MASTER'S THESIS

DUA'A NASER YOUSEF ABU RMILAH

ISTANBUL 2024

T.C.

BAHCESEHIR UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

Instructional Design and Development of Interactive Contents to Support Palestinian Students' Comprehension on English Idioms

MASTER'S THESIS

ADVISOR: ASSIST. PROF. DR. SEZİN EŞFER ÖNDÜNÇ

ISTANBUL 2024

T.C.

BAHCESEHIR UNIVERSITY

GRADUATE SCHOOL

MASTER THESIS APPROVAL FORM

Program Name:	**Educational Technology**
Student's Name and Surname:	Dua'a Aburmilah
Name Of The Thesis:	**Instructional Design and Development of Interactive Contents to Support Palestinian Students' Comprehension on English Idioms**
Thesis Defense Date:	17.01.2024

This thesis has been approved by the Graduate School which has fulfilled the necessary conditions as Master thesis.

……

Institute Director

This thesis was read by us, quality and content as a Master's thesis has been seen and accepted as sufficient.

	Title/Name	**Institution**	**Signature**
Thesis Advisor's	Assist. Prof. Dr. Sezin Eşfer Öndünç	Bahcesehir University	
Member's	Assist. Prof. Dr. Yavuz Samur	Bahcesehir University	

Member's	Assist. Prof. Dr. Berkan Celik	Van Yuzuncuyıl University	

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Dua'a Aburmilah

Signature

ABSTRACT

Instructional Design and Development of Interactive Contents to Support Palestinian Students' Comprehension on English Idioms

Dua'a Aburmilah

Master's Program in Educational Technology

Supervisor: Assist. Prof. Dr. SEZİN EŞFER ÖNDÜNÇ

This study explores the instructional design and development of different interactive contents aimed at enhancing Palestinian students' comprehension of English idioms. Employing a design-based research approach, the study involves 39 participants across 3 development cycles. Through iterative cycles, the study aims to refine the interactive content, considering Palestinian students' unique linguistic and cultural context. The study integrates theoretical comprehension foundations of instructional design with practical implementation, focusing on creating engaging and effective instructional materials by following the ASSURE Model in the instructional design process. The research contributes valuable insights into the application of design-based research methodologies to address the specific challenges learners face in understanding idiomatic expressions in a second language. Since traditional idiom pedagogical methods often fall short, leaving students struggling with abstract concepts and culturally distant references, interactive materials can be a solution offering an engaging and culturally relevant approach. Based on the study results, the researcher recommended using instructional interactive content and drawing on recent research and educational resources as an effective educational method for teaching the English language. This study proposes a framework for utilizing interactive content such as digital games, interactive videos, simulations, and collaborative activities. These tools cater to Palestinian students fostering deeper comprehension and retention of idiomatic

expressions. Overall, incorporating engaging and interactive activities and materials can help students better understand and use idiomatic expressions. Using educational interactive videos increases students' suspense and motivation, and the curriculum designer should include video exercises in the textbook and increase the awareness of English teachers about the benefits of using instructional interactive content in the teaching-learning process. Some of the techniques and activities that can be used to teach idioms include using mentor texts, playing idiom games online, using task cards, matching idioms with their meanings, reading mentor texts with idioms, using visual aids such as illustrations and videos, and incorporating interactive activities such as role-playing, storytelling, and games.

Key Words: instructional design, design-based research, ASSURE Model, interactive content, idiomatic expressions, EFL.

ACKNOWLEDGEMENTS

I am profoundly grateful to my family and advisor, whose unwavering support and guidance have been instrumental in the completion of this journey. Their encouragement, patience, and belief in my capabilities have sustained me through the challenges and triumphs of this endeavor.

To my family, your constant love and understanding have been my rock. Your sacrifices and encouragement have fueled my determination to pursue this academic goal. Your unwavering presence has been my greatest source of strength.

I am deeply indebted to my advisor, Sezin Eşfer Öndünç hocam, whose expertise, mentorship, and invaluable insights have shaped the trajectory of this work. Your dedication to my academic growth, your patience in answering my questions, and your insightful feedback have been pivotal in refining the quality of this thesis.

The encouragement and counsel that I have received from both my family and my advisor have been transformative. Your belief in my abilities and your constant presence have given me the confidence to overcome challenges and strive for excellence.

This thesis is a reflection of the collective efforts, wisdom, and support of my family and advisor. Your contributions, both big and small, have left an indelible mark on my academic journey.

With deep gratitude.

Table of Content

ETHICAL CONDUCT……..…..…..iii

ABSTRACT……..…..…...iv

ACKNOWLEDGEMENTS…….…….…….....v

TABLE OF CONTENTS…….…….…...…..vi

LIST OF TABLES…….……..……viii

LIST OF ABBREVIATIONS……..…….……...…….……. viii

Chapter 1: Introduction……...…..….13

1.2 Theoretical Framework ……...……...14

1.3 Statement of the Problem …….…..…15

1.3 Purpose of the Study ……....…16

1.4 Research Questions ……..…..….17

1.5 Significance of the Study……....17

1.6 Definitions……...…….…...18

Chapter 2: Literature Review…….…..-19

2.1 Interactive videos in education ……..……20

2.1.1 Concepts of interactive educational videos and their potential in enhancing learning outcomes …….…….…...21

2.1.2Effectiveness of interactive videos on students……....22

2.1.3 Role of interactive educational videos in learning English language…..26

2.1.4 Effectiveness of interactive videos in teaching idioms……27

2.2 Define idiomatic expressions and their significance in language learning.29

2.3Obstacles faced by Arab students in learning English……...…..29

2.4Technology in Palestinian and Arab Education……...……31

2.5Existing initiatives or studies involving the use of technology videos in language instruction……..32

Summary……32

Gap…….33

Chapter 3: Methodology……...……...….35

3.1 Research Design…….…….…35

3.2 Setting and Participants /Target Population and Participants…..…..……41
3.3 Procedures……..……..42
3.3.1 Data Collection Instruments...……...….42
3.3.2 Data Collection Procedures……...……...…. 42
3.4 Validity and Reliability……...…. 49
3.5 Assumptions……...……...50
3.6 Statistical analysis…….……...….51
3.7 Limitations……...……...…… 51
Chapter Four Findings..…….…….52
4.1 Phase 1:Analysis and Exploration…….…....53
4.1.1 Literature Review…….…..53
4.1.2 Phase 1: Need Assessment…….…....55
4.2 Phase2: Designing and Construction……...…….65
4.2.1 Generating Ideas……....65
4.2.2 Phase2: creating or revising prototypes…….....66
4.2.3 Phase2: implement some interactivity……...67
4.3 phase 3: Evaluation and Reflection……..69
4.3.1: Design ideas and prototypes are empirically tested……..70
4.4 last version of the material……....93
Chapter Fiva: Discussion and Recommendations,
5.1 Introduction…….…....91
5.2 Discussion of results…….……...…93
5.3 Conclusion…….……...…...98
5.4 Recommendations…….....99
References……..101
Appendices……108

LIST OF TABLES

Table 3.1 Characteristics of learners…….……...37

Table 3.2 The outputs of educational materials designed based on Bloom's Taxonomy…….……...38

Table 3.3 : Subject Matter Experts' interviews ……..43

Table 3.4: learning Objectives…….48

Table3.5: Test Blueprint……. 49

Table 4.1: The SME's interviews……... 62

Table 4.2: Teachers' opinions about the initial design,……67

Table 4.3: Teachers' opinions about the First version……..68

Table 4.4: design ideas…….70

Table 4.5: The post-test Results……...76

Table 4.6: The field Test results…….. 92

Table 4.7: Teachers' opinions about the last version……95

LIST OF FIGURES

Figure 2.1: impacts of interactive learning on students……24

Figure 3.1: ASSURE Model Steps…… 37

Figure 3.2: Summary the Evaluation process…….. 41

Figure 3.3: Data Collection Instruments……..... 42

Figure 3.4: Formative Evaluation stages…….....46

Figure 3.4: a process to do with one-to-one group……..……..……47

Figure 4.1: analysis Phases……..... 53

Figure 4.2: Student certificate…….....54

Figure 4.3: Lessons in the English curriculum for the seventh grade…….....55

Figure 4.4: Poll the hardest lesson will teach to the seventh-grade…….……...56

Figure 4.5: Poll results…….....56

Figure 4.6: Poll the teaching methods…….....57

Figure 4.7: The Result of the poll about teaching methods…….. 58

Figure 4.8: Questionnaire results……..... 61

Figure 4.9: Generating Ideas…….....65

Figure 4.10: An interactive video…….....66

Figure 4.11: approximate picture of the materials to be designed……..66

Figure 4.12: The pre-test results for one-to-one…….68

Figure: 4.13: Guidelines for the Interactive material……..74

Figure4.14: The One-to-One group feedback…….....79

Figure4.15: Small Group Guidelines for the Interactive material……...…...80

Figure4.16: The pre-test results for small group…….. 84

Figure4.17: The post-test Results for small group……86

Figure4.18: The Students feedback from small groups……..… 90

Figure4.19: Student's Feedback for Field Test……...93

LIST OF ABBREVIATIONS

ABBREVIATIONS

EFL: English as a Foreign Language

ICT: Information and Communications Technology

DBR: Design-based research

LO : learning Objectives

Chapter 1

Introduction

Language, as a tool for cultural expression, intricately connects history, identity, and communication. Idiomatic expressions, reflecting cultural essence, enhance language with depth but pose challenges for learners. For Palestinian students, idioms hold cultural heritage, rooted in collective memory and experiences (Abu-Jarad, 2017). These expressions, rich in symbolism, act as linguistic puzzles and cultural gateways, demanding nuanced comprehension for effective communication (Pitterson et al., 2016). ⁱIdioms are frequently used in daily English conversation because they enrich the content of the communication and enable the speakers to express themselves clearly (Thyab, 2016). Employment of idioms is vital to reach the higher English expressive levels, especially for English as Foreign Language (EFL) learners who endeavor to achieve fluency comparable with what native speakers need for conversation and daily interaction (Xie, 2017). Moreover, English instructors who teach idioms also need to concern themselves with syntactic, semantic, and pragmatic knowledge of English idioms (Maisa & Karunakaran, 2013). Chen Hsieh et al. (2017) first instructed students to analyze the syntactic structure of the idiom and asked them to analyze the grammatical usages. Next, they gave learners some example sentences to read after analyzing the semantic meaning or telling its cultural perspectives. In their study, they did not provide students with additional idiomatic usage practice. On the other hand, the recent advancements in technology have significantly impacted the learning environment, particularly in schools (Blieck, 2019). Information and communication technology (ICT) tools are actively used to address student needs and enhance the capabilities of both educators and learners (Wekerle et al., 2022). Among these tools, the interactive videos, games, contents stand out for its effectiveness in bridging gaps in understanding, comprehension, and retention, especially in passive online learning environments. English learning for non-native speakers faces challenges in various aspects, requiring interactive sessions rather than solely relying on passive teaching methods. A noteworthy and effective tool for creating and implementing interactive content education is H5P (Zeller et al., 2021).

