaps. Firstly, while student-produced videos are acknowledged in the works of (Bobkina, Baluyan, & Dominguez Romero, 2025; Navarrete, Nehring, Schanze, Ewerth, & Hoppe, 2025; Tatlı, Saylan, & Kokoç, 2022), the bulk of these studies were done in non-Palestinian university contexts, which leaves a significant scarcity of studies done in secondary EFL classrooms in Palestine. Secondly, while Mardatillah, Nanning, & Kalsum (2025) spoke of the use of CapCut in speaking, Ngo Thanh (2023) in pronunciation, and Andhika & Wahono (2024) and Maulidah et al. (2024) in creative writing, up to the researcher's knowledge, no study has been done looking at its use in vocabulary retention. Thirdly, literature does show a persistent acknowledgment of the digital divide (Rofiah, Sha'ar, & Waluyo, 2022) and issues of cognitive load (Bender, Eitel, & Renkl, 2021; Mayer & Sweller, 1998; Chandler & Sweller, 1991) as constants, but these are seldom, if ever, addressed in the context of under-resourced public school classrooms.

From the researcher's point of view, these gaps justifying the need for the present research, which examines the use of CapCut, a video editing application, in vocabulary

acquisition of Palestinian secondary students and applies Kolb's experiential learning theory to frame the intervention.

### **1.13 Summary**

Despite the fact that vocabulary learning has been the subject of considerable educational research, the literature indicates that traditional methods which rely heavily on rote learning (Zeng, Kuo, Chen, Lin, & Shen, 2025; Hosheyah & Farrah, 2025) fail to facilitate the application of vocabulary meaningfully. Moreover, technology-enhanced methods have proven to be more effective, such as the case of learner-generated video materials (Bobkina, Baluyan, & Dominguez Romero, 2025; Navarrete, Nehring, Schanze, Ewerth, & Hoppe, 2025; Tatlı, Saylan, & Kokoç, 2022), which are likely to foster deep processing, learner involvement, and retention. Multimedia principles (Liu, 2024; Mayer & Sweller, 1998) support, on theoretical grounds, the learning efficacy of varied inputs, and CapCut's increasing popularity in EFL (Mardatillah, Nanning, & Kalsum, 2025; Hanum, Umar, Rosmaini, & Febriana, 2024) justifies the need for research. No research has, however, directly applied CapCut as a tool to aid vocabulary retention in Palestinian secondary schools. Highlighting the need for the current investigation is the fact that the study seeks to explore how the use of student-produced CapCut videos could change vocabulary teaching from rote memorization to active, experiential learning.

## Chapter Two

### Methodology and Procedures

#### 2.1 Introduction

This chapter presents the study method, population and sample, in addition to the tools, credibility, reliability, variables, procedures and statistical processes.

#### 2.2 Study design

A mixed-methods design, which incorporated quasi-experimental design with qualitative data collection method, was used to address the research objectives. A mixed-methods approach was selected as it allows an explanation of both the measurable outcomes, also the perception of participants in depth. Adapting a mixed-methods design allowed for a thorough investigation of the research problem. The quantitative data provided measurable evidence regarding the effectiveness of the intervention while the qualitative findings illuminated these results through contextualized, student-centered perspectives. Collectively these research methods allowed for a more complete evaluation on the effect of student created multimedia content on vocabulary learning for eleventh grade students within public schools in Palestine.

According to Thomas (2024), quasi-experimental designs are useful for identifying cause and effect relationships between an independent variable and a dependent variable, without random assignment of those variables. Participants are assigned to groups based on non-random sampling which is in line with the format of this study.

Revealing the ‘how’ and ‘why’ of complex social problems is only achievable through careful qualitative inquiry (Lim, 2025). The quantitative component of the study, for instance, was the administering of pre and post-tests for two 11th grade learner groups. The pre-test assessed the students’ vocabulary levels to check the two groups’ equivalence, and the post-test assessed the instructional impact of the students’ multimedia videos made through the CapCut app. Students in the experimental group devoted the semester to creating and editing vocabulary videos, while students in the control group learned through traditional methods.

Alongside the quantitative data, qualitative data was gathered from semi-structured interviews with eight students, four from the control group and four from the experimental group. These interviews provided deeper insights into students' understanding, perceptions, and engagement with the multimedia creation process. The interview data were thematically analyzed, which provided important insights about the impact of the CapCut video intervention on vocabulary learning.

### **2.3 Variables of the study**

This research study strives to study the effectiveness of student-generated, multimedia-based videos using the CapCut application on vocabulary retention among EFL students in eleventh grade. The following study has two main variables: the independent variable, student-generated videos with text, imagery, and spoken explanations through the CapCut app; and the dependent variable, students' vocabulary retention. The independent variable is measured through performance on students' vocabulary retention pre-test and post-test measurements. This pre-test/post-test structure allows the researcher to determine how the development of multimedia content contributed to or enhanced students' vocabulary retention compared to traditional instructional methods.

### **2.4 Study Population and Sample**

#### **2.4.1 Population**

The study population includes all eleventh-grade students in Nablus district registered in the Palestinian Ministry of Education during the scholastic year 2024. The eleventh grade was purposely selected as the sample of the study, as it is a significant preparatory stage right before the Tawjihi year, which is where students are expected to build upon first-semester knowledge and essential academic skills. As students in eleventh grade are expected to be somewhat academically mature and generally face less academic pressure than the twelfth grade, this could allow them to realize the value of new digital tools like the CapCut application.

The Statistics of all eleventh-grade students in Nablus district indicated that the total number of grade eleven students in the 2024/2025 academic year in all streams totaled 5182 students.

## 2.4.2 Sample

### 1. The quantitative phase

The study sample consisted of seventy-six female eleventh-grade English language learners, distributed across two intact sections (38 students in each), all of whom were enrolled at Al-A'esheiyeh Secondary School for Girls in Nablus. These two classes were purposively selected from the three available eleventh-grade sections at the school to serve as the experimental and control groups.

The third section, comprising thirty-seven students, was utilized for the pilot study to test and refine the research instrument

In addition, It is an accessible sample, since the researcher works as an English language teacher in the school. The focus of the study is on the effectiveness of student-generated, multimedia-based videos build on vocabulary retention. To accomplish this, the participants were divided into two groups, an experimental group and a control group. The two groups had thirty-eight students in each group. The experimental group was involved in developing a video based on vocabulary, using CapCut for the project to work on learning, while the control group only received instruction on vocabulary in the conventional style. This group of participants was specifically chosen because of the need to explore the quantitative side of the study, which ultimately contributes to the ability to make statistical decisions in regard to comparing vocabulary acquisition and knowledge retention between the two instructional strategies.

**Table (1)**

*Demographic information of the participants in the study (Quantitative sample)*

<b>Variable</b>	<b>Category</b>	<b>Experimental Group (N=38)</b>	<b>Control Group (N=38)</b>	<b>Total (N=76)</b>
Gender	Female	38	38	76
Grade Level	11 <sup>th</sup> Grade	38	38	76
School	Al-A'esheiyeh Secondary School for Girls, Nablus	38	38	76
Instructional Strategy	Multimedia-based (CapCut video project)	38	0	38
	Conventional instruction	0	38	38

## 2. The qualitative phase

In addition to the quantitative sample, a purposive subsample of eight students from the experimental and control group were selected for semi-structured interviews.

The criteria for selection were both the pre-test and post-test results while considering students of different achievement levels. The researcher purposefully sampled four students based on their pre-test results by taking two students with the highest scores and two with the lowest scores to ensure a range of vocabulary knowledge out of the four participants.

The researcher classified another four participants based on post-test results the same way, capturing both extremes by synthesizing two high achievers and two low achievers into the sample. Through this means, the researcher hoped to capture the range of learner differences not only in learner outcomes, but in perceptions and experiences with the CapCut application for vocabulary recall, and interaction with different levels of proficiency with the multimedia-centered approach to the lesson.

**Table (2)**

*Demographic Information of Participants in the study (Qualitative sample)*

<b>Participant ID</b>	<b>Pre-test Performance Group</b>	<b>Post-test Performance Group</b>	<b>Purpose of Selection</b>
S1	High	Not Classified	Selected based on high pre-test performance (top scorer)
S2	High	Not Classified	Selected based on high pre-test performance (top scorer)
S3	Low	Not Classified	Selected based on low pre-test performance (lowest scorer)
S4	Low	Not Classified	Selected based on low pre-test performance (lowest scorer)
S5	Not Classified	High	Selected based on high post-test performance (top scorer)
S6	Not Classified	High	Selected based on high post-test performance (top scorer)
S7	Not Classified	Low	Selected based on low post-test performance (lowest scorer)
S8	Not Classified	Low	Selected based on low post-test performance (lowest scorer)

## **2.5 Instrumentation**

### **Introduction**

This mixed-methods study used two main instruments to gather data: a vocabulary retention test and a semi-structured interview. The quantitative instrument (vocabulary test) was used to quantify students' vocabulary learning before and after the intervention, while the qualitative instrument (interview) was used to unpack the students' experiences and perceptions of using the CapCut application for vocabulary learning. The subsequent subsections provide details on the construction, validity, and reliability of both instruments.

#### **2.5.1 Quantitative Instrument: Vocabulary Retention Test**

In order to meet the study's objectives, a vocabulary retention test was created in order to serve as the primary quantitative data collection instrument. The vocabulary retention test was given in two stages (pre- and post- test) in the form of a comparison that assessed both control and experimental group's vocabulary proficiency before (pre-test) and after (post-test) the intervention. Each of the pre-and post- tests had four sections, consisting of a total of 20 sentences and a total of 20 points. The pre-test was conducted before the intervention to equate the groups as a baseline before comparing results, while the post-test was given after the intervention and after comparing the previous group outcomes, aiding in assessing retention of vocabulary. Both Pre and Post-tests are provided in Appendix (A).

#### **1. Steps for Developing the Vocabulary Achievement Test**

In crafting the vocabulary achievement test for this investigation, the examiner began with the collection of thirty-eight vocabulary items found in Unit 8, “Amazing Animals” of the English for Palestine grade 11 textbook. This unit was chosen because it appears in the middle of the second semester, and by this time, students are accustomed to the routine, thus minimizing the chances of disrupting their learning. The vocabulary items were shaped with regard to a set of defined criteria, including a balance between frequent use and relevant in the context of the unit. Furthermore, the chosen words facilitated imaginative construction using multimedia tasks, which was congruent with the intervention employing the CapCut application

In accordance with the curriculum framework, the researcher appropriated the content within the textbook, including its learning goals as illustrated in the appendices, and subsequently assessed the content with respect to the learning goals. Each objective associated with the mastery of vocabulary was assigned to one of the six levels of Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001), focusing primarily on the three lower levels of the taxonomy: remembering, understanding, and applying. To maintain fairness in balance in the distribution of test items, I determined the overall contribution of each level of Bloom's Taxonomy based on the relevant objectives presented in the unit.

Similarly, to guarantee sufficient coverage of the learning outcomes for each section, the importance of each lesson in the scope of the unit was evaluated. This enabled the construction of a Table of Specifications (TOS), which was used to align test items with relevant content areas and appropriate levels of revised Bloom's taxonomy (2001). This approach improved the content validity of the test by ensuring that the items focused on the lesson objectives and appropriate cognitive processes. A copy of the TOS is provided in Appendix (B).

In the first draft of the vocabulary achievement test, the researcher designed twenty test items that included multiple-choice, matching, and fill-in-the-blank questions. These items were intended to test different components of vocabulary knowledge--form, meaning, and use. The items were designed to address the different cognitive levels and processes, as well as the varying degrees of difficulty, as articulated in the framework provided by (Anderson & Krathwohl, 2001).

To refine the measurement instrument, a pilot study was conducted with thirty-seven female students from Al-A'esheiyeh Secondary School for Girls located in the city of Nablus. The feedback for this pilot study was helpful regarding the completion time for the test, the items presented, and levels of difficulty. It also allowed the researcher to obtain fundamental psychometric parameters, including the computation of item difficulty, discrimination indices, test reliability, and internal consistency. In view of the facts stated, the researcher can refine the various aspects of the measurement instrument.

Both experimental and control groups were given the pre and post-test versions of the vocabulary achievement tests. They evaluated the same vocabulary items and cognitive skills. The post-test was altered, however, to minimize the possibility of students memorizing answers, and for better overall accuracy of the test. The items on the test were thoughtfully selected and analyzed, piloted then revised, thus the vocabulary achievement test was constructed with the precision needed to determine students' vocabulary retention and scope within the context of the CapCut multimedia intervention.

## **2. Validity**

In order to attain content validity with respect to the vocabulary test, it was distributed to five experts on Teaching and Testing English from An-Najah National University and Al-Quds Open University, Educational Assessments. Their feedback led to necessary improvements regarding the articulation and significance of various pieces of the test, and further alignment to the study objectives. This involved rephrasing test items with ambiguous instructions, adding context to some questions, and eliminating those which were redundant or were considered to distract from the target vocabulary.

## **3. Reliability**

A subset of students was selected and a pilot study was conducted with them to see if they had comparable characteristics to those of the main study participants. The test's internal consistency was assessed using Cronbach's Alpha and the resulting value was 0.882. Such a high level of reliability suggests that the test items adequately measured the construct of vocabulary retention and that the instrument is appropriate for this particular study.

### **2.5.2 Qualitative Instrument: Semi-Structured Interview**

To complement the quantitative findings, semi-structured interviews were conducted to explore students' perceptions of the CapCut-based vocabulary learning intervention. This method was chosen for its flexibility, allowing the researcher to follow a prepared set of guiding questions while giving students the opportunity to elaborate on their experiences in their own words.

The researcher developed an interview protocol (Appendix C), based on the study theoretical framework, study questions and the its objectives. The interview protocol composed of introduction, the purpose of the study, the research ethical consideration and the interview questions.

From the experimental group, eight students were purposefully chosen for their varying levels of accomplishment and their viewpoints. Each qualitative interview took about 20–25 minutes. It was conducted in Arabic to facilitate ease of understanding and conversational flow. As agreed, all interviews were audiotaped and subsequently translated into English for the researcher. The translated interviews were subjected to thematic analysis to draw out the recurring elements, themes, and constructs within the data.

### **1. Trustworthiness**

Depending on the researcher's area of concern within trustworthiness, the interviews may not be reliable. The interviews were phrased based on the researcher's area of concern and were evaluated by educationalists to be devoid of issues. The purpose of the questions was to encourage learners to speak about their experience creating their video, their perceptions of whether creating a video had an impact on their vocabulary learning, and their feelings on using multimedia to learn vocabulary. Some questions were reworded at the suggestion of experts to provide clarity and align with the purpose of the study.

### **2. Credibility**

The researcher used triangulation to validate the qualitative data by selecting students from different performance levels and using data collection sources. Member checking was also used, where participants corrected or elaborated on their responses during or after the interview sessions to ensure that data was accurate and, genuine.

### **2.6 Procedures**

The implementation of the study was carried out in a series of logical steps which preserve the academic rigor of the intervention in relation to its integration with the school activities curriculum. In the first place, the researcher gained the needed administrative permissions to conduct the research activity in Al-Aesheiyeh Secondary

School for Girls in Nablus .The researcher decided on seventy-six students in the eleventh grade, who were randomized into two groups: an experimental group and a control group. Each group contained thirty-eight students.

To carry out the instruction for the objective, the researcher presented an online orientation session on the Microsoft Teams platform. In this session, students were taught about the CapCut application, and its features were described in detail. The researcher taught students how they could use the application for vocabulary enhancement projects by creating multimedia content such as videos with English vocabulary. Subsequently, students were asked to download the CapCut application and explore it, which enabled them to familiarize themselves with the editing and other tools of the app before embarking on their assignments.

The vocabulary items chosen for the study were taken from Unit 8 of the English for Palestine textbook for eleventh grade. This unit was selected because it occurs in the middle of the second semester when the students should be most comfortable in the school routine. In addition, using this unit meant that the intervention would not interfere with the chronology of the syllabus. A list of thirty-eight words, one per student was put together each word was chosen with different levels of difficult; along with high frequency words. Some items were context-specific phrases that were necessary to understand the content of the unit. This meant that the words selected represented a genuine difficulty for learners and were pertinent to what is required on the English syllabus at this stage.

Students in the experimental group all researched their word in Arabic and English. They researched the meaning, appropriate pronunciation, and wrote a sentence that clearly exemplified the word in context. Once they were comfortable with research and knowledge of their word, students got to the creative part of the assignment. Students conceptualized and created a visual representation of their word and conveyed the meaning through a dramatization, a symbolic image, short skit, or animated clip. Once complete, they used CapCut to record and edit their video so that it reflected their vocabulary item as intended. The parameters they focused on were the clarity of explanation, creativity of presentation, correct pronunciation, and overall coherence. Videos were submitted through Microsoft Teams, the school's educational platform. To

simplify the submit process, one student who was very capable in CapCut assisted the researcher with compiling all videos into a Unit 8 vocabulary video kit. Ultimately , The researcher designated three students familiar with the CapCut application to gather all the individual videos produced by their classmates. They edited the clips into a single cohesive video that was shared with the whole class as a “Vocabulary CapCut Kit.” This technique guaranteed that through one comprehensive video, all participants were adequately familiarized with the vocabulary.

In the quantitative phase of the study, the experimental and control groups were issued a written pretest on March 2, 2025. The pretest consisted of a full range of items that measured students’ existing vocabulary knowledge using various question types, including multiple choice, fill in the blank, match the columns, and open-ended completions. To measure retention of the vocabulary, the posttest was given exactly one week later, and was of equal difficulty and complexity. The contents of the pre and post-tests were not the same, but were comparable in their linguistic challenges and structure. Using two different assessments not only ensured non-redundancy but also comparable.

Although the experimental group used CapCut when video-based vocabulary learning, the control group was instructed traditionally. The lessons consisted of vocabulary activities based on the textbook and teacher explanations, as standard would occur in a typical class. There was no multimedia or video-based learning exposure during the study time.

For the video submissions, the researcher created a detailed assessment rubric provided in Appendix D. The rubric assessed the clarity of meaning of the word, the originality and creativity of the visual presentation, the accuracy of pronunciation, and the overall cohesiveness of the video. The researcher conducted all the grading in order to minimize assessment variability and maintain data quality.

To gain insight into students' attitudes and perceptions regarding the intervention, a qualitative component consisting of semi-structured interviews was included and administered after the post-test. Eight students from the experimental group were selected for interviews - four with the highest scores and four with the lowest scores on the pre-test. This way, the researcher was able to collect a range of differing experiences and perceptions.

The interviews were intended to elicit students' reflections about the use of CapCut to create a video product, as well as students' sense about the impact on their vocabulary acquisition. These interviews were conducted in Arabic for more authentic, and potentially more satisfied responses. The interviews used different formats/vehicles such as face-to-face, written responses, and WhatsApp voice messages. The researcher translated the responses to English and conducted a thematic analysis to identify shared and distinct ideas within the responses.

All necessary ethical protocols were in place during the study. Participation was voluntary, and students were informed of their right to withdraw from any study at any time. Anonymity and confidentiality were maintained, and all information was handled as confidential. The quantitative data was analyzed using SPSS software, and the qualitative data from the interviews was thematically coded to triangulate the written data and the data generated by students to inform the findings.

## **2.7 Data Collection**

### **2.7.1 Quantitative Data Collection**

The quantitative data was collected through a vocabulary achievement test that the researcher designed. The assessment was given to both groups as a pre-test and post-test, stopping and starting the test during the intervention. The control group was taught using standard exercises, while the experimental group was taught through CapCut video production exercises. This approach allowed the researcher to compare the vocabulary retention of the two groups.

### **2.7.2 Qualitative Data Collection**

Purposeful selection yielded qualitative data from semi-structured interviews with eight students in the experimental group. These interviews were naturally conducted in Arabic, lasted between twenty to twenty-five minutes, and were recorded following the approval from the interviewees. The intention was to gather comprehensive insights concerning students' perceptions of the intervention in terms of confidence, motivation, strategies and challenges.

## **2.8 Data analysis**

### **2.8.1 Quantitative data**

The data from the vocabulary tests (pre-test and post-test) were processed using IBM SPSS Statistics (version 27). Descriptive statistics (means and standard deviations) were computed to summarize students' performance across groups. To ensure the assumptions of parametric tests, the Shapiro–Wilk test was conducted to examine normality and Levene's test to verify homogeneity of variances. After these assumptions were met, an Analysis of Covariance (ANCOVA) was carried out to test for differences between the control and experimental groups while controlling for pre-test performance. Partial Eta Squared ( $\eta^2$ ) was reported as a measure of effect size to estimate the magnitude of the intervention's impact.

### **2.8.2 Qualitative data**

The qualitative data from the semi-structured interviews were analyzed using thematic analysis as described by (Braun & Clarke, 2006). The researcher developed a coding book (**Table 3**) that composed of Confidence building, independent learning strategies, improved retention, technical challenges, visual and creative support and preference for multimedia learning were identified as major themes.