In the upcoming chapters, the theoretical foundations supporting the integration of multimedia and interactivity in education will be explored. Also, the current landscape of teaching idiomatic expressions within the Palestinian context , detail the research methodology employed, present empirical findings, and discuss implications for both educators and learners will be explained. The goal is to empower Palestinian students with linguistic and cultural tools for effective intercultural communication through interactive content based idiomatic instruction.

This study endeavors to bridge technology and cultural heritage, aiming to cultivate a profound understanding and mastery of idiomatic expressions among Palestinian students. The ultimate aim is to nurture meaningful linguistic skills and foster a strong connection to their cultural identity.

1.1 Theoretical Framework

The theoretical framework guiding this study incorporates the constructivist approach, which shares key concepts with cognitive learning theory. Both theories emphasize internal processes linked to learning, focusing on the learner's mental activities rather than observable behaviors. Constructivism views learning as an active, internal, and unconscious process, highlighting the connection between new and existing information. Constructivist principles underscore the importance of learners actively engaging in the construction of their knowledge. (Shah, 2019). The theory proposes that students don't gain understanding or knowledge merely by passively observing information in a direct knowledge transmission process. Instead, it emphasizes the construction of new knowledge and understanding through the integration of new information with prior knowledge (Bada & Olusegun, 2015). This theory is grounded in epistemology, concerned with the logical categories of knowledge and its justification. The constructivist approach assumes that learners possess prior knowledge or experience, often shaped by their cultural and social environment. Active participation of learners, integral to this approach, will be addressed through interactive video lessons in the proposed study. It is anticipated that

active learning with interactive tools will boost student engagement in the learning process (Charania et al., 2021).

The integration of technology in the constructivist approach to learning is strengthened by the Interactive-Constructive-Active-Passive (ICAP) framework of cognitive engagement. This framework posits that increasing the complexity of learners' engagement with the learning materials is associated with higher levels of learning (Pitterson et al., 2016). The framework classifies engagement into four modes: Passive, Active, Constructive, and Interactive, ranging from least to most complex. In the passive engagement stage, learners store new information in isolation, such as during a lecture. The active stage involves manipulating the newly learned information, strengthening memory and facilitating retrieval. The constructive mode requires learners to generate inferences when presented with conceptual material. The most complex mode is the interactive approach, where learners actively participate in activities, leading to a deeper understanding of the material (Lim et al., 2019). The use instructional interactive content is thus to be implemented through this interactive model of learning and address the purpose of the study.

1.2Statement of the Problem

The identified problem in this study arises from the disparity between the English language curriculum and the proficiency level of seventh-grade students. The curriculum units and syllabi were originally crafted by authors who were native English speakers, leading to a widespread challenge in meeting the intended curriculum goals in Arabian countries (Al-Jamal, 2017). Also, Fareh (2010) claimed that one reason for the unmet goals in English language programs in Arab schools is the design and writing of curricula by native speakers, creating a gap between student proficiency and curriculum expectations. Additionally, the acquisition of idiomatic expressions poses a complex challenge for Palestinian students learning English as a second language. Idioms, filled with cultural connotations and figurative meanings, require a nuanced understanding beyond literal translation. Current language instruction methods often struggle to effectively convey the intricacies of idiomatic expressions, leading to limited comprehension and barriers in cross-cultural communication (Al-Fayoumi, 2015). Furthermore, the absence of engaging and contextually relevant resources amplifies the challenges faced by Palestinian students

in comprehending and applying idiomatic expressions in real-world situations. This study aims to investigate the impact of interactive videos on the understanding of idioms for seventh-grade students learning English as non-native speakers. It seeks to determine whether the research reveals a significant positive influence on the overall learning of English language curriculum units, specifically regarding the comprehension of idioms among seventh-grade students through interactive videos. If positive impacts are identified, the author intends to redesign the English language curriculum units for seventh-grade students, aiming to bridge the gap between the curriculum and the students. This redesign aims to assess the extent to which goals can be achieved and the actual achievement of the students (Zakarneh et al., 2020).

1.3 Purpose of the Study

The purpose of this study is to design and develop online interactive contents to improve Palestinian students understanding on English idioms This study delves into the effectiveness of using use instructional interactive content as an instructional tool to teach idioms to Palestinian students. By combining the visual appeal of videos with interactive features, this approach aims to establish an engaging platform for unraveling the meanings, cultural nuances, and contextual applications of idiomatic expressions within the Palestinian sociocultural context. Through empirical investigation into the influence of interactive videos on idiom comprehension, retention, and cultural awareness, the study aims to enhance the language learning experience for Palestinian students

The current comprehension level of the English language among seventh-grade students in Arabian countries is notably low, impacting their academic performance according to the English language curriculum units. The incorporation of interactive video presentations in teaching the English language curriculum could provide educators with insights into students' achievement levels and assess the potential impact of such an interactive tool on students' motivation (Wicaksono et al., 2021). Therefore, this study will create an interactive video-based lesson on "Idioms" within the English language textbook, utilizing the H5P tool. The aim is to explore the use of interactive videos for teaching idioms to Palestinian students and assess the effectiveness of this innovative instructional approach in improving idiomatic comprehension, cultural awareness, and overall language proficiency within the

specific context of Palestinian learners. By harnessing the dynamic combination of multimedia elements and interactive features, the study seeks to address the challenges associated with acquiring idiomatic expressions while respecting the cultural sensitivities and specific needs of Palestinian students.

1.4. Research Questions

1. How can students be empowered in their understanding of idiomatic expressions by using instructional materials in English courses?

2. What are the affordances and constraints of using instructional material for teaching idioms, as perceived by learners and educators?

1.5 Significance of study

The significance of studying the design of instructional interactive content for teaching idioms to Palestinian students lies in the context of the Palestinian educational system, which is undergoing development and facing unique challenges. The current comprehension level of the English language among seventh-grade students in Arabian countries is notably low, impacting their academic performance according to the English language curriculum units. The incorporation of interactive content presentations in teaching the English language curriculum could provide educators with insights into students' achievement levels and assess the potential impact of such an interactive tool on students' motivation (Wicaksono et al., 2021). Therefore, this study will create an instructional interactive content lesson on "Idioms" within the English language textbook, utilizing the H5P tool. The aim is to explore the use of interactive videos for teaching idioms to Palestinian students and assess the effectiveness of this innovative instructional approach in improving idiomatic comprehension, cultural awareness, and overall language proficiency within the specific context of Palestinian learners. By harnessing the dynamic combination of multimedia elements and interactive features, the study seeks to address the challenges associated with acquiring idiomatic expressions while respecting the cultural sensitivities and specific needs of Palestinian students’ The use of interactive materials can enhance the learning experience for students, especially in the teaching of idioms, which are culturally and contextually specific. This approach aligns with the efforts to introduce modern teaching tools, such as smart tablets, and to internationalize the English language curriculum in Palestine. Additionally, research has shown that

innovation in teaching and learning English in Palestine is crucial due to challenges such as outdated curricula and the need to bridge educational and socio-political gaps (El Shawa, 2011). Therefore, studying the design of interactive materials for teaching idioms can contribute to improving English language learning in Palestinian educational institutions. This research aims to bridge this gap by developing an innovative instructional tool tailored to the specific needs of Palestinian students. The outcomes of this study can contribute valuable insights into optimizing language learning experiences, fostering a deeper understanding of idiomatic expressions, and ultimately improving the overall proficiency of EFL learners in Palestine. Additionally, the study findings may inform educators, curriculum developers, and policymakers about the efficacy of incorporating interactive content into language teaching methodologies, thereby influencing instructional practices and positively impacting the quality of English language education for Palestinian learners. (Singh & Thurman 2019).

1.6 Definitions

Interactive Content:

refers to digital materials or experiences that engage users in active participation, requiring them to interact with the content rather than passively consume it. This engagement can involve clicking, dragging, responding to quizzes, or other user actions, fostering a more dynamic and personalized learning or entertainment experience. (Farkas, 2015).

Instructional Content:

Instructional content refers to the educational material and resources designed to facilitate learning and convey information to learners. It encompasses a wide range of materials such as textbooks, videos, lectures, assignments, assessments, and any other resources used to support instructional goals. (Smith & Ragan, 2005)

Interactive video: 'Digital multimedia presentations, organized and tailored by teachers to suit specific lessons, offer versatile applications. They serve as effective tools for providing distance education services and contribute to enhancing student motivation by fostering increased participation and interaction within the classroom.' (Singh & Thurman, 2019).

H5P: HTML 5 Package or H5P is an open-source and free content collaboration framework, this tool enables educators to develop interactive content for use across various learning platforms. It encompasses approximately 39 open-sourced and editable content applications, such as quizzes, interactive timelines, presentations, flashcards, and audio recordings (Sinnayah et al., 2021).

Idioms: phrases or expressions that carry a meaning different from the literal interpretations of the individual words within them (Cambridge University Press, n.d.).

Online learning, also known as e-learning or distance education: It refers to a mode of education that utilizes the internet and digital technologies to deliver educational content and facilitate interactions between instructors and learners who are geographically separated. This form of learning enables students to access educational resources, engage in virtual classrooms, and complete assignments from virtually any location with an internet connection (Simonson, 2019).

Chapter 2
Literature Review

Recent technological advancements have significantly influenced the learning environment, particularly in schools. Language, being a fundamental aspect of human existence, not only defines people but also shapes various aspects of their lives. It plays a crucial role in building and solidifying social relationships, facilitating reflection, and aiding in thought processes. The rapid pace of economic and technological developments has imposed additional demands on various education systems (Traxler et al., 2019). Educational development in Arab countries, including Palestine, is characterized by significant challenges, primarily stemming from political factors. This underscores the critical need for education reform to improve the learning process, making it a topmost priority.

Hence, Interactive instructional interactive content plays a vital role in education, especially for Palestinian and Arab students. Learning through interactive videos provides a dynamic and powerful method, allowing students to choose the depth of their exploration on any subject. Additionally, it empowers teachers to guide students through their studies while accommodating and supporting various learning styles (Muhtaseb, Traxler & Scott, 2023). Students, particularly those in Palestine and Arab regions, can benefit significantly from interactive videos. The efficacy of interactive videos in addressing gaps in traditional teaching methods, especially within Palestinian and Arab education systems, has been recognized. Interactive educational videos serve as a tool enabling learners to engage with recorded knowledge clips and lectures by responding to in-line questions. According to Kirkorian (2018), the concept of interactive video involves immediate and direct communication between learners and instructors, reducing academic confusion. This study aims to define the concept of interactive educational videos and their impact on understanding idioms, focusing on their applications in learning English as a foreign language. Additionally, the study explores the role of interactive educational videos in predicting their future for academic purposes.

2.1 Interactive videos in education

The current integration of technological advances in education primarily revolves around the concept of e-learning, a trend that has gained momentum since the adoption of electronic methods for lesson delivery in traditional classrooms. The technological revolution has swiftly advanced in the education sector, becoming indispensable in many areas due to the advantages it offers. The incorporation of technology in learning is manifested in the e-learning process, encompassing various media forms that transmit audio, text, images, video streaming, and animation. This process involves diverse platforms such as CD ROMs, satellite television, computer-based learning, videotapes, and web-based and intranet platforms (Cheng, 2019). Information and communication systems encompass interactive video processes, representing a significant innovation in educational technology. Interactive video sessions and modules deliver audio-visual information based on learner responses, with images and sound displayed on the screen. As part of this integrated system, the display system is complemented by a data entry device and a computer system. Additional devices, such as lists or questions, dynamic sequences, static frames, etc., allow learners to input responses and determine the number of video scenes or sequences of clips (Blieck et al., 2019).

The interactive video method falls under the category of pedagogical methods employed by teachers in the classroom to support the curriculum. This method enhances explanations and is notably more accessible to students of all age groups. Users can engage with the video content, fostering increased motivation and achievement among learners. Interaction within these videos serves various functions, activating modern teaching methods and inadvertently elevating educational standards. Compared to traditional methodologies, interactive videos enhance the explanation of ideas, providing clearer and more effective communication to students. In essence, interactive videos redefine the learning experience, transforming it from one-way communication to an exchange of information where learners actively participate (Sinnayah et al., 2021). Interactive videos offer a broader range of active elements, incorporating click-to-discover interactions, polls, questions, engaging quizzes, fun facts, and more. These features contribute to a more effective and engaging interaction for learners.

The interactive video learning session involves several stages: analysis, planning, implementation and production, and evaluation. In the analysis stage, learner characteristics are examined, and specific goals are defined. This stage is followed by the definition, analysis, segmentation, and organization of educational content, along with the derivation or framing of educational goals. The second planning stage includes elements and components of the interactive digital video, such as introduction, video content, pretest, post-test, and conclusion. This stage also encompasses detailed self-learning, workflow mapping, and the incorporation of diagrams and programming (Rosetto et al., 2020). The third stage of designing interactive digital videos involves implementation, encompassing the design and programming processes. This phase includes designing interactive interfaces, formatting and writing text, producing and modifying sound effects and materials, generating still images and graphics, creating animations and moving effects, and adding these elements to the video production. It also involves adjusting or integrating multimedia programming and production. In the evaluation stage, the interactive digital video is mediated systematically, evaluating it based on design standards. This phase includes conducting experiments in investigative groups and presenting reviews or observations as part of the evaluation process (Noetel et al., 2021).

2.1.1 Concepts of interactive educational videos and their potential in enhancing learning outcomes

As emphasized by Hanif (2020), interactive educational videos serve as a crucial tool for delivering essential content across various classes, especially for Palestinian and Arab students. Their effectiveness is heightened when instructors incorporate active learning, consider cognitive load, and promote student engagement. Educational videos have become integral in education, serving as a vital tool for content delivery in various online, flipped, and blended classes. Instructors can optimize the use of videos as an educational tool by considering different elements. These educational videos are not only part of traditional courses but also form the cornerstone of different blended courses, offering specific value in preparing students for various classes due to their engaging nature.

Students can control movement through these educational videos, selecting crucial sections for reviewing as well as moving backward when needed. These

educational videos can also help students in demonstrating better achievement of all learning outcomes as well as greater satisfaction. This process to use educational videos for students has provided them with the benefit to control along with demonstrating content (van Alten et al., 2020). In addition, guiding questions might serve as the implicit means for sharing learning objectives with all students, increasing the load of different learning tasks along with reducing all extraneous loads by focusing the attention of students on vital elements. This strategy can be used for increasing learning of students from different reading assignments and this can translate to help students learn from videos.

2.1.2.Effectiveness of interactive videos on students

Research findings on the educational application of videos consistently indicate that integrating video or multimedia resources into education significantly enhances the learning process. In comparison to traditional teaching methods, the utilization of videos offers substantial benefits for student learning (Greenberg and Zanetis, 2012). The effectiveness of incorporating videos in educational settings is evident across three key dimensions: cognitive advantages, such as enhanced learning and improved recall; psychological benefits, including increased motivation and satisfaction derived from learning; and the visualization of knowledge.

According to (Birişçi,2013) The utilization of videos in educational settings brings several advantages for students. These benefits include making learning independent of time and space, providing opportunities for group learning, facilitating learning through the incorporation of movement, color, and sound, bringing real-world environments into the classroom, and promoting concrete and enduring learning. According to Mayer (2001), multimedia elements that engage various senses, such as videos used in learning environments, contribute to increased student interest and motivation.

An additional advantage of using videos as educational tools aligns with Davidson's (2009) cone of experience. According to this concept, the more senses are involved in the learning environment, the simpler and more meaningful the learning process becomes. In comparison to traditional classroom presentations, videos used in learning environments ensure the engagement of both auditory and visual senses, promoting interaction between the video content and the students.

Research on the use of various types of videos in education unequivocally emphasizes the effectiveness of incorporating videos in educational settings. Videos offer educational benefits, including fostering interaction with content, facilitating the transfer of knowledge into the mind, and aiding in recall (Greenberg and Zanetis, 2012). Berk (2009) reported that the utilization of videos for educational purposes has both cognitive and affective consequences. Within this framework, it is suggested that employing videos in the classroom setting can potentially lead to various effects, such as sparking student interest, enhancing concentration, providing learning opportunities for students with low interest levels in a relaxed manner, nurturing imagination, fostering creativity, and augmenting comprehension.

Mitra, Jones, Barrett, and Williamson (2010) underscored the importance of utilizing videos, incorporating both visual and auditory components, to foster dynamic engagement between students and the subject matter. This approach ensures that the content holds greater significance and reinforces learning by establishing connections between the material presented in the video and real-life situations. A comparison between education supported by videos and traditional face-to-face instruction suggests that videos are more effective in enhancing the learning process. This perspective is reinforced by a study conducted by Hakkarainen, Saarelainen, and Ruokamo (2007). In comparing traditional face-to-face instruction with online video-based teaching, it was observed that classes taught through videos facilitated more meaningful learning, leading to positive sentiments regarding the learning process.

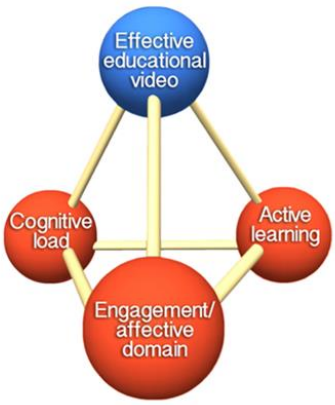
One of the most important impacts of interactive educational video is the direct and in-depth connection with students that influences their cognitive sense as well. As described by Stone and Springer (2019), interactive academic videos are developed a strong and positive impact on the motivation of viewers by encouraging their effective learning process. It creates a great higher impact on the cognitive approach of learners that influences their knowledge and understanding.

Besides this, visual presence of academic content has directly influenced different parts of the human brain. Thus, it becomes easier for students to learn linguistic and textual learning procedures through videos as it triggers impulse, emotion and instinct of brain activities. According to the view of Afify (2020), memory of an individual is highly influenced by graphical illustrations rather than printed learning material. Videos with academic content have strongly influenced the

experience and cognitive sense of students. Therefore, it can be mentioned that memory of active learning is positively influenced by interactive videos and thus it is important for students.