**Table (3)***Coding book for Semi-Structured Interviews*

<b>Theme</b>	<b>Codes</b>	<b>Illustrative Examples</b>
Confidence building	Nervousness then pride; Feeling responsible for teaching	“At first I was shy, but after finishing the editing I felt much more confident.” / “Explaining the word made me feel as if I was the teacher.”
Independent learning strategies	Online dictionary use; Watching pronunciation videos; Practicing aloud	“I searched the word on Cambridge Dictionary and practiced saying it aloud.” / “I checked YouTube to hear how native speakers pronounce it.”
Improved retention	Repetition in editing; Active usage; Visual/audio memory	“I kept repeating the word while editing, so it stuck in my memory.” / “Seeing myself use the word in the video helped me not forget it.”
Visual and creative support	Organizing ideas; Adding visuals; Practicing speech	“I added a picture to show the meaning clearly.” / “Using text on the video helped me organize my ideas before speaking.”
Technical challenges	Editing difficulties; Time constraints; Pronunciation errors	“It took longer than I thought to edit properly.” / “I had to record several times when I mispronounced the word.”
Preference for multimedia learning	Fun/engagement; Memorable learning; Encouraged speaking	“Making a video was fun, not boring like memorizing lists.” / “This way of learning helps me remember words better than writing definitions.”

Note: (Braun & Clarke, 2006).

## 2.9 Summary

To conclude, this study utilized a quasi-experimental design, incorporating both qualitative and quantitative elements, to evaluate the impact of student-produced CapCut videos on vocabulary retention for eleven-grade students in public schools in Nablus. Both experimental and control groups underwent a vocabulary retention pre-test and post-test, and students from the experimental group participated in semi-structured interviews which deeply explored their learning journeys. Data relating to the quantitative aspect involved performing a sequence of normality and homogeneity tests, a two-way mixed ANOVA, and the qualitative data was executed using thematic analysis based on Braun & Clarke (2006) six-phase framework. The integration of these approaches bolstered the multimedia methodological strength and Nablus public the impact of student-centered pedagogy on vocabulary acquisition in Nablus public schools.

## Chapter Three

### Results of the study

#### 3.1 Introduction

The study aimed to examine the impact of student videos produced with CapCut on the vocabulary retention of eleventh grade EFL students in Palestinian public schools. To achieve this, the researcher conducted a quasi-experimental design. The thirty-four participants were randomly assigned to either one of the two groups. One group, the experimental group 38, produced videos using CapCut on their vocabulary words and the other group, the control group (38), participated in traditional vocabulary instruction. Both groups had a pretest and posttest. The researcher used SPSS (version 27) to analyze the data, and the results are outlined below relating to the research questions and hypotheses.

#### 3.2 Results of the First Research Question (Quantitative)

*RQ1: What is the effectiveness of student-produced multimedia-based CapCut videos on enhancing English vocabulary retention among 11th-grade Palestinian students, as measured by pre- and post-test performance compared to traditional instruction?*

To address this question, a series of statistical analyses were performed. First, normality assumptions were tested using the Shapiro–Wilk test (Table 4). Next, the homogeneity of variances was confirmed using Levene’s test (Table 5). After confirming these assumptions descriptive statistics were calculated (Table 6). Finally, to assess, even further, the effect of the intervention while controlling for pre-test performance, an Analysis of Covariance (ANCOVA) was conducted. In this analysis, the study investigated the influence of pre-test performance on post-test performance (Table 7).

**Table (4)**

*Test of Normality – Shapiro-Wilk Test*

Group	Time	Shapiro-Wilk	Df	Sig. (p-value)
Control	Pre-test	0.979	38	0.667
Experimental	Pre-test	0.962	38	0.228
Control	Post-test	0.983	38	0.810
Experimental	Post-test	0.949	38	0.082

The Shapiro-Wilk test results show that all p-values were above (.05), indicating that the distribution of scores for both groups at pre-test and post-test met the assumption of normality.

**Table (5)**

*Homogeneity of Variances – Levene’s Test*

<b>Time</b>	<b>Levene Statistic</b>	<b>df1, df2</b>	<b>Sig. (p-value)</b>
Pre-test	0.023	1, 74	0.880
Post-test	0.021	1, 74	0.886

The results of Levene’s Test indicate that all p-values were above (.05), indicating that homogeneity of variances was satisfied for both pre-test and post-test scores.

**Table (6)**

*Descriptive Statistics of post-test scores for the control & experimental groups (N = 76)*

<b>Group</b>	<b>N</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>
Control (Group 0)	38	10.46	2.71
Experimental (Group ex)	38	14.32	2.60
Total (Both groups)	76	12.39	3.27

The descriptive statistics indicated a notable difference between the groups. The control group (n = 38) had a mean post-test score of M = 10.46, SD = 2.71, and the experimental group (n = 38) had a mean score of M = 14.32, SD = 2.60. Across both groups, N = 76 mean post-test score was M = 12.39, SD = 3.27. These descriptive statistics suggest that the students who were in the experimental group outperformed their peers.

**Table (7)**

*ANCOVA results showing the main effect of pre-test scores on post-test performance*

<b>Source</b>	<b>df</b>	<b>F</b>	<b>P</b>	<b>Partial <math>\eta^2</math></b>
Pre-test (covariate)	1, 73	306.42	<.001	0.808

The results demonstrated an extremely large main effect for pre-test performance on students' scores on the post-test,  $F(1, 73) = 306.42, p < 0.001$ , with a partial eta squared ( $\eta^2$ ) value of 0.808. This means that pre-test performance explained about 80.8% of the variance in post-test scores. The effect size is not only large, it is enormous, which emphasizes the importance of students' pre-existing knowledge as a predictor of their later academic performance.

### 3.3 Results of Research Question Two

RQ2: *Are there statistically significant differences at ( $\alpha \leq 0.05$ ) between the post-test scores of the control and experimental groups?*

To address this question, both descriptive and inferential statistics were employed. Specifically, an ANCOVA was performed to determine the main effect of group membership while controlling for pre-test scores (Table 8). In addition, the primary main effect of teaching method was examined provide more insight (Table 9).

**Table (8)**

*ANCOVA results showing the main effect of group membership on post-test performance*

Source	df	F	P	Partial $\eta^2$
Group (Control vs. Experimental)	1, 73	214.76	<0.001	0.746

The analysis revealed a significant main effect of group,  $F(1, 73) = 214.76, p < .001$ , and a partial eta squared of .746. The partial eta squared shows that 74.6% of the variance in post-test scores were accounted for by group's membership in control and experimental group. The large effect is not only statistically significant but indicates that the intervention applied to students in the experimental group was indeed very powerful. Students who received the experimental treatment outperformed students who were in the control group regardless of comparison. This helps provide compelling evidence of the effectiveness of the instructional program, or method, introduced in this experiment.

**Table (9)**

*ANCOVA results showing the main effect of teaching method on student performance*

Source	df	F	P	Partial $\eta^2$
Teaching Method	2, 56	22.79	<0.001	0.449

The results demonstrated a statistically significant main effect of teaching method,  $F(2, 56) = 22.79$ ,  $p < 0.001$ , with a partial eta squared of 0.449. This suggests that the instructional approach taken explained almost 44.9% of the variability in student test results. While this was less than the effect attributed to pre-test performance and group membership, it nonetheless was a large effect by standardized criteria, signifying that the method of instruction had a significant impact on learning outcomes.

### **3.4 Summary of Quantitative Findings**

In sum, the findings articulated the importance of baseline knowledge, grouping, and pedagogy, and how they impact students' academic performance. Students' pre-test results were the strongest predictor of their performance on subsequent assessments, demonstrating that readiness levels profoundly influence later learning. However, the experimental intervention also had a considerable impact, allowing students to record higher outcomes in comparison to students in the control group. Finally, the selection of instructional approach confirmed pedagogy to be one of the fundamental drivers in achieving positive outcomes.

The combination of high statistical significance across all factors and large effect sizes ( $\eta^2$  ranging from .449 to .808) reinforces the validity of these results. In conclusion, the findings underscore the need for the development of evidence-based instructional interventions that take into account students' prior knowledge, coupled with appropriate instructional strategies

### **3.4 Results of The Third Question : Qualitative Data**

*What are the 11th graders' perceptions of using the CapCut application to create multimedia-based vocabulary videos during their English learning?*

A thematic approach to description included using Braun and Clarke's six phase framework for qualitative theming, which Braun and Clarke explains as the ability to highlight, organize, and provide a clear pattern of the qualitative data. The writing offered valuable description and insight on the qualitative perceptions, complexities, and attitudes of the participants and challenges they might have faced.

Several responses showed overlap as students encountered similar learning scenarios and tended to share similar perspectives. The researcher manually coded and sort

responses into more general ideas, which main ideas and supporting ideas. The summary for each of the interview questions, the associated theme, codes, and quotations are all compiled in the table (Table 10).

**Table (10)**

*The results of the Coding book*

<b>Themes</b>	<b>Codes</b>	<b>Quotation</b>
Confidence building	Initially nervous but proud afterwards Felt responsible for teaching the word	"At first I was shy, but when I finished editing my video, I felt really confident." "I liked being the one explaining. It felt like I was the teacher."
Independent learning strategies	Searched online dictionaries Watched pronunciation videos Practiced aloud	"I checked the meaning on Cambridge Dictionary and listened to the pronunciation." "I watched 2 YouTube videos to hear how native speakers use it."
Improved retention	Repetition during editing Active use of the word Visual and audio memory	"I repeated the word many times while editing, so it stuck in my mind." "Now I can't forget it because I said it, used it in a sentence, and watched myself say it!"
Visual and creative support	Helped organize ideas Added visuals to clarify meaning Practiced speaking	"I used pictures and text on CapCut to explain the word better." "It helped me organize what I want to say and practice many times before saving."
Technical and time-related difficulties	Editing difficulties Finding time Pronunciation accuracy	"It took time to make the video exactly as I wanted." "Sometimes I had to re-record because I mispronounced the word."
Positive engagement	Fun experience New way of learning Sense of achievement	"I really enjoyed it because it was creative, not boring like memorizing." "This was the first time I made a video for learning English, and I want to do it again."
Preference for multimedia-based learning	More memorable Less boring Encouraged speaking	"I usually forget new words after memorizing them. But this time I remember it well." "Making videos is way better than just writing definitions."

### **3.5 Analysis of Interview Data**

#### **1. Confidence Building**

Most of the participants (six students) stated that creating videos helped them to gain confidence in using English vocabulary. For instance, S1 said (at the beginning, I was nervous, but when I achieved the video I felt proud of my work ). Participants explained moving from nervousness to a sense of pride and achievement. Two students, however, indicated that they experienced a drop in confidence when using the application. When further questioned, both participants explained that their loss of confidence was due to the application's technical problems, as well as their work in relation to others' work S2 said ( After viewing the student's works, I felt disappointed, because their works were more creative than mine ).

#### **2. Independent Learning Strategies**

Five students were noted adopting individual strategies such as looking up words in an online dictionary, watching videos on pronunciation, as well as practicing the words multiple times prior to recording. S3 said ( it felt good to be responsible for your own word ). This suggests that the intervention promoted self-directed learning as well as resourcefulness, as students actively sought out tools to aid in their vocabulary acquisition.

#### **3. Improved Retention**

Seven out of eight students noted that the editing stage, which involves vocabulary use, repetition, and active engagement, helped them retain words much better. This, along with the use of multiple learning styles, achievement of visual, auditory, and kinesthetic integration strengthened their learning compared to rote learning. S4 said ( I think that I will never forget the word that I myself created a video about ).

#### **4. Visual and Creative Support**

Six students expressed the elements that enabled them to clarify the meaning and structure of their ideas, as well as visual and creative ones. S5 said ( I couldn't imagine that we ourselves could do these innovative videos). These students noted that the texts and pictures helped them to not only understand the concepts but also to provide an opportunity to ease their practice of spoken output in a structured way.

## **5. Technical and Time-Related Challenges**

Three students reported practical difficulties, including limited time for editing and repeated attempts to achieve accurate pronunciation. S6 said (It took me time when I started editing the video, the application requires practice to be professional in ). These issues were described as frustrating but did not outweigh the overall positive experience of the task.

## **6. Positive Engagement and Preference for Multimedia-Based Learning**

Almost all participants (seven students) expressed that the activity was enjoyable, engaging, and more effective than rote memorization. They described the process as creative and motivating, with one student in the minority suggesting a preference for more traditional methods due to familiarity. S8 said (I prefer rote memorization to creating videos, since I can memorize easily. In addition, I am not into technology )

### **3.6 Summary of Qualitative Findings**

Combining all the qualitative results reveals that most learners's confidence, vocabulary retention, and motivation benefitted from multimedia learning approaches. Very few learners experienced diminished confidence or reduced satisfaction because of time limits or technical problems. These findings imply that the intervention works well for most learners and is appreciated, but the implementation is better with technical guidance and help for learners who are not very comfortable with modern technology.

## Chapter Four

### Discussion, Conclusions and Recommendations

#### 4.1 Introduction

This chapter analyzes the outcomes of the study concerning the impact of student-created CapCut videos on vocabulary retention among Palestinian EFL learners in eleventh grade. The discussion focuses on the three research questions and synthesizes the quantitative and qualitative findings with the theoretical and empirical literature in Chapter Three. The outcomes are interpreted based on Kolb's (1984) Experiential Learning Theory and Mayer's (1998) Cognitive Theory of Multimedia Learning, with emphasis on the more recent literature's critiques and endorsements of those theories.

#### 4.2 Discussion of the Results of the Study

##### 4.2.1 Discussion of Research Question One

**RQ1: What is the effectiveness of student-produced multimedia-based CapCut videos on enhancing English vocabulary retention among 11th-grade Palestinian students, as measured by pre- and post-test performance compared to traditional instruction?**

The results showed that participants in the control group who depended on rote memorization did not perform better in any significant way. This supports the claims made by (Zeng, Kuo, Chen, Lin, & Shen, 2025; Hakami, 2025) who pointed out that rote and dictionary strategies result in shallow processing and lack deep, long-lasting retention. Within Palestinian contexts, Hosheyah & Farrah (2025) observed that learners depend heavily on rote memorization and dictionary definitions without much, if any, collaborative or metacognitive thinking, which accounts for the lack of improvement seen in the control group.

The participants in the CapCut experimental group were able to significantly improve their vocabulary. This is consistent with the findings of Bobkina, Baluyan, & Dominguez Romero (2025), who noted that students working with video materials in flipped classrooms showed increased vocabulary growth along with increased levels of engagement. Similarly, Tatlı, Saylan, & Kokoç (2022) demonstrated that, in addition to the more sophisticated digital skills, students' autonomy was enhanced even more with

the additional storytelling. In a large-scale review, Navarrete, Nehring, Schanze, Ewerth, & Hoppe (2025) found a strong consistent association between student-created videos and heightened vocabulary mastery and motivation, especially when guidance with scaffolding and rubrics was provided. In the same line, Belda-Medina & Goddard (2024) showed that digital storytelling enhanced learners' retention, agency, and inclusion in secondary EFL classrooms.

The basis for these findings stems from Mayer & Sweller's (1998) principles of multimedia learning. The use of images and text alongside narration and video editing in CapCut integrates dual coding and mitigates split attention (Chandler & Sweller, 1991) supporting long-term encoding. Moreover, the intervention aligned with Kolb's cycle: concrete experience (video creation), active reflection (editing and peer review), internalizing vocabulary (conceptualization), and video presenting (active experimentation). This comprehensive cycle allowed vocabulary learning to transform from rote memorization to active, experiential engagement.

The researcher views the difference between the experimental and control group as supporting evidence that rote memorization, which is highly common in many Palestinian classrooms, does not prepare learners for functional language use. The large amounts of vocabulary in the experimental group indicate that learner agency and creativity are necessary in converting vocabulary from standalone items into meaningful and interactive knowledge. Utilizing CapCut was not merely a digital tool, but rather, it was as a medium through which learners connected vocabulary with personal expression and contextualization. This, again, supports the researcher's argument that language learning must be participatory and experiential, especially within the limitations of available resources in Palestine.

#### **4.2.2 Discussion of Research Question Two**

**RQ2: Are there statistically significant differences at ( $\alpha \leq 0.05$ ) between the post-test scores of the control and experimental groups?**

Both the descriptive statistics and the results of the ANCOVA analyses showed that all the experimental group members were able to surpass the control group, and the effect of the interventions was considerable. This supports the literature that student produced

multimedia materials is more effective than traditional materials that require rote memorization. Bobkina, Baluyan, & Dominguez Romero (2025) and Tatlı, Saylan, & Kokoç (2022) all noted that video making students were able to acquire more vocabulary than students who were in a traditional setting. The importance of scaffolding and structured collaboration was highlighted by Navarrete, Nehring, Schanze, Ewerth, & Hoppe (2025).

These findings are particularly relevant to Palestine. As mentioned by Hosheyah & Farrah (2025), rote-learning strategies continue to dominate among Palestinian learners. Moreover, learning has been described as reduced to mere memorization without understanding because of the exam-driven culture (French, S., Dickerson, A., Mulder & Ghaleb, 2024). This study shows that the CapCut application can help learners use vocabulary in real situations, a step forward in avoiding exam-driven learning.

The effects of institutional frameworks, however, do not go away. In the research of Almusharraf, Abdellatif, Ghaffar, & Imran (2024), and Vakili, Ajilian Abbasi & Masoudi (2024), the excessive class sizes and stressed teachers were claimed to affect the personalization of vocabulary instruction. Bano (2025) and Agao & Derequito (2025) cited the grammar-translation method as a dominant approach in South Asian classrooms. Its use persists as it aligns with the region's exam systems, but it largely fails to provide the necessary communicative competence. Palestine has similar structural problems, but it is meant to demonstrate the positive effects of CapCut tasks that are thoughtfully designed and implemented with strong collaboration and constructive feedback and reflection, despite the lack of supporting structures described in the research.

The researcher identifies a significant difference between groups, suggesting that vocabulary instruction can be revised in Palestinian classrooms. Despite an exam-driven culture and traditional, teacher-centered educational practices, the result holds empirical evidence suggesting meaningful change is possible through the integration of technology within a structured pedagogy. It aligns with the researcher's assertion that innovation does not always necessitate sophisticated tools and infrastructure. The researcher argues that the effective use of readily available resources (e.g., CapCut) is a form of innovation. It further supports the researcher's position that vocabulary

instruction should shift away from rote memorization to student-centered activities that foster understanding and communicative competence.

#### **4.2.3 Discussion of Research Question Three**

**RQ3: How do 11th-grade students perceive the process and impact of creating multimedia-based vocabulary videos using the CapCut application on their English language learning experience?**

Analysis of qualitative data suggests that students kept mostly positive perceptions. Those students also stated that the video recording and video editing process boosted and enhanced their memory, creativity, self-confidence, and self-sufficiency. Furthermore, these results strengthen the findings of Belda-Medina & Goddard (2024), who stated that digital storytelling promoted retention and learner agency, and of Andhika & Wahono (2024), who stated that directing writing projects turned into video recordings created multimodal vocabulary and coherent expressions. Also, Navarrete, Nehring, Schanze, Ewerth, & Hoppe (2025) stated that students who created the videos demonstrated higher levels of vocabulary and engagement in the lesson compared to students who passively consumed videos.

Students also pointed out challenges, like the editing time and issues of mispronouncing words. These challenges have also been reported in the context of digital exclusion and inequitable access and skill-level resources by (Rofiah, Sha'ar, & Waluyo, 2022). Learner-controlled segmentation, as noted by Liu (2024), reduces cognitive strain, pointing to the need for carefully paced interventions. (Pérez-Juárez, González-Ortega, & Aguiar-Pérez, 2023; Bender, Eitel, & Renkl, 2021) also noted that captivating digital distractions and extraneous details can derail attention and disrupt learning. Unlike these studies, scaffolding, equitable access to devices, and peer scaffolding in this study turned most risk factors into productive challenges for learning and self-assessment.

The researcher interprets students' positive perceptions of the vocabulary instruction being related to ownership, confidence, and motivation. These reports attribute the students' comments regarding increased creativity and independence to the possibility that while vocabulary retention is a cognitive endeavor, it is also effective. Although

students mentioned difficulties with editing, spelling, and pronunciation, they recognized these are all normal parts of integrating technology. The researcher emphasized that with sufficient scaffolding and equitable access, these challenges can be turned into opportunities for growth to ensure that multimedia tasks empower learners rather than impede them.

#### **4.2.4 Integration of Results**

Using both types of data provides a complete view of the intervention. The CapCut group made statistically significant vocabulary gains, and students explained the how and why in their reflections: “multimodal encoding, active processing, reflective revision, and collaborative learning.”