Interactive videos are recognized for their capacity to create a more engaging and personalized learning experience for students. Muir et al. (2022) note that interactive academic videos foster a user-centered decision-making approach, instilling a positive sense of control among learners. This approach allows for personalized academic experiences, as students can adjust the video structure, roles, and knowledge levels according to their preferences. Additionally, it empowers students to design their own videos based on their needs, enabling them to avoid spending unnecessary time watching entire videos when not required.

The content and presentation of interactive videos are exceptionally engaging, effectively capturing the attention of learners. The use of story-driven design and detailed features in interactive videos has a positive impact on encouraging students, leading to increased engagement with the learning content. Harrison (2020) has explained that embedding experiential learning features are positively influenced by the development of interactive academic content on videos. Captivating styles of videos have performed a vital role in providing vicarious academic experience to students. Besides this, students can understand comparatively harder concepts due to the detailed and basic graphical illustration through interactive videos. It also assists teachers in presenting an appropriate understanding style for engaging students toward the learning outcomes.



.

Figure 2.1.*Impacts of interactive learning on students*

(Source: Anwar et al., 2019)

In addition to the previously mentioned impacts, the flexibility and easy accessibility features of interactive academic videos have a positive influence on students' learning experiences. According to Cruse (2006), interactive educational videos provide convenience for both students and teachers, emphasizing the positive aspects of online or virtual learning. Furthermore, educational interactive videos are recognized as one of the simplest and most effective ways to simulate students' learning approaches directly. Therefore, it can be asserted that interactive video materials are effective in providing more versatile and portable learning accommodations for students.

Another significant effectiveness of interactive videos lies in their ability to enhance discussion and comprehension among students, facilitated by their accessible features. This improvement promotes teacher effectiveness in engaging with students and addressing their queries related to academic content. In this context, Park, Martin, and Lambert (2019) have suggested that educational videos reinforce students' motivation to read learning materials.

Presentation of appropriate and relevant educational content through interactive videos has developed a positive impact on students. watching videos are more compatible for learners instead of reading books and it also increases their engagement time with academic content. In aligning with the theoretical context of Gardner’s multiple intelligence concept, the manner of individuals’ learning ability has been detected. As opined by Wilson (2018), this theory includes the preferences and strengths of discrete intelligence such as logical, mathematical, interpersonal, linguistic and many others. It suggests that presentation of planned learning instruction through multiple video modes instead of textbooks is effective for satisfying the needs of learners.

Recently increased interest of students towards digital methods for learning has encouraged the involvement of interactive educational videos. As highlighted by Abdulrahaman et al. (2020), interactive videos are significant for creating a strong connection between students and teachers including social and emotional perceptions. Therefore, it can be mentioned that interactive videos are more engaging as well as interesting than traditional classroom learning sessions. It serves as brilliant teaching assistance while encouraging and creatively motivating students.

2.1.3 Role of interactive educational videos in learning English language

By incorporating relevant educational videos, students can enhance their proficiency in English as a foreign language. Interactive videos play a significant role in customizing specific instruction for individualized learning in any foreign language. Engaging with interactive videos, such as talk shows, enables students to grasp the fundamental nuances of the English language through both auditory and visual means. Moreover, interactive videos with instructional subtitles play a crucial role in helping learners expand their English vocabulary (Greenberg, 2012). In addition to the mentioned benefits, listening to interactive videos is helpful for gaining knowledge in the English language as it appeals to students' comprehensive senses. Dewan, Murshed, and Lin (2019) have suggested that students are more engaged with interactive videos than printed materials when learning a new foreign language, such as English.

Presence of interactive video materials based on English grammar is effective for students as visual instructions are easy to remember with additional engaging graphic content. In order to understand the grammatical sense of English language, students are focused on interactive video quizzes (Martin & Bolliger, 2018). At the end of video quizzes, the solutions are also mentioned thus it helps learners to make an immediate rectification of their understanding while learning English grammar. Moreover, the presentation of English grammar through storyline design and engaging content is attractive to students.

The use of cooperating videos is significant as students can learn from the videos at their preferred times. Recorded video clippings of English learning classes are compatible with learners as they can access it anytime in the day and can repeat the same video as much as they want. As described by Bakla (2017), interactive videos are included open questions and reflective pauses that help students for discussing the concept of English language. This discussion-based approach is considered as engaging as it influences students for confronting their ideas in alignment with the narration in the video. Students are preferred to learn through interactive discussion as it helps in resolving queries through direct communication.

Presence of a predictive task list at the beginning of interactive videos is considered another benefit that is effective for learning English language (Pramerta, 2018). Based on the predictive task list, students can develop an overview of the

content of the video. As per the requirements and needs of the students, they can skip or forward the video for learning English language. The flexibility of the video setting is effective for attracting students and thus encourages their urge of learning foreign languages as well.

Adoption of interactive videos is played an important role due to the involvement of pre-teaching vocabulary words, expressions and idioms while learning any foreign language. Before starting to learn a foreign language, academic interactive videos are presented with a list of difficult vocabulary along with meanings (Wei et al., 2018). It will be beneficial for students while processing the further part of interactive videos for learning English language. After progressing or participating in interactive videos, they do not face any issues with the mentioned words and expressions in English language due to the earlier presentation of difficult vocabulary.

The inclusion of an online question-answer segment at the end of interactive videos has helped students instantly assess their understanding of the English language. Presenting task papers in the middle or at the end of the videos has facilitated the evaluation of students' grammatical sense as well (Yildirim, Yildirim & Dolgunsoz, 2019). Interactive sessions are highly effective in boosting the self-confidence of students, and learning English through interactive videos is beneficial for enhancing their speaking capability. The improvement of speaking skills is considered another significant advantage of interactive videos in English language learning. Features like English subtitles, vocabulary lists, and interactions between lecturers and students through interactive videos have contributed to motivating students to enhance their speaking skills. Therefore, the adoption of interactive videos is highly commendable and justified for learning English as a foreign language.

2.1.4 Effectiveness of interactive videos in teaching idioms

The integration of technology in education has transformed traditional teaching methods, offering innovative approaches to enhance learning experiences. One such technological tool, interactive videos, has gained prominence in language education. This study delves into the effectiveness of interactive videos in teaching idioms—an essential component of language proficiency. Idiomatic expressions pose a unique challenge for language learners due to their cultural and context-specific nature. This investigation aims to explore how interactive videos can serve as a powerful

instructional tool, fostering a deeper understanding and application of idiomatic expressions. By examining the impact of interactive videos on the acquisition of idioms, this research seeks to contribute valuable insights to language educators, curriculum developers, and researchers, ultimately informing the design of more engaging and effective language learning strategies (Fareh, 2010).

Studies which have investigated the effectiveness of interactive videos in English language learning such as Zou et al. (2022), who stated that there are different studies with the aim of revealing the overall effectiveness to use interactive videos for the purpose of education by creating visual thinking in students. These studies have demonstrated how interactive videos have been used for teaching idioms to students, especially in countries like Palestine and Arab. As per these studies, interactive video is a crucial innovation within educational technology, as this provides visual-audio information to students based on responses of the learner. Many studies have considered interactive videos to be the digital multimedia presentation which is coordinated as well as arranged in a particular framework selected by a teacher for suiting certain lessons for students.

Several studies have also considered interactive videos as media's form which allows students in interacting with content. Through this, activating modern methods of teaching and also raising the education level can be achieved. There are different characteristics of interactive videos as these provide the ability in controlling the presentation of learners, interacting with options as well as links which appear during any video. Interactive videos can help in transforming the experience of learning to exchanging crucial information with learners taking active roles (Shadiev & Yang, 2020). As per a few studies, interactive videos could provide teachers as well as students with control over this in one way which allows them in designing and organizing the environment for virtual learning.

2.2 Define idiomatic expressions and their significance in language learning

Challenges of teaching and learning idioms, especially in cross-cultural contexts

As per Qadan and Shehab (2023), Students in Palestine and the Arab region encounter difficulties in understanding idioms due to the challenge posed by the divergent meanings of each constituent word when translated. This complexity makes it challenging for students to grasp that the actual meanings of idioms differ from a

literal interpretation of their individual words. The difficulty lies not only in the translation but also in the varied meanings that idioms can convey. Many students express confusion, noting that idioms often appear to have similar meanings to proverbs, and when translated, the true meaning is lost, leading to alternative interpretations. Idioms are infrequently used by students, particularly in Palestine and the Arab region, contributing to the overall difficulty in understanding them. This challenge is exacerbated by the limited incorporation of idioms into the educational curriculum. It is suggested that idioms possess meanings with structures that are unrelated to their individual components.

Idioms are seldom or rarely taught to students in Palestine and the Arab region. Consequently, students find it challenging to understand idioms as they were not included in their coursework. There were no dedicated lessons on idioms in any of the courses, leading to a perception among students that this aspect of learning was overlooked or not adequately addressed in classes. The absence of idioms in the curriculum poses a significant challenge for students in these countries (De Piano, 2020). Furthermore, students struggle to differentiate between ordinary phrases and idioms, as there are no clear indicators to distinguish whether a sentence is a regular phrase or a specific idiom. This difficulty in distinguishing between ordinary sentences and idioms presents a considerable challenge for learning idioms, especially for Palestinian and Arab students within cross-cultural contexts.

2.3 Obstacles faced by Arab students in learning English

The limited learning outcomes in English observed among Arab students may be attributed to challenges in both the students' and educators' abilities (Elmahdi & Hezam, 2020). Research exploring factors influencing English learning among students has identified several challenges. Many Arabic English learners struggle with oral communication in English. According to Elttayef and Hussein (2017), these difficulties primarily involve organizing words, creating a coherent structure, pronouncing words correctly, and forming cohesive and meaningful statements. The study pinpointed three major challenges: linguistic difficulties, reliance on the mother tongue, and hesitancy to speak in. Students often faced challenges in using the correct vocabulary and grammatical structures, leading to difficulties in constructing sentences in English. This struggle resulted in disrupted communication and, in some

cases, a tendency to revert to their mother tongue due to the inability to produce appropriate words.