These processes parallel Mayer’s dual coding and contiguity principles as well as Liu’s (2024) segmentation hypothesis that retention improves through a segmentation reduction of cognitive load. They also support Kolb’s experiential learning cycle in which students have the following, “experienced (video creation), reflected (editing), conceptualized (understanding vocabulary use), and the experimented (peer sharing).”

Critical literature provides a balanced view of the other side. With the split-attention effect, (Mayer & Sweller, 1998; Chandler & Sweller, 1991) alongside (Pérez-Juárez, González-Ortega, & Aguiar-Pérez, 2023; Bender, Eitel, & Renkl, 2021) warned of cognitive overload due to distracting, digitally seductive details. However, this study’s scaffolded design structurally minimized these risks. Moreover, blended learning, as outlined by Sarajari & Gilakjani (2024), is more effective than traditional and fully online approaches, which supports this study’s findings regarding the use of CapCut in a structured classroom setting.

#### **4.2.5 Summary**

Overall, the research findings confirm that student-created CapCut videos significantly strengthen vocabulary retention for Palestinian 11th grade EFL learners. Within-group gains for the experimental group were captured RQ1, significant between-group differences in favor of the intervention were confirmed in RQ2, and RQ3 showed that learners had positive perceptions of the experience with minor challenges.

These findings support the literature on student-generated multimedia learning (Bobkina, Baluyan, & Dominguez Romero, 2025; Navarrete, Nehring, Schanze, Ewerth, & Hoppe, 2025; Belda-Medina & Goddard, 2024; Tatlı, Saylan, & Kokoç, 2022) simultaneously address a critical gap in research. No prior research has specifically investigated the use of CapCut for vocabulary acquisition, although it has been applied to learning speaking (Mardatillah, Nanning, & Kalsum, 2025), pronunciation (Ngo Thanh, 2023), writing (Mardatillah, Nanning, & Kalsum, 2025), and engagement (Abdullah & Muhsin, 2024; Andhika & Wahono, 2024; Hanum, Umar, Rosmaini, & Febriana, 2024).

This research is important in the Palestinian educational context, where vocabulary learning is often reduced to rote memorization and dominance of exam-centered practices (Hosheyah & Farrah, 2025; French, Dickerson, & Mulder, 2024). The study underscores the power of organized student-centered multimedia techniques. Guided by Kolb's experiential learning theory and Mayer's multimedia learning principles, the use of CapCut allowed learners to transcend rote memorization, engaging them in deeper and more meaningful vocabulary learning.

### **4.3 Conclusions**

The focus of this study has been on vocabulary retention as a result of student-created multimedia videos using the CapCut app. The subject participants for this study were 11th grade Palestinian EFL learners. The design of this intervention was based on Kolb's Experiential Learning Theory, specifically the four cyclic phases of learning: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. Within this structure, the practice of vocabulary shifted from a mechanistic and rote drilling to one involving a robust cognitive and affective engagement.

With respect to the quantitative data, the experimental group, as well as the control group, showed a marked improvement in vocabulary retention. This was particularly on large effect sizes which speaks to the value added in vocabulary retention from a vocabulary instruction perspective. The qualitative findings, in addition to the quantitative data, provided the rationale for the improvement. The vocabulary learning and practice was reinforced during the video learning through the invocation of learning

modes: aural, visual, and written. The improvement in the video clips and systematic feedback provided strengthened vocabulary control and contributed to mastery. The learners enjoyed the video creation more and shifted to self-directed learning and autonomy. There were some minor multimedia technical issues, but the learners preferred the video methods to rote memorization.

Considering the context of Palestinian secondary education and the heavy reliance on memorization and dictionary usage within vocabulary instruction, technology integrated within a learner-centered paradigm functions optimally when designed with a structured, task-oriented approach and accompanied by appropriate feedback. A learner's multimedia engagement is statistically significant in positive learning outcomes and, when combined with learner feedback, constitutes compelling evidence. This study asserts that technology provision by itself is insufficient. The level of learners' digital proficiencies and experiences must be harnessed within thoughtfully designed, systematic instructional scaffolding for learners to have a notable impact on learning outcomes.

#### **4.4 Recommendations**

The findings of this study bring the following recommendations for educators, curriculum developers, and policymakers.

- **Implement Task-Based Learning Framework**

For each vocabulary lesson, instructors and curriculum designers will center the lesson around a task that has the three stages of planning, production, and presentation. This approach facilitates experiential learning and promotes the active engagement of students with vocabulary and meaning in a personally meaningful way.

- **Use Student Created Multimedia for Contextualized Vocabulary Use**

Students creating multimodal digital projects (e.g., using CapCut) allows the educator to take the time to practice vocabulary in context. This approach deepens vocabulary processing and retention and provides a unique opportunity for students to engage vis-à-vis the language and the visuals of the projects.

- **Develop Learner Autonomy**

Teachers encouraging and overseeing students generating their own projects promotes learner autonomy and self-directed practice and vocabulary acquisition that extends beyond the boundaries of the classroom.

- **Scaffolding and Feedback**

For optimal impact of student-created projects, teachers should provide scaffolding in the form of step-by-step instructions, exemplars, and feedback. Feedback is vital to encourage constructive learning and productive collaboration, promoting reflection and goal attainment in the group.

- **Promote Home-Based Multimedia Projects**

To address the technological limitations present in many schools, students should be motivated to work on vocabulary-based multimedia projects at home where access to digital devices and the internet is often more consistent. This approach alleviates the restriction of limited school resources and fosters learner independence.

- **Blend Technology with Direct Vocabulary Teaching**

While multimedia projects may be held in high regard as a means of improving learner engagement and motivation, they must be used in conjunction with teaching of word forms, collocations, and their usage. This blended approach guarantees that learners develop both situational and systematic vocabulary knowledge.

- **Train Teachers in Emerging Technologies**

It is recommended that the Palestinian Ministry of Education organizes periodic and practical training sessions on AI and educational technology for the teachers to keep them up to date. This will help and motivate the teachers to adapt technology at the required level into their lessons.

#### **4.4.2 Recommendations for Future Research**

To develop practical applications on learner-generated multimedia in EFL contexts, the lenses of multimedia production within an educational setting warrant the following considerations based on the findings of this specific research.

- **Long-Term Impact Studies**

The longitudinal impact of multimedia projects initiated by the students on vocabulary retention and its correlation to other language skills warrant further examination within other contexts and over longer periods of time. Understanding the scope of the educational impact, within a longitudinal framework, enhances clarity on the practical impact of learner generated multimedia tools to language acquisition and retention.

- **Cross-Age Studies Exploration**

Replication of research interventions on student projects on learner generated multimedia tools spanning from lower to upper secondary classes (e.g. grade 7-12), and crossing the boundaries of age groups. Given the lower age groups rapid technology adoption, early age may correlate to greater exposure to multimedia learning techniques.

- **Multidimensional Language Studies Expansion:**

This research primarily focused on vocabulary retention, hence further research, based on this foundational retention, on the applications of learner generated multimedia for other dimensions of language such as reading, listening, and speaking skills, warrant keen attention. Understanding the broader applications of multimedia on the instructional frameworks in linguistics within the scope and benefits of learner generated multimedia tools enhances holistic reasoning.

- **Multimedia Application Studies**

Other researchers could analyze the other features CapCut possesses in comparison to other multimedia applications or AI powered tools to determine the most effective for EFL learning, allowing EFL educators to determine the most pedagogically sound technology to use in varying classroom situations.

- **Varying Participant Profiles**

Research could further be expanded to incorporate mixed-gender classes, varying levels of proficiency, and schools from different socio-economic backgrounds to validate the qualitative generalizability of the study's multimedia learner-generated findings. This would confirm the effectiveness of learner-generated multimedia projects does not restricted to certain defined groups.

- **Cognitive Load and Task Design**

Owing to multimedia production requirements, concerns of cognitive overload necessitate further exploration of cognitive demand for the multimedia production. To promote sustainable use of classroom practices, optimal task designs that enhance the learning experience and minimize unnecessary mental strain should be defined.

- **Teacher Pedagogical Training and Readiness**

The effectiveness of multimedia interventions within different educational contexts have yet to be explored in relation to teacher training on digital and AI-based tools. Investigating the readiness of pedagogical structures will aid to strengthen cross-context adaptability of the implemented frameworks.

- **Executive Summary**

This study examined the effect of videos made with CapCut on English vocabulary retention among 11th grade EFL learners in Palestine. The videos that the students created were based on EFL vocabulary. Through Kolb's Experiential Learning Theory, the guiding methodology led the students through each of the sections of Kolb's theory: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation as they designed, scripted, edited, and presented vocabulary videos.

The sample of the study included 76 students, who were randomly divided into control and experimental groups in a quasi-experimental pretest–posttest control group design. Quantitative evaluation of the data included raw scores from paired-samples t-tests, independent-samples t-tests, mixed ANOVA, and qualitative data from open-ended questionnaires assessed thematically.

Findings from the post-test results showed that there were differences in means between the control and experimental groups, with these differences being statistically significant, having large effect sizes, and confirming the earlier hypothesis. Additionally, students explained the benefits vocabulary acquisition techniques offered participants, the benefits being recorded as improved performance, that aligned with the qualitative aspects, confirming the quantitative aspects. These benefits included, repeated exposure, confidence, active participation, and learning, as opposed to rote learning, and participation.

In explaining learning gains from both perspectives, three interconnected elements were thought to be the possible causes: (a) cognitive depth offered by dual coding and multimedia, (b) the affective effort due to enjoyment, ownership, and motivation, and (c) collaborative feedback from peers and instructors. Importantly, the learning goals were attained with minimal risk of cognitive overload due to the highly controlled and structured task design used.

Considering these outcomes, a range of pedagogical approaches are suggested, such as incorporating student-created multimedia content into vocabulary lessons, using a task-based approach, providing scaffolding alongside feedback, promoting balanced technological accessibility, equitable multimedia scaffolding with explicit vocabulary instruction, and providing balanced technology with vocabulary instruction. Further research suggestions include longitudinal studies, comparison of multimedia instructional tools, and broad application across varied learner profiles and language competencies.

Overall, this single study contributes to the growing evidence in support of the technology-enhanced, student-generated pedagogical learning paradigm. It not only adds to the theoretical discourse on instruction, the use of multimedia resources, and their practical application for teaching vocabulary in Palestine's public under-resourced schools.

## **List of Abbreviations**

---

Abbreviation	Meanings
DGBVL	Digital Game-Based Vocabulary Learning
EFL	English as a Foreign Language
DST	Digital Storytelling
MAVL	Mobile-Assisted Vocabulary Learning
TEFL	Teaching English as a Foreign Language
CE	Concrete Experience
RO	Reflective Observation
AC	Abstract Conceptualization
AE	Active Experimentation
MALL	Mobile-Assisted Language Learning
TAVL	Technology-Aided Vocabulary Learning
GTM	Grammar-Translation Method
DM	Direct Method
ALM	Audio-Lingual Method

---

## References

- Abdullah, N., & Muhsin, M. A. (2024). How CapCut application completes video assignments: A study of students' perception in higher education in Indonesia. *Proceedings of the FUSION Conference 2024*. Retrieved from <https://conference.ut.ac.id/index.php/fus>
- Agao, J. A., & Derequito, J. D. (2025). Grammar Translation Method in enhancing the comprehensive writing skills of ESL students. *International Journal of Social Sciences and Humanities Invention*, 12(07), 8658–8666. Retrieved from <https://doi.org/10.18535/ijsshi/v12i07>
- Ait Hammou, B., Larouz, F., Fagroud, M., & Akki, F. (2023). Aspects of EFL university learners' lexical and phraseological proficiency as predictors of writing quality. *Canadian Journal of Applied Linguistics*, 26(1), 91-114. Retrieved from <https://doi.org/10.37213/cjal>
- Ajabshir, Z. F. (2024). Empowering EFL writing through digital storytelling: A quasi experimental assessment of CALF measures and multidimensional engagement. *Acta Psychologica*, 250, Article 104564. Retrieved from <https://doi.org/10.1016/j.actpsy.2024.104564>
- Akdoğan, F. (2023). Enhancing English vocabulary and reading skills through digital storytelling method. *Innovational Research in ELT*, 4(1), 60-72. Retrieved from <https://doi.org/10.29329/irelt.2023.558.5>.
- Alhazmi, A. S., & Alzahrani, M. (2025). The impact of bilingual vs English-only instruction on the performance of undergraduate Saudi medical science students. *Advances in Medical Education and Practice*, 16, 1066-1080. Retrieved from <https://doi.org/10.2147/AMEP.S520706>
- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York, NY: Longman.
- Andhika, D., & Wahono, S. S. (2024). Utilizing CapCut to foster creative writing skills in EFL students: A digital media approach. *English Review: Journal of English Education*, 12(2), 629-640.
- Andreucci-Annunziata, P., Riedemann, A., Cortés, S., Mellado, A., del Río, M. T., & Vega-Muñoz, A. (2023). Conceptualizations and instructional strategies on critical thinking in higher education: A systematic review of systematic reviews. *Frontiers in Education*, 8(Article 1141686). Retrieved from <https://doi.org/10.3389/educ.2023.1141686>
- Bai, Y., & Xian, H. (2024). Exploring the interplay of digital storytelling, L2 speaking skills, self-regulation, and anxiety in an IELTS preparation course. *Humanities and Social Sciences Communications*, 11, Article 1584. Retrieved from <https://doi.org/10.1057/s41599-0>

- Bano, S. (2025). Pakistan deserves better: Why the Grammar Translation Method doesn't work for English learning. *Edlib Journal of Education and Learning*, 16(1), 33–45. Retrieved from <https://online-journal.unja.ac.id/edlib/article/view/39274>
- Belda-Medina, J., & Goddard, M. B. (2024). The effect of digital storytelling on English vocabulary learning in inclusive and diverse education. *International Journal of English Language Studies*, 6(1), 110-118. Retrieved from <https://doi.org/10.32996/ijels.2024.6.1.11>
- Bender, L., Eitel, A., & Renkl, A. (2021). When and how seductive details harm learning: A study using cued retrospective reporting. *Applied Cognitive Psychology*, 33(6), 948-959. Retrieved from <https://doi.org/10.1002/acp.3822>
- Bobkina, J., Baluyan, S., & Dominguez Romero, E. (2025). Tech-Enhanced Vocabulary Acquisition: Exploring the use of student-created video learning materials in the tertiary-level EFL (English as a Foreign Language) flipped classroom. *Education Sciences*, 15(4). Retrieved from Article 450. <https://doi.org/10.3390/educsci15040450>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. Retrieved from <https://doi.org/10.1191/1478088706qp063oa>
- British Council. (2015). *An evaluation of English teaching and learning in the Palestinian context*. British Council. Retrieved from [https://www.britishcouncil.ps/sites/default/files/an\\_evaluation\\_of\\_primary\\_and\\_secondary\\_english\\_teaching\\_and\\_learning\\_in\\_palestine.pdf](https://www.britishcouncil.ps/sites/default/files/an_evaluation_of_primary_and_secondary_english_teaching_and_learning_in_palestine.pdf)
- Chandler, P., & Sweller, J. (1991). Cognitive load theory and the format of instruction. *Cognition and Instruction*, 8(4), 293-332. Retrieved from [https://doi.org/10.1207/s1532690xci0804\\_2](https://doi.org/10.1207/s1532690xci0804_2)
- Colenbrander, D., von Hagen, A., Kohnen, S., Wegener, S., Ko, K., Beyersmann, E., . . . Castles, A. (2024). The effects of morphological instruction on literacy outcomes for primary school children: A systematic review and meta-analysis. *Educational Psychology Review*, 36, 119-158. Retrieved from <https://doi.org/10.1007/s10648-024-09953-3>
- Conner, J. O. (2022). Applying Experiential Learning Theory to student activism. *Journal of Further and Higher Education*, 46(9), 1229-1242. Retrieved from <https://doi.org/10.1080/0309877X.2022.2061843>
- Crompton, H., Berns, A., Cochrane, T., Jandrić, P., & Lin, M. (2024). AI and English language teaching: Affordances and challenges. *British Journal of Educational Technology*, 55(6), 2503–2529. Retrieved from <https://doi.org/10.1111/bjet.13460>
- Dakhalan, M. A., & Tanucan, J. (2024). The Direct Method in language teaching: A literature review of its effectiveness. *Lingeduca: Journal of Language and Education Studies*, 3(2), 130-143. Retrieved from <https://doi.org/10.70177/lingeduca.v3i2.1354>

- Education.org. (2024). *Non-state actors in education: State of Palestine*. Retrieved from Education Profiles: <https://education-profiles.org/northern-africa-and-western-asia/state-of-palestine/~non-state-actors-in-education>
- French, S., Dickerson, A., & Mulder, R. A. (2024). A review of the benefits and drawbacks of high-stakes final examinations in higher education. *Higher Education*, 88(5), 983-918. Retrieved from <https://doi.org/10.1007/s10734-023-01148-z>
- Garzón, J., Lampropoulos, G., & Burgos, D. (2023). Effects of mobile learning in English language learning: A meta-analysis and research synthesis. *Electronics*, 12(7). Retrieved from Article 1595. <https://doi.org/10.3390/electronics12071595>
- Ghaleb, B. (2024). Effect of exam-focused and teacher-centered education systems on students' cognitive and psychological competencies. *International Journal of Multidisciplinary Approach Research and Science*, 2(02), 611-631. Retrieved from <https://doi.org/10.59653/ijmars.v2i02.648>
- Godwin-Jones, R. (2022). Partnering with AI: Intelligent writing assistance and instructed language learning. *Language Learning & Technology*, 26(2), 5-24. Retrieved from <https://doi.org/10.64152/10125/73474>
- Godwin-Jones, R. (2023). Emerging spaces for language learning: AI bots, ambient intelligence, and the metaverse. *Language Learning & Technology*, 27(2), 6-27. Retrieved from <https://doi.org/10.64152/10125/73501>
- Hakami, A. (2025). The influences of the English language vocabulary on EFL learners' English language competency proficiency. *International Journal of Language and Literary Studies*, 7(2), 431-447. Retrieved from <https://doi.org/10.36892/ijlls.v7i2.2090>
- Hanum, I., Umar, A., Rosmaini, R., & Febriana, I. (2024). Effectiveness of using CapCut video learning media in curriculum analysis courses for Indonesian Language and Literature Education study program students, FBS UNIMED. . In *Proceedings of the 5th International Conference on Innovation in Education, Science, and Culture (ICIESC 2023)*. EAI. Retrieved from <https://doi.org/10.4108/eai.24-10-2023.2342327>
- Hosheyah, B., & Farrah, M. (2025). English vocabulary learning strategies employed by Palestinian EFL students. *Bulletin of Advanced English Studies*, 10(1), 20-31. Retrieved from <https://doi.org/10.31559/BAES2025.10.1.3>
- Hung, H. T., & Yeh, H. C. (2023). Augmented reality-enhanced game-based learning in flipped English classrooms: Effects on students' creative thinking and vocabulary acquisition. *Journal of Computer Assisted Learning. Advance online publication*. Retrieved from <https://doi.org/10.1111/jcal.12839>
- Imran, M., Almusharraf, N., Abdellatif, M. S., & Ghaffar, A. (2024). Teachers' perspectives on effective English language teaching practices at the elementary level: A phenomenological study. *Heliyon*, 10(8), e29175. Retrieved from <https://doi.org/10.1016/j.heliyon.2024>

- Iter, N. I., & Salhab, R. (2024). Exploring the factors influencing the college students' engagement in mobile learning in Palestine. *International Journal of Interactive Mobile Technologies*, 18(1), 72-89. Retrieved from <https://doi.org/10.3991/ijim.v18i01.43667>
- Kansızoğlu, N., & Bekiroğlu, N. (2025). The effect of vocabulary development interventions on cognitive outcomes of vocabulary: A meta analysis study. *Journal of Pedagogical Research*, 9(1), 123-148. Retrieved from <https://doi.org/10.33902/JPR.202532083>
- Kanwal, A., Rafiq, S., & Afzal, A. (2023). Impact of workload on teachers' efficiency and their students' academic achievement at the university level. *Gomal University Journal of Research*, 39(2). Retrieved from <https://doi.org/10.51380/gujr-39-02-02>
- Kim, S. K., & Webb, S. (2022). The effects of spaced practice on second language learning: A meta analysis. *Language Learning*, 72(1), 269-319. Retrieved from <https://doi.org/10.1111/lang.12479>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Li, Y., & Hafner, C. A. (2022). Mobile-assisted vocabulary learning: Investigating receptive and productive vocabulary knowledge of Chinese EFL learners. *ReCALL*, 34(1), 66-80. Retrieved from <https://doi.org/10.1017/S0958344021000161>
- Lim, W. M. (2025). What is qualitative research? An overview and guidelines. *Australasian Marketing Journal*, 33(5), 199-229.
- Lin, C. C., & Lin, C. J. (2019). Mobile-assisted ESL/EFL vocabulary learning: A systematic review and meta-analysis. *Computer Assisted Language Learning*, 32(8), 878-919. Retrieved from <https://doi.org/10.1080/09588221.2018.1541359>
- Liu, D. (2024). The effects of segmentation on cognitive load, vocabulary learning and retention, and reading comprehension in a multimedia learning environment. *BMC Psychology*, 12. Retrieved from Article 4. <https://doi.org/10.1186/s40359-023-01489-5>
- Lo, S. (2024). Vocabulary learning through viewing dual subtitled videos: Immediate repetition versus spaced repetition as an enhancement strategy. *ReCALL*, 36(2), 12-167. Retrieved from <https://doi.org/10.1017/S0958344024000053>
- Mardatillah, N., Nanning, & Kalsum. (2025). Using cutting video clip CapCut to improve the students' speaking skill at senior high schol. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(1), 2189–2203. Retrieved from <https://doi.org/10.24256/ideas.v12i2.5175>
- Maulidah, I., Sulistianingsih, Putri, V. D., Pahlawanita, N. V., & Mansyur, H. M. (2024). Integrating “Canva” and “CapCut” application for EFL beginner students to practice writing personal information and pronunciation. *LangLit: International Journal of Language and Literature*, 10(3). Retrieved from <https://langlit.org/volume-10-issue-3>.