Educator-related factors that impede the English learning process for students include inadequately trained teachers lacking access to proper teaching methodology. Despite holding a BA degree in English, many teachers lack a teaching certificate, rendering them unqualified for effective instruction. These educators often lack the skills to effectively convey grammar concepts. Another factor is the prevalence of teacher-centered activities over learner-centered activities, as noted by Fareh (2010). Teachers may not cater to the individual needs of both fast and slow learners, and students are often not given sufficient time to seek clarification from their teachers. Additionally, the approach to teaching English varies among educators, with some lacking pedagogical preparation and favoring disjointed teaching skills instead of integrated ones, such as teaching reading and writing separately (Fareh, 2010). Another aspect is the insufficient emphasis on memorization and rote learning, often at the expense of developing creativity, critical thinking, and problem-solving skills. A more balanced approach would help students apply flexibility and modifications in their English language use based on context.

A study by Zakarneh, Al-Ramahi & Mahmoud (2020) revealed that teaching English in mixed-ability foreign language classes presents several challenges, including variations in learning speed and capability among diverse students. In such a context, slow learners may lack motivation to engage in the learning process, while teachers may struggle to provide adequate support to fast learners. A structural factor hindering the learning ability of Arabic students is the teaching and textbook materials provided by teachers, which may be pitched at a level higher than the students' proficiency and include irrelevant topics that result in a loss of interest. Studies also indicate that the shortcomings of English as a Foreign Language (EFL) programs can be attributed to the official assessment policies adopted by ministries of education. There are different types of idiomatic expressions having different forms considered in these studies. Hence, this is crucial in establishing a rationale among individual meaning and overall meaning through different connections

These studies highlight a recurring theme regarding various expressions conveying similar meanings, emphasizing the significant role of idiomatic expressions in language. They also shed light on people's attitudes and perceptions toward the

objective world. Cultural meanings embedded in idiomatic expressions across different languages are explored, illustrating how language can both be influenced by and exert influence upon diverse cultures (Morsanyi & Stamenković, 2021). These studies reveal the deep cultural connotations of idiomatic expressions, noting that their formations are a blend of rationality and arbitrariness. While some studies assert that idiomatic expressions mirror the vibrant and rich cultural patterns, their formations also reflect the connotations and characteristics unique to different cultures.

2.4Technology in Palestinian and Arab Education

According to Hess (2021), the adoption of technology in Palestinian and Arab educational contexts lags behind other economic and social sectors such as commerce, communications, and employment. Increasing the integration of digital technologies is associated with higher participation rates in higher education, and individuals, both adults and children, need to acquire various types of digital literacy to participate effectively in various aspects of life. It is crucial to integrate diverse digital technologies into educational settings in Palestine and the Arab region, as it serves as a key lever for the implementation of these technologies in the broader context.

The integration of digital technologies into educational settings serves not only to enhance student learning in various subjects but also to offer additional opportunities for acquiring proficiency in using these technologies. National plans and policies often explicitly recommend incorporating instructional strategies based on these technologies. Prioritizing the integration of digital technologies into Palestinian and Arab educational systems can be an innovative approach to extend their use across curricula at every grade level. In Palestine, there are existing recommendations for utilizing digital technologies at every grade level (Alanazi, 2023). While some digital technologies have already been implemented to support learning, teaching processes, and enhance education management, further implementation of innovative digital technologies can contribute to the continuous improvement of the learning and teaching processes in Palestinian and Arab educational systems

2.5Existing initiatives or studies involving the use of technology, especially interactive videos in language instruction

According to Belt & Lowenthal (2023), Language teachers frequently turn to videos to familiarize students with contextualized cultural and linguistic aspects of communication. Emphasizing the efficacy of learning by doing, they endeavor to

maximize the utility of this valuable asset by incorporating active tasks. Recent advancements in digital technologies have expanded interactive options, broadening the scope of language learning activities. Drawing insights from various studies, it is suggested that language educators can effectively utilize technology for assessing, facilitating, instructing, and planning language courses, thereby enhancing support for language learning.

Digital technologies should be leveraged to enhance language instruction, assessment, and practice. They serve as tools supporting language learners, allowing them to engage in authentic tasks within cultural contexts. The landscape of language learning and teaching has rapidly transformed, with formal classrooms no longer serving as the primary site for language acquisition. While the use of educational technologies and multimedia-based learning content is not new, modern language learning and teaching technologies encompass language labs, visual and audio multimedia contexts, mobile phones, digitalization, and multimedia devices. This broader range of tools facilitates more comprehensive and faster language progression, contributing to a conducive learning environment and positive engagement for all students (Vartiainen, Tedre & Valtonen, 2020).

Summary:

The literature on the effectiveness of interactive videos in teaching idioms suggests a growing interest in exploring innovative approaches to language instruction. Traditional methods often struggle to effectively convey the nuanced meanings and cultural context inherent in idiomatic expressions. Interactive videos have emerged as a potential solution, offering a multimodal learning experience that engages learners visually and aurally. Studies highlight the benefits of incorporating real-life scenarios, visual cues, and interactive elements to enhance comprehension and retention of idioms. Learners, particularly those with different learning styles, appear to benefit from the dynamic and immersive nature of interactive videos in grasping the subtleties of idiomatic language.

Multimedia learning theory, as articulated by scholars like Richard E. Mayer, contributes theoretical underpinnings to the use of interactive videos for language instruction. According to this theory, combining visual and auditory information enhances learning by engaging multiple cognitive processes. In the context of

idiomatic language, multimedia elements can play a crucial role in providing contextual cues, aiding memory retention, and facilitating a deeper understanding of the idioms' cultural and linguistic nuances. The incorporation of multimedia elements aligns with principles such as the dual coding theory, which posits that information is better retained when presented in both visual and verbal formats.

The problem of the study, as identified by several educators, stems from the gap between the English language curriculum and the level of seventh-grade students. The English curriculum units and syllabi were initially written by authors who were explicitly native speakers of English. As a result, there is a general failure in achieving the expected curriculum goals in the Arabian countries. This is what was mentioned in (Fareh, S. 2010) mentioned that one of the reasons for not achieving the expected goals in English language programs in Arab schools is that those who design and write curricula are native speakers; there is a gap between the level of students and the level of the curricula also the acquisition of idiomatic expressions presents a multifaceted challenge for Palestinian students learning English as a second language. Idioms, imbued with cultural connotations and figurative meanings, demand a nuanced understanding that extends beyond literal translation. The existing language instruction methods often struggle to effectively convey the intricacies of idiomatic expressions, resulting in limited comprehension and hindrances in cross-cultural communication (Al-Fayoumi, 2015). Moreover, the lack of engaging and contextually relevant resources exacerbates the difficulties Palestinian students encounter in grasping and utilizing idiomatic expressions in real-world scenarios.

research would identify the effect of interactive contents on understanding idioms for seventh-grade students learning English as non-native speakers. Suppose the study identifies a significant positive impact on the level of understanding and learning regarding the English language curricula units among seventh-grade students.

While existing literature provides valuable insights into the potential advantages of using interactive videos for idiom instruction, there is a noticeable research gap that needs further exploration. Firstly, there is limited consensus on the optimal design features of interactive videos for teaching idioms, such as the duration, level of interactivity, and the role of learner participation. Additionally, most studies have focused on the immediate impact of interactive videos on idiom comprehension,

leaving a gap in our understanding of their long-term effectiveness and application in real-world communicative situations. Furthermore, there is a need for research that addresses the specific challenges and benefits of using interactive videos for learners with diverse linguistic backgrounds, proficiency levels, and cultural contexts. Closing these gaps will contribute to a more comprehensive understanding of the role of interactive videos in idiomatic language instruction and guide educators in designing effective and inclusive language learning materials.

Chapter 3
Methodology

The effort to improve the teaching and learning of idiomatic expressions using interactive videos requires a research methodology that suits the dynamic nature of educational innovation. Design-Based Research (DBR), an evolving and iterative approach, provides a strong framework for exploring the integration of interactive videos into language instruction. This chapter delineates the reasoning, principles, and application of DBR within the scope of our study on employing interactive videos for teaching idioms

3.1 Research Design

In the study, Design Based Research (DBR) (Baumgartner et al., 2003), introduced as Design Experiments by Ann Brown in 1992, approach was used. DBR is one of the research paradigms advancing design, research and practice simultaneously (Wang & Hannafin, 2005, p.5). DBR, as a both systematic and flexible method, focuses on improving educational processes by following instructional design steps through collaboration among researchers and instructors in the real instructional setting (Anderson & Shattuck, 2012).

Design-based research (DBR) is an innovative approach to educational research with the aim of bridging the gap between educational theory and practice. It accomplishes this by creating and refining educational interventions in real learning environments. The DBR process involves iterative cycles of design, implementation, data collection, analysis, and refinement, all with the overarching goal of developing effective solutions to complex educational challenges. Collaboration is a central element of DBR, encouraging researchers, educators, and learners to collaborate and integrate theoretical insights with practical applications. This collaborative process not only seeks to understand the impact of interventions but also contributes to the development of broader theories or models explaining educational phenomena. Through systematic and iterative design and testing, DBR provides a robust framework for enhancing educational practices and fostering meaningful learning experiences. In line with the project's objectives, design-based research will be utilized to create an

interactive video that enhances students' understanding of English idiomatic expressions and their corresponding equivalents in Arabic.

Design-based research, as an iterative and collaborative approach, recognizes the complex nature of educational phenomena. It fosters a holistic understanding by embracing the intricate interactions between technology, pedagogy, and learners within authentic learning environments (Barab & Squire, 2004; Wang & Hannafin, 2005). In this chapter, the desginer unveils the synthesis of theoretical foundations, creative design processes, empirical investigations, and reflective iterations that have converged to shape the final pedagogical intervention.