- Mayer, R. E., & Sweller, J. (1998). Cognitive load theory and the design of multimedia instruction. *Educational Psychologist*, 38(1), 43-52.
- McKeown, M. G. (2019). Effective vocabulary instruction fosters knowing words, using words, and understanding how words work. *Language, Speech, and Hearing Services in Schools*, 50(2), 169-182. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1234125.pdf>
- Mohammadi, M., Valizadeh, M. R., Zohdi Jalal, P., & Xodabande, I. (2024). University students' academic vocabulary development through mobile-assisted learning: Exploring the impacts on receptive and productive knowledge. *Heliyon*, 10, e28103. Retrieved from <https://doi.org/10.1016/j.heliyon.2024.e28103>
- Navarrete, E., Nehring, A., Schanze, S., Ewerth, R., & Hoppe, A. (2025). A closer look into recent video-based learning research: A comprehensive review of video characteristics, tools, technologies, and learning effectiveness.
- Ngo Thanh, T. (2023). The use of CapCut in students' pronunciation practice. *VietTESOL International Convention Proceedings*, 3. Retrieved from <https://proceedings.viettesol.org.vn/index.php/vic/article/view/104>
- Nie, K., Fu, J., Rehman, H., & Zaigham, G. (2022). An empirical study of the effects of incidental vocabulary learning through listening to songs. *Frontiers in Psychology*, 13, Article 891146. Retrieved from <https://doi.org/10.3389/fpsyg.2022.891146>
- Nikbakht, A., & Mazdayasna, G. (2023). The effect of video podcasts on learning English proverbs by Iranian EFL learners. *Frontiers in Education*, 8, Article 1193845. Retrieved from <https://doi.org/10.3389/educ.2023.1193845>
- Pérez-Juárez, M. Á., González-Ortega, D., & Aguiar-Pérez, J. M. (2023). Digital distractions from the point of view of higher education students. *Sustainability*, 15(7), 6044. Retrieved from <https://doi.org/10.3390/su15076044>
- Raba, A., Qadous, S., & Itmeizeh, M. (n.d.). Using WhatsApp in teaching vocabulary: A case study from Palestine. *Palestine Ahliya University Journal for Research and Studies*, 2(3), 14-25. Retrieved from <https://doi.org/10.59994/pau.2023.3.14>
- REAL Centre. (2024). Palestinian education under attack in Gaza: Restoration, recovery, rights and responsibilities in and through education. *REAL Centre; Centre for Lebanese Studies; UNRWA*. Faculty of Education, University of Cambridge. Retrieved from [https://www.educ.cam.ac.uk/centres/real/publications/Palestinian\\_education\\_under\\_attack\\_in\\_Gaza.pdf](https://www.educ.cam.ac.uk/centres/real/publications/Palestinian_education_under_attack_in_Gaza.pdf)
- Rofiah, N. L., Sha'ar, M., & Waluyo, B. (2022). Digital divide and factors affecting English synchronous learning during COVID-19 in Thailand. *International Journal of Instruction*, 15(1), 633-652. Retrieved from <https://doi.org/10.29333/iji.2022.15136a>

- Sarajari, M. R., & Gilakjani, A. P. (2024). Investigating the impact of online vs. blended learning on vocabulary learning: Evidence from Iranian intermediate EFL learners. *LLT Journal: A Journal on Language and Language Teaching*, 27(1), 434-460. Retrieved from <https://doi.org/10.24071/llt.v27i1.7207>
- Sinyashina, E. (2020). “Incidental + Intentional” vs “Intentional + Incidental” vocabulary learning: Which is more effective? *Complutense Journal of English Studies*, 28, 93-108. Retrieved from <https://revistas.ucm.es/index.php/CJES/article/view/66685>
- Suwanasilp, D., & Durongbhandhu, N. (2023). English vocabulary with a picture application for enhancing Thai EFL students’ daily English vocabulary memorization. *rEFlections*, 30(3), 712-734. Retrieved from <https://doi.org/10.61508/refl.v30i3.268078>
- Tatlı, Z., Saylan, E., & Kokoç, M. (2022). Digital storytelling in an online EFL course: Influences on speaking, vocabulary, and cognitive load. *Participatory Educational Research*, 9(6), 89-112. Retrieved from <https://eric.ed.gov/?id=EJ1355972>
- Teng, M. F. (2023). The effectiveness of multimedia input on vocabulary learning and retention. *Innovation in Language Learning and Teaching*, 17(3), 738-754. Retrieved from <https://doi.org/10.1080/17501229.2022.2131791>
- Teng, M. F., & Mizumoto. (2024). Validation of metacognitive knowledge in vocabulary learning and its predictive effects on incidental vocabulary learning from reading. *IRAL: International Review of Applied Linguistics in Language Teaching*. Retrieved from <https://doi.org/10.1515/iral-2023-0294>
- Thomas, L. (2024). Quasi-experimental design | Definition, types & examples. *Scribbr*. Retrieved from <https://www.scribbr.com/methodology/quasi-experimental-design>
- Vakili, R., Vakili, S., Ajilian Abbasi, M., & Masoudi, S. (2024). Overcrowded classrooms: Challenges, consequences, and collaborative solutions for educators: A literature review. *Medical Education Bulletin*, 5(2), 961-972. Retrieved from <https://doi.org/10.22034/meb.2024.492269.1103>
- Wang, Y., & Lee, C. (2021). Multimedia gloss presentation: Learners’ preference and the effects on EFL vocabulary learning and reading comprehension. *Frontiers in Psychology*, 11, Article 602520. Retrieved from <https://doi.org/10.3389/fpsyg.2020.602520>
- Webb, S., Uchihara, T., & Yanagisawa, A. (2023). How effective is second language incidental vocabulary learning? A meta analysis. *Language Teaching*, 56(2), 161-180. Retrieved from <https://eric.ed.gov/?id=EJ1373102>
- Wei, L. (2023). Artificial intelligence in language instruction: Impact on English learning achievement, L2 motivation, and self-regulated learning. *Frontiers in Psychology*, 14, Article 1261955. Retrieved from <https://doi.org/10.3389/fpsyg.2023.1261955>

- Xodabande, I. (2023). Mobile assisted academic vocabulary learning with digital flashcards: Exploring the impacts on university students' self regulatory capacity. *Frontiers in Psychology, 14*, Article 1112429. Retrieved from <https://pubmed.ncbi.nlm.nih.gov/37077848> .
- Yowaboot, C., & Sukying, A. (2022). Using digital flashcards to enhance Thai EFL primary school students' vocabulary knowledge. *English Language Teaching, 15*(7), 61-74. Retrieved from <https://doi.org/10.5539/elt.v15n7p61>
- Zeng, Y., Kuo, L.-J., Chen, L., Lin, J.-A., & Shen, H. (2025). Vocabulary instruction for English learners: A systematic review connecting theories, research, and practices. *Education Sciences, 15*(3), 262. Retrieved from <https://doi.org/10.3390/educsci15030262>
- Zhang, R., Zou, D., & Cheng, G. (2023). Learner engagement in digital game based vocabulary learning and its effects on EFL vocabulary development. *System, 119*. Retrieved from Article 103173. <https://doi.org/10.1016/j.system.2023.103173>
- Zou, D., Huang, Y., & Xie, H. (2021). Digital game based vocabulary learning: Where are we and where are we going? *Computer Assisted Language Learning, 34*(5-6), 751-777. Retrieved from <https://doi.org/10.1080/09588221.2019.1640745>

## Appendices

### Appendix (A)

#### Pre- and Post-tests

##### Pre-Test for Vocabulary Retention

Name : \_\_\_\_\_ Date : \_\_\_\_/3/2025 Section: \_\_\_\_\_ Total  
Score : 20 marks

---

Dear students, this test is designed for assessing your vocabulary understanding and retention for unit 8 ( Amazing Animals ). Make sure to answer all the questions and try to manage your time effectively.

<b>Section 1: Multiple Choice</b>
-----------------------------------

**Choose the best answer:**

1. A **biologist** is someone who studies:  
a) Weather patterns b) Human languages  
c) Living organisms d) Ancient civilizations
2. **Poison** is a substance that:  
a) Heals wounds b) Causes harm or death if ingested  
c) Provides nutrients to plants d) Improves memory
3. What does the word '**complex**' mean?  
a) Simple and easy to understand b) A smooth and clear process  
c) A single structure or idea d) Difficult and made of many parts
4. What does the word "**enable**" mean?  
a) To make something possible or easier b) To prevent something from happening  
c) To imitate or copy someone d) To destroy something completely
5. What does the word "**mimic**" mean?  
a) To create something new b) To make something easier  
c) To imitate or copy someone d) To stop something from working

## Section 2: Fill in the Blanks

Use the correct word to complete the sentence:

Extinction	Struggle	According to	preserve	Opinion	efficient
------------	----------	--------------	----------	---------	-----------

6. The government should take serious steps to \_\_\_\_\_ endangered species.
7. The \_\_\_\_\_ of a species can be caused by loss of habitat, hunting, or pollution.
8. \_\_\_\_\_ studies, climate change is a major factor in the disappearance of many species.
9. The new computer system is very \_\_\_\_\_ and helps employees work faster.
10. Many Palestinians \_\_\_\_\_ to feed their families after war.
11. In my \_\_\_\_\_, studying with friends can help you learn better.