Research Context

ASSURE Model was followed in the instructional design process. ASSURE is an instructional design model offers guidance for structuring suitable pedagogical scenarios to attain instructional objectives. ASSURE Model is an instructional system or guideline that teachers can use to develop lesson plans that integrate technology and media (Smaldino, Lowther & Russell, 2008). ASSURE Model is a natural fit for blended learning environments synchronous and asynchronous online learning. Therefore, it is a suitable model for the project, which focuses on integration of technology with education. ASSURE Model has (6) stages, with each step describing a set of tasks central to the informed selection and use of educational technology. The ASSURE acronym stands for these important components:

The ASSURE model, developed by Heinich, Molenda, Russell, and Smaldino in 2002, serves as a valuable framework for planning and implementing technology-enhanced learning experiences. This model guides educators through the process of integrating technology into their instructional practices. The acronym "ASSURE" represents the sequential steps: Analyze learners, State objectives, select methods, Utilize media and materials, Require learner participation, and Evaluate and revise. Following the ASSURE model will assist in creating a structured approach to help students better understand the usage of idioms and adages, among its applications are:

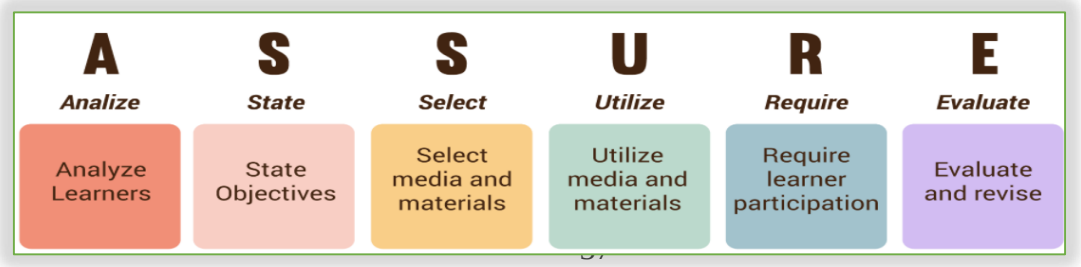


Figure 3.1: ASSURE model steps

1. Analyze Learners

Table 3.1: Characteristics of learners

Characteristics of learners	
School	Private School in East Jerusalem
Grade	7th Grad
Ages	11-12
Gender	Boys
First Language	Arabic
English Competency Level	Low to Moderate
Educational background	Israel school
Ethnicities/racial backgrounds	Palestinian
Disability status	Non
Social-economic status	Mediocre

Prior Competencies: Informal

- Questions: Embedded within the video, questions serve to assess comprehension of previously explained "idioms." Immediate feedback is provided to students.
- Game: Recognizing the monotony of traditional idiom learning, characterized by memorization without true understanding, games offer a unique blend of conventional teaching methods and diverse instructional approaches. Games create an engaging learning environment, fostering active learning.

Prior Competencies: Formal

- Quiz: Employed to assess gaps in understanding and areas requiring further exploration, quizzes play a crucial role in gauging comprehension depth. Additionally, quizzes facilitate learning through practice, encouraging students to recall previously acquired information.

2. State Objectives

Bloom's Taxonomy, a hierarchical framework categorizing cognitive learning objectives, offers valuable advantages in the design of instructional materials. It serves as a structured guide for educators, facilitating the creation of materials that align with specific learning goals and foster deeper understanding. Bloom's Taxonomy provides a systematic framework for establishing clear and specific learning objectives, serving as a guiding principle in instructional design (Anderson & Krathwohl, 2001). Designing materials in accordance with Bloom's Taxonomy enhances the coherence between learning objectives, instructional content, and assessment methods. Furthermore, materials crafted using Bloom's Taxonomy promote the development of critical thinking skills by necessitating students to analyze, evaluate, and synthesize information (Krathwohl, 2002).

Table3.2: The outputs of educational materials designed based on Bloom's Taxonomy

Bloom's level	**Instructional Goals**
Create	Generating scenarios and situations to appropriately use idioms
Analyze	Analyze the meanings of some common English language idioms
Apply	Apply knowledge of idioms by completing the formative and summative assessment.
Understand	Improve their metaphoric competence by understanding and interpreting different idioms in English by participating in the interactive group game
Remember	Synthesize their prior knowledge of Arabic idioms by identifying similarities between Arabic and English Idioms in the interactive video tool.

3. Select Strategies, Technology, Media & Materials

- **Strategies**: Undoubtedly, we are training pupils to live in a world that is changing quickly and evolving astonishingly fast, as we all live in this century. The rise in popularity of online learning is among the biggest shifts in the educational landscape. Students now play a different role than they did in conventional on-site learning environments since learning takes place in a digital environment that is remote. There, learning is more focused on the individual learner. This is called **learner-centered** where the learner or student is responsible for learning while the instructor supports the facilitation of the learning process. This is what will utilize

in this project. This leads us to what is known as **Self-paced learning**, a learning strategy that forces students to take ownership and responsibility for their own learning and have efficient self-management, self-monitoring, and self-appraisal when learning online. Thus, the teacher decides what and how they will learn. It can be done individually or with group learning. In addition, this project is based on **Interactive teaching strategies** to improve students' interest in the learning process and make them active participants in the lessons. Interactive activities offer broader benefits than simply achieving educational goals. Also, to help improve students' communication skills, as well as to develop their creativity, critical thinking, problem-solving, and decision-making skill and this is what the designer aim for through the interactive questions that will appear in the video (Birişçi,2013)

There are several effective ways to introduce idiomatic expressions in context, which include:

1. Providing idioms in context: Present idiomatic expressions in authentic and meaningful situations, such as dialogues, stories, songs, or videos, to help students infer their meanings from context clues and see how they are used in natural communication.
2. Using themes: Choose a theme for a list of idioms, such as upcoming holidays or popular songs, and introduce idiomatic expressions related to that theme.
3. Warm-up listening activities: Engage students in a musical listening activity to prepare them for the introduction of idioms
4. Discussing idioms found in songs: Choose appropriate songs with idiomatic expressions and discuss the idioms used in the lyrics.
5. Role-playing: Use visual aids and gestures to illustrate idiomatic expressions, such as pictures, drawings, flashcards, or props.
6. Text message conversations: Provide students with text message conversations or song lyrics that incorporate idiomatic expressions and have them infer the meaning based on the context.
7. Class discussions: Use idiomatic expressions in class discussions or debates and encourage students to use them in their responses.

8. Matching idioms with meanings: Create two cards, one with idiomatic expressions and the other with their meanings. Students can match the idioms with their meanings and share their answers with the class

9. Mentor texts: Use mentor texts, such as articles or stories, that contain idiomatic expressions and have students identify and explain the expressions.

Incorporating these methods into your teaching can help students understand and remember idiomatic expressions more effectively.

- **Technology, Media & Materials:**

Interactive Video: In the interactive video tool created using H5P, students will synthesize their prior knowledge of English idioms by identifying similarities between Arabic and English idioms. Moreover**, A Game**: Enhance metaphoric competence by actively participating in the interactive game and gaining an understanding of various idioms in English. In addition, **Quiz:** apply knowledge of idioms by completing their individual Quiz

4. Utilize Methods, Media, & Materials

- **Preview**: Initially, the designer carefully chose appropriate materials and tools for the instructional approach. Drawing from teaching experience, it became evident that students consistently favor interactive materials that involve their active participation. This enhances their motivation and engagement throughout the learning process. Consequently, the designer opted for an interactive video created using H5P, anticipating that this tool would establish a conducive and self-regulated instructional environment. The use of interactive videos aims to reduce potential discomfort or anxiety levels, fostering a comfortable space for learners to grasp new content. Additionally, incorporating games and a game-based learning approach aligns with proven effectiveness, as studies indicate that such an approach offers an excellent opportunity to stimulate children's intellectual thinking during cognitive development, contributing to the enhancement of their higher-order thinking abilities (Carbonaro, Szafron, Cutumisu, & Schaeffer, 2010). Delacruz (2012) also agreed that when playing an educational game, learners' interactions with the game motivate them and foster cognitive processing of the game content, which improves learning (2012 , p. 56). In the end, there will be a quiz to test students' knowledge for summative assessment.

- **Prepare Environment**: As the project will be executed online through an interactive video, instructional designers need to have an internet connection to access and utilize the H5P platform, as well as to insert images from Google and videos from YouTube. Additionally, it is crucial for the designer to ensure the quality, clarity, purpose, and content of both images and videos. The design environment should be quiet as there is a requirement to add recordings to the video. It's essential to note that both Gamilab and Quiz sites are free. Students will not have any difficulty accessing it, like registering an account. Upon completion of the design of the video, the desinger will test it and ensure the clarity of the video, explanation, audio, and tasks, in addition to testing the tools, which are the interactive questions, the game, and the quiz, if they work excellently. Finally, the desinger will provide the video to students on more than one platform or application, such as Google Classroom and WhatsApp group.
- **Prepare Learners**: The designer will get the students ready by providing information about the topic, explaining the purpose of learning idioms, and highlighting how it can contribute to the development of their language skills.

5. Require Learner's Participation:

Using interactive tools. Active engagement of students enhances the learning experience and adds more fun to the teaching process by which the online teaching method can be proved fruitful. Therefore, H5P has been choseen because it allows for interactive questions **Diversity with tools**. It is not necessary to use many tools, but some diversity is required so that students feel excited to complete the tasks, and this is what the desinger have done thus will use three tools which are interactive video, game, and quiz and each tool will be appropriately designed to attract students. **Instant feedback** in immediate response to a learners' action and the learning flow. It helps a learner deepen their understanding. After they have given input (i.e., chosen an answer), instant feedback reinforces the knowledge by correcting mistakes, affirming competence, or debunking misconceptions on the topic. This will provide in the interactive questions section when the student chooses the answer, their feedback will appear immediately.

6. Evaluate & Revise

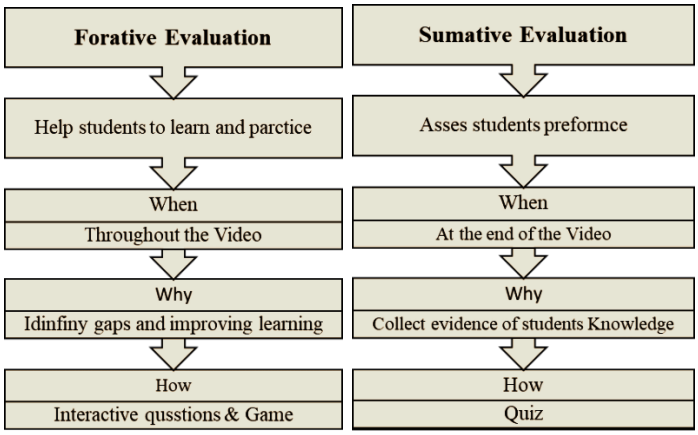


Figure 3.2: *Summary the Evaluation process*

3.2 Setting and Participants /Target Population and Participants.

This study was conducted in a school in East Jerusalem, Palestine. The reason for selecting this particular school is that it follows the Oxford curriculum, which encompasses numerous concepts and expressions that English language teachers find challenging for students to comprehend.

The English language teacher confirmed that the reason is that these curricula are designed by writers, for whom English is the native language, and not like Jerusalem students, for whom English is a foreign language.

The study was applied to the seventh grade, where the number of students is 39, with a difference in their academic level.

Demographic information		
Students	Male	39
academic level	Low	12
	Moderate	27

3.3 Procedures

3.3.1 Data Collection Instruments

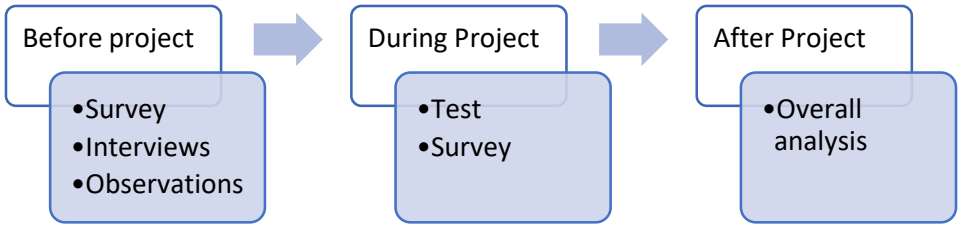


Figure 3.3: *Data Collection Instruments*

3.3.2 Data Collection Procedures

Methods that used before the project

- **Survey**

A questionnaire was employed to pose specific questions aimed at eliciting information about the learners' existing familiarity with idioms, gathered through their responses. This approach was adopted to understand the learners' prior knowledge comprehensively.

In higher education, instructors commonly encounter a challenge where students entering advanced courses often lack essential prior knowledge and requisite skills. This gap in foundational understanding can impede the students' ability to navigate and excel in more advanced curriculum levels.(Kelly, 2006)

Initially, were prepared a closed-item questionnaire in the form of a survey that contained multiple choice and rating scales. The closed-item survey increased the probability of response rate, it took less completion time, and it was easily scored and tabulated. However, it led to some respondents getting into a mode of responding a certain way and answering all questions the same way.

Students' prior knowledge should be taken into consideration in instructional design and curriculum planning. Furthermore, the results of prior-knowledge assessments may be used as a tool for student support in addressing areas of deficiency. (Sari 2008).

- **Interviews**

Table 3.3*Subject Matter Experts' interviews*:

The name of the teacher	Years of Experience	School type
Teacher 1	6 Years	Private school
Teacher 2	8 Years	Government School- Palestinian school
Teacher 3	8 Years	Private school
Teacher 4	13 Years	Private school
Teacher 5	15 Years	Government School- Israeli school

The interviews were conducted in a semi-structured format using open-ended questions from Five subject matter experts, asking them about the importance of idioms for the learners, what strategies they use, what is the easy way to learn idioms and what are the common problem that are faced by the learners, the nature of the interviews, framed by open-ended questions, suggests a semi-structured format.

- **Observations**

Personal observations are so important to learn about students' behaviors and attitudes. It helps in gaining insights and ideas to help build an environment that is in the best interest of the learners.

Observations focus on the design and implementation of an interactive instructional video tailored for English as a Foreign Language (EFL) learners in Palestine, specifically addressing idiomatic expressions. The study seeks to investigate the effectiveness of this instructional approach in enhancing the understanding and retention of idioms among Palestinian EFL learners.

The design of the interactive instructional video is centered on engaging content delivery, incorporating multimedia elements to cater to diverse learning styles. The video aims to facilitate a learner-centered environment, encouraging active participation and interaction with idiomatic expressions. Pedagogical strategies employed in the video focus on fostering a deeper comprehension of idioms, aligning with the cultural and linguistic context of Palestinian learners.

The research observation aims to examine the impact of an interactive video on students' comprehension of idiomatic expressions, language retention, and overall proficiency with the language.. It will also assess the students' engagement levels,

evaluating the effectiveness of interactive elements such as quizzes, games, and questions embedded in the video.

The study will consider the feedback and insights gathered from both learners and educators, aiming to identify areas of improvement and refinement in the design of the instructional video. The research observation is positioned to contribute valuable insights into the applicability and efficacy of interactive instructional methods for teaching idiomatic expressions to EFL learners in the Palestinian context.

Based on my direct observations regarding the attitudes and motivation of learners towards the English language and the acquisition of idioms and adages, it becomes apparent that understanding their prior knowledge and mindset is crucial for effective engagement and knowledge acquisition. Recognizing the impact of culture on second language acquisition is essential, particularly when students are introduced to a language they may not be enthusiastic about speaking or listening to. This hesitancy is often rooted in the belief that learning another language might not significantly contribute to their existing knowledge, especially when other courses are taught in their native language.

The observation also highlights potential communication challenges, especially when teachers and students come from different cultural backgrounds. However, it is noteworthy that this diversity presents an opportunity for enriching the learning experience.

In addition, the study emphasizes that language acquisition extends beyond linguistic competence; it involves gaining insights into the cultures associated with the language. Mastery of a language, therefore, necessitates an understanding of the cultural contexts in which the language is embedded.

Upon thorough examination, the researcher concludes that 7th-grade Arab students encounter difficulties in comprehending and learning idiomatic expressions and adages in the English language. The primary reason identified is the gap between the learners' first language identity and experiences and the acquisition of new words and nuances in the second language.

To address this challenge, the study recommends modifications in instruction by incorporating culturally relevant tools and materials. This approach aims to highlight the similarities between Arabic and English idioms, fostering a better understanding of their usage. Such adjustments have the potential not only to enhance comprehension

but also to spark interest in the second language by establishing relatable connections for the students.

During the project

According to ASSURE Model, one of the most important stages is the final stage, which is the assessment, which is divided into a formative and summative assessment.

Formative Evaluation:

Formative evaluation takes place during the design phase. Both instruction and instructional materials are assessed to gather feedback, prompting revisions aimed at enhancing the effectiveness and efficiency of the instruction (Dick et al., 2005). Moreover, Morrison et al. (2019) defined that the formative evaluation "process utilizes data from media, instruction, and learner engagement to formulate a picture of learning from which the designer can make changes to the product before the final implementation." Before carrying out the three stages of formative evaluation, the designer took a Subject Matter expert's opinion of the materials. Subject matter experts (SMEs) in the review of performance objectives, instruction, and assessments to verify learning, instructional analysis, context accuracy, material appropriateness, test item validity, and sequencing. Each of these items allows the designer to improve the organization and flow of instruction, the accuracy of content, readability of materials, instructional practices, and total effectiveness (Morrison et al., 2019). received positive responses from the SME, such as: "The materials are well organized," "The students found the activities interesting, and some of them brought attention to typographical errors. One student suggested using Arabic names in the Idioms cards and the Quiz to make the materials more relatable. After correcting the identified errors based on the SME's feedback, formative evaluation was conducted with the students, comprising three essential phases.

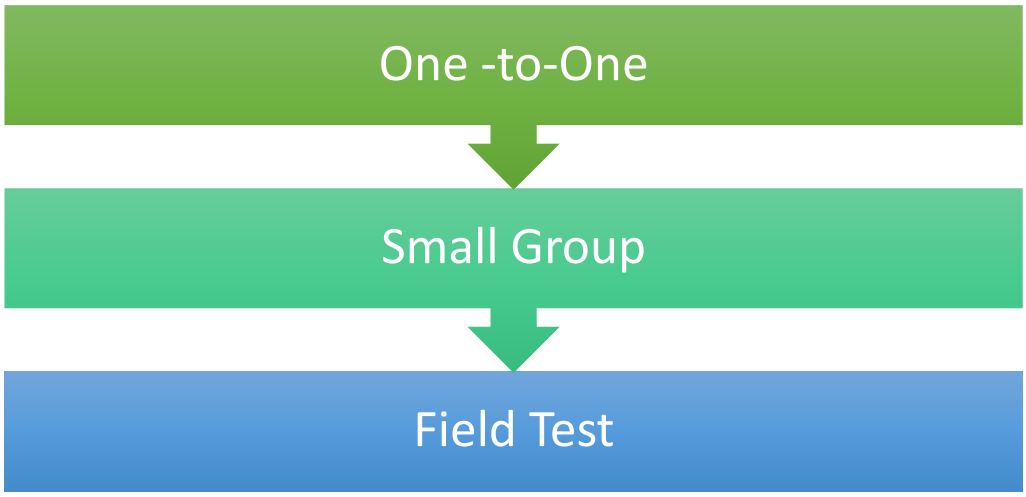


Figure 3.4: *Formative Evaluation stages*

1- One-to-One procedures:

The primary aim of the first stage of formative evaluation, known as the one-to-one stage, is to identify and eliminate the most noticeable errors in the instruction. It also seeks to gather initial performance feedback and reactions from learners. In this stage, designers collaborate individually with three or more learners, focusing on three key criteria: Clarity, Impact, and Feasibility. The designers select at least one learner from the target population who is slightly above average in ability, one with an average level, and at least one learner who is below average.