## Section 3: Matching

Match the words in Column A with their definitions in Column B:

**Column A    Column B**

12. vital    a) The attention given to something by the media
13. random    b) A possible danger or risk
14. Publicity    c) something that is necessary and essential
15. nutrient    d) something that is done without a specific plan
16. threat    e) something in food that helps your body grow and stay healthy.

**Section 4: Completion**

**Complete the sentence by using your own words:**

17. Our \_\_\_\_\_ broke down during the hottest day of the year
18. You shouldn't \_\_\_\_\_ to be sick just to skip school.
19. The test results were \_\_\_\_\_ because I thought I didn't do well.
20. Buying expensive clothes you never wear is just \_\_\_\_\_.

**Good Luck**

---

## Post-Test for Vocabulary Retention

Name : \_\_\_\_\_ Date : \_\_\_\_/3/2025 Section: \_\_\_\_\_ Total  
Score : 20 marks

---

Dear students, this test is designed for assessing your vocabulary understanding and retention for unit 8 ( Amazing Animals ). Make sure to answer all the questions and try to manage your time effectively.

### Section 1: Multiple Choice

**Choose the best answer:**

**1. What does the word "vital" mean?**

- a) Unimportant or minor
- b) Unusual or rare
- c) Necessary or very important
- d) Easy to forget

**2. What does the word "random" mean?**

- a) Carefully planned
- b) Chosen without a specific pattern or reason
- c) Done on purpose
- d) Predictable and repeated

**3. What does the word "publicity" mean?**

- a) Attention or notice from the public or media
- b) A secret message
- c) A private event
- d) A financial report

**4. What does the word "threat" mean?**

- a) A kind offer
- b) A friendly suggestion
- c) A warning of possible danger or harm
- d) A peaceful solution

**5. What does the word "nutrient" mean?**

- a) A type of clothing
- b) A kind of music
- c) A tool used for cooking
- d) something in food that helps your body grow and stay healthy.

## Section 2: Fill in the Blanks

Use the correct word to complete the sentence:

<i>biologist</i>	<i>poison</i>	<i>complex</i>	<i>enable</i>	<i>mimic</i>	<i>struggle</i>
------------------	---------------	----------------	---------------	--------------	-----------------

6. A \_\_\_\_\_ is a scientist who studies living organisms, including animals and plants.
7. Some snakes produce a powerful \_\_\_\_\_ to protect themselves from predators.
8. The instructions for the new machine were so \_\_\_\_\_ that I had to read them twice.
9. This new app will \_\_\_\_\_ users to organize their tasks more efficiently.
10. Parrots are known to \_\_\_\_\_ human speech and sounds.
11. Many students \_\_\_\_\_ with math until they find a good study method.

## Section 3: Matching

Match the words in Column A with their definitions in Column B:

### Column A Column B

12. **opinion** a) the state of no longer existing or living
13. **preserve** b) based on the information from
14. **according to** c) to protect or keep something in its original state
15. **efficient** d) a personal belief or judgment
16. **extinction.** e) doing something in a way that saves time or energy

## Section 4: Completion

Complete the sentence by using your own words:

17. In hot weather, an \_\_\_\_\_ can help keep the house cool.
18. The thief \_\_\_\_\_ to be from the electricity company to trick the homeowners
19. It was \_\_\_\_\_ to see snow in the middle of April!
20. Buying things you don't need is just \_\_\_\_\_.

**Good Luck**

## Appendix (B)

### Table of Specifications (TOS)

Number of words : 32

Number of items in the test : 20

Vocabulary Set	Recall & Remembering 37%	Understanding & Defining 37%	Applying in Real-Life Scenarios 26%
Scientific & Environmental 33%	Extinction Gills Preserve Species Habitat	Biologist Rainforest Poison Endangered	Nutrients Air-conditioning system
Allocated items in the test	2	2	2
Action & Process 33%	Enable According to Survive	Efficient Struggle	Attack Defence Pretend mimic Disappear
Allocated items in the test	2	2	2
Descriptive Adjective / Nouns 20%	Threat Vital	Complex Lovable Random Giant	Surprising
Action & Process 33%	Enable According to Survive	Efficient Struggle	Attack Defence Pretend mimic Disappear
Allocated items in the test	2	2	2
Descriptive Adjective / Nouns 20%	Threat Vital	Complex Lovable Random Giant	Surprising
Allocated items in the test	2	2	1
Social & Opinion –based 14%	Publicity	Opinion	Wasting money Homeless
Allocated items in the test	1	1	1
Allocated numbers of questions	7	7	6

## **Appendix (C)**

### **Full Interview Protocol (Guiding Questions and Procedures)**

#### **Introduction for Participants**

The purpose of this interview is to explore students' experiences and perceptions regarding the use of multimedia-based CapCut video creation in learning English vocabulary. Your responses will remain confidential and will be used only for academic research purposes. Participation is voluntary, and you may withdraw at any time without penalty.

#### **General Procedures**

1. The interviewer greets the participant, explains the purpose of the study, and reassures confidentiality.
2. Participants are reminded that there are no right or wrong answers.
3. Permission to record the interview is requested.
4. The interview is expected to last approximately 20–30 minutes.
5. Participants are encouraged to answer freely and may ask for clarification at any time.

**Note: Although the questions were originally written in English, they were administered in Arabic to accommodate students' individual differences and to ensure the clarity and accuracy of their responses**

#### **Guiding Questions**

1. How do you usually learn and practice new English vocabulary in your classes?
2. Can you describe your experience using the CapCut application to create videos in English?
3. In what ways did making videos help (or not help) you remember and use new vocabulary?
4. What challenges did you face while creating videos with CapCut?

5. How did working with multimedia (images, sound, text) affect your motivation to learn English vocabulary?
6. Did you feel more confident in using new vocabulary after the video project? Why or why not?
7. How did collaborating with peers (if applicable) influence your learning process?
8. What differences, if any, did you notice between traditional vocabulary learning and video-based learning?
9. What suggestions would you give to teachers who want to use CapCut or similar tools in vocabulary learning?
10. Is there anything else you would like to add about your overall experience?

### **Closing**

The interviewer thanks the participant for their time and assures them once again that their responses will remain confidential. Participants are reminded that they can request a summary of the study's findings once it is completed

## Appendix (D)

### Assessment Rubric for Student-Created Videos

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Poor (1 pt)
<b>Word Meaning Clarity</b>	Word meaning is presented clearly and correctly.	Mostly clear with minor confusion.	Sometimes unclear or partly incorrect.	Meaning unclear or incorrect.
<b>Creativity/Originality</b>	Highly creative and original use of visuals.	Some creative effort; visuals support meaning.	Limited creativity; visuals add little value.	No creativity; visuals irrelevant or absent.
<b>Pronunciation Accuracy</b>	Clear, accurate, and natural pronunciation.	Mostly accurate; minor errors.	Several errors; partly understandable.	Frequent errors; hard to understand.
<b>Cohesiveness of Video</b>	Well-organized; smooth flow from start to end.	Generally organized; small gaps.	Some disorganization; flow disrupted.	Very disorganized; no clear flow.

Total Score: /16

Excellent: 13–16

Good: 9–12

Fair: 5–8

Poor: 1–4



جامعة النجاح الوطنية  
كلية الدراسات العليا

فاعلية مقاطع الفيديو القائمة على تطبيق CapCut  
باستراتيجية التعلم المتمركز حول الطالب في الاحتفاظ بالمفردات  
لدى طلبة الصف الحادي عشر في مدارس نابلس الحكومية

إعداد

الآء جمال محمود داود

إشراف

د. زهير خليف

أ. د. عكرمة شهاب

قدمت هذه الرسالة استكمالاً لمتطلبات درجة الماجستير في أساليب تدريس اللغة الإنجليزية في كلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2025

فاعلية مقاطع الفيديو القائمة على تطبيق CapCut  
باستراتيجية التعلّم المتمركز حول الطالب في الاحتفاظ بالمفردات  
لدى طلبة الصف الحادي عشر في مدارس نابلس الحكومية

إعداد

الآء جمال محمود داود

إشراف

د. زهير خليف

أ. د. عكرمة شهاب

### الملخص

هدفت هذه الدراسة إلى استقصاء أثر استخدام تطبيق CapCut في إنتاج مقاطع فيديو متعددة الوسائط من قبل الطالبات على تعزيز الاحتفاظ بالمفردات الإنجليزية لدى طالبات الصف الحادي عشر في المدارس الحكومية الفلسطينية. واستنادًا إلى نظرية التعلم التجريبي لكولب، اعتمدت الدراسة المنهج شبه التجريبي على عينة قوامها (76) طالبة، جرى تقسيمهن بالتساوي إلى مجموعة تجريبية قامت بإنتاج مقاطع فيديو تعليمية باستخدام CapCut، ومجموعة ضابطة تلقت تعليمًا تقليديًا للمفردات. جُمعت البيانات الكمية من خلال اختبار قبلي وبعدي، كما جُمعت البيانات النوعية من خلال مقابلات شبه مُهيكلية.

أظهرت نتائج الإحصاءات الوصفية واختبار ANCOVA أن المجموعة التجريبية حققت درجات أعلى بشكل دال إحصائيًا في الاختبار البعدي مقارنة بالمجموعة الضابطة ( $p < 0.001$ )، مع أحجام أثر كبيرة تؤكد قوة التدخل. كما تبين أن درجات الاختبار القبلي كانت متبنيًا قويًا بنتائج الاختبار البعدي. وأكدت النتائج النوعية هذه النتائج، حيث أظهرت أن إنتاج الفيديو أسهم في تعزيز المشاركة الفعّالة، وزيادة فرص الممارسة، وتحسين الثقة بالنفس، وتنمية الاستقلالية، وبناء اتجاهات إيجابية نحو تعلم المفردات باستخدام الوسائط المتعددة، رغم بعض التحديات التقنية وضيق الوقت. خلصت الدراسة إلى أهمية دمج المواد التعليمية المنتجة من قبل الطلبة في تعليم المفردات الإنجليزية كلغة أجنبية، وأوصت المخططين التربويين بزيادة الاعتماد على استراتيجيات قائمة على التكنولوجيا ومتمركزة حول الطالب، لما لها من أثر ملموس في تعزيز الاحتفاظ طويل المدى بالمفردات.

الكلمات المفتاحية: الاحتفاظ بالمفردات، اللغة الإنجليزية كلغة أجنبية، الوسائط المتعددة المنتجة من الطلاب،

تطبيق CapCut