In this project, materials were created to help Arab 7th graders understand and use idioms in English and to demonstrate similar idioms in both languages (English and Arabic). The tools are as follows:

Interactive Video: In the interactive video tool created using H5P, students will integrate their prior knowledge of Arabic idioms by recognizing similarities between Arabic and English idioms.

A Mountain to Climb-Game: Improve their metaphoric competence by understanding and interpreting different idioms in English by participating in the interactive game.

The One-to-One Evaluation aims to gather students' perspectives on the materials, ensure material quality, identify errors for correction, and determine the time students require for each activity. The process involves selecting three students from various academic levels, isolating them from the classroom for focused observation and

question assistance. The students are then briefed on their crucial role in the project, emphasizing that any mistakes are attributed to material deficiencies, not their own shortcomings, to foster relaxation, self-confidence, and alleviate anxiety. Following this, a pre-test is administered before providing students with project materials to assess their skills and behaviors. The final step was to present the materials sequentially, specifying a time for each part as follows:

2- Small group evaluation procedures

The small group evaluation is employed to assess the impact of changes made to the instruction after the one-to-one evaluation and to identify any additional issues learners might encounter. The key focus is on evaluating whether learners can utilize the instruction independently, without direct interaction from the instructor. In this evaluation, the instructor presents the instruction and materials as designed, and the small group participants engage with the lessons as instructed. The instructional designer observes but refrains from intervening. Following the completion of the instructional lesson, participants are asked to complete a post-assessment to provide feedback about the instruction.(Dick et al., 2005)

The group consisted of 12 students, and the assessment was carried out in the following steps.First, 12 students are randomly selected. Second, a conversation is initiated with the students to explain the project's purpose, emphasizing their integral role. It is clarified that any mistakes made are attributed to material deficiencies, not their fault, with the aim of making them feel relaxed, building self-confidence, and alleviating anxiety. Third, a pre-test is administered. Fourth, the materials are presented to the students in a manner consistent with the previous steps. The final step involves gathering feedback from the students through a questionnaire. Adjustments to the time allocated for each part of the material are made based on the one-to-one evaluation.

3- Field test

The purpose of the final stage of formative evaluation was to assess the effectiveness of the instructional material after incorporating changes and revisions based on the small group evaluation in a learning context similar to the attended setting.

The materials were presented to the students in a consistent manner, with the key difference lying in the assessment. The students' prior knowledge of idioms acquired

through the interactive video and dialogue cards would assist them in completing the quiz. The students' common digital literacy, involving skills such as attempting multiple-choice questions, true-false, matching correct answers, and filling in the blanks (psychomotor skill), enables them to carry out all the tasks in the assessment. The quiz was designed based on the blueprint.

Blueprint is a map and a specification for an assessment program which ensures that all aspects of the curriculum and educational domains are covered by assessment programs over a specified period of time (Adkoli B., 1995).

Table3.4: **learning Objectives**

LOs	**Questions type**
Create	Open-ended sentences
Analyze	Mcqs, Matching images? (literal and figurative), Reorganise questions
Apply	Mcqs (situation based)
Understand	Mcqs (meaning dialogue cards), Matching,
Remember	Mcqs (meaning, similar Arabic), true and false

Table3.5: **Test Blueprint**

LOS	**Remember**	**Understand**	**Apply**	**Evaluate**	**Analyze**	**Create**	**Total**
1	2 Mcqs 2 T and F						4
2		2 Mcqs, 2 Matching					4
3			3 Mcqs				3
4					3 Mcqs		3
5						1 (fill in the	1

Total	4	4	3	3	1	15

3.4Validity and Reliability

Validity:

The researcher showed the primary version of the tools of the study (pretest and posttest, questionnaire, interview) to specialized referees in English language and English language supervisors. They gave their opinion about the test suitability for the seventh graders, the questions coverage for the content of the main topic, and the test questions formulation. The referees suggested deleting some questions and reformulating some of them. The researcher modified the (questions and cards and interactive educational videos) according to the referees' opinions until it became in its final form.

Reliability:

The test reliability coefficient was calculated using Cronbach's alpha, the following table shows the results of test reliability:

Reliability coefficient through Cronbachs alpha

Instrument	**Reliability coefficient**
pretest	0.871
posttest	0.889
questionnaire	0.909

It is clear from the below table that reliability coefficient reached (87%) for pretest, and (89) for posttest, and (91%) for the questionnaire which are considered an excellent value before applying the tests and questionnaire.

The designer gradually designed the interactive materials with great care, as there were always arbitrators regarding the educational materials and modifications based on their feedback, in addition to a constant comparison between the students' previous and subsequent grades. The designer attempted to develop and improve the

interactive materials to suit students' academic and cultural needs. The period of applying the study was based on a sequential plan. It started with three students and ended with 39 students, taking into account the opinion of each student and providing space for each student to express his opinion about the interactive materials and how we can develop them. The designer presented the interactive materials to technology experts and English language teachers. The designer always modified them based on their feedback, and every step was based on the interactive materials. Explained clearly and easily

3.5Assumptions

The designer assumes that:

- Palestinian students have access to the necessary technology, such as computers or mobile devices with internet connectivity, to actively participate in learning through interactive videos.
- It is presumed that students possess basic digital literacy skills or can quickly acquire them to effectively navigate and utilize interactive video platforms.
- The assumption is made that idiomatic expressions are a crucial and relevant aspect of language learning and communication for Palestinian students.
- There is an assumption that interactive videos hold pedagogical value in enhancing idiom comprehension and usage for language learners.
- It is assumed that interactive videos have the potential to engage and motivate learners more effectively compared to traditional instructional methods.
- The study may assume that the use of interactive videos will lead to improved idiom comprehension and usage among Palestinian students.
- The assumption is that educators are willing and able to integrate interactive videos into their teaching practices and offer necessary guidance and support to students.
- There is an assumption that effective feedback mechanisms are in place within the interactive videos and that appropriate assessments align with the learning objectives.

3.6 **Data analysis**

The researcher collected the data of English pretest and posttest and questionnaire. the researcher used the following statistical methods through the program (SPSS):

- The description of the demographic of participants.
- The analysis of the SME’s interviews.

- Applying interactive educational video, Idioms cards and an educational game.
- Teachers' opinions about the initial design.

3.7 Limitations

- **Sample Size:** The study may have a limited sample size due to resource constraints or access to participants, which could affect the generalizability of the findings to a larger population of Palestinian students.
- **Technology Access:** Palestinian students' access to the necessary technology for engaging with interactive videos may vary, and this digital divide could influence the study's outcomes.
- **External Factors:** Factors beyond the study's control, such as political or socio-economic conditions in Palestine, may impact participants' learning experiences and progress.

Chapter 4

Findings

This chapter presents the research findings of the study in parallel with the research questions, respectively.

Table 4.1 The framework of the study

Research Questions	Data Source	Related Results
How can students be empowered in their understanding of idiomatic expressions by using instructional materials in English courses?	1. All ID Process related project reports Observation notes Pre-tests and post-test The Interactive materials (Video, Cards, Game)	The majority of respondents (69.2%) indicated that "Idioms and Adages" in English is not a new topic for them, and a considerable majority (64.1%) believes that learning idioms and adages is important for improving various language skills, including speaking, reading, listening, and writing, and the majority of respondents (61.5%) find it easy to understand English idioms that are similar to Arabic idioms, illustrating a potential familiarity or ease of comprehension between these linguistic expressions.The pretest showed that nearly half of the students (50%) have knowledge and understanding of idioms then the researcher used the interactive video, idioms card, and the game, after that the researcher gave them the post-test to ensure that the methods used have an actual impact on students' knowledge and understanding, finally the post-test showed that most of the students have a high level of knowledge of the idioms by using the previous methods
What are the affordances and constraints of using instructional material for teaching idioms, as perceived by learners and educators?	Teacher's Feedback Student's Feedback Quiz Results	Table 5.1: This table discusses the affordances and constraints of using interactive videos for teaching idioms, as perceived by learners and educators

The endeavor to enhance language instruction through the integration of interactive videos for teaching idioms is grounded in the principles of Design-Based Research (DBR). Operating at the intersection of research and practice, DBR forms the foundation of a systematic exploration, allowing for the development, implementation, and continuous refinement of a pedagogical intervention that aligns with the learners' needs. This chapter encapsulates the outcomes of this research journey, offering insights and implications derived from the application of DBR principles in the realm of idiomatic expression instruction

Beginning with an exploration of the research context and design, the chapter elucidates the conceptual foundations that steered the creation of interactive video-based idiom instruction. The designer provides a detailed account of the design and development process, highlighting the incorporation of multimedia elements and interactive features to create culturally sensitive and engaging videos that enhance the learning experience. Moving into the implementation phase, the chapter delves into the collaborative engagement with Palestinian students, unravelling their interactions, feedback, and perceptions as the intervention unfolded in their learning environment.

This chapter also underscores the iterative nature of DBR, revealing the refinements made to the intervention based on continuous data collection, analysis, and discussions. The synthesis of data-driven insights, pedagogical considerations, and learner feedback forms the basis for the introduced enhancements aimed at optimizing the intervention's effectiveness.

As the designer navigates through the findings, it becomes apparent that the journey of employing interactive videos for teaching idioms through DBR is not a linear process but an ongoing cycle of refinement, learning, and innovation. The implications drawn from the Design-Based Research journey contribute not only to the understanding of idiomatic expression instruction but also emphasize the power of pedagogical design as a catalyst for effective language learning experiences

The analysis of the results will be in four phases, and in each phase, there are two to three core cycles**.**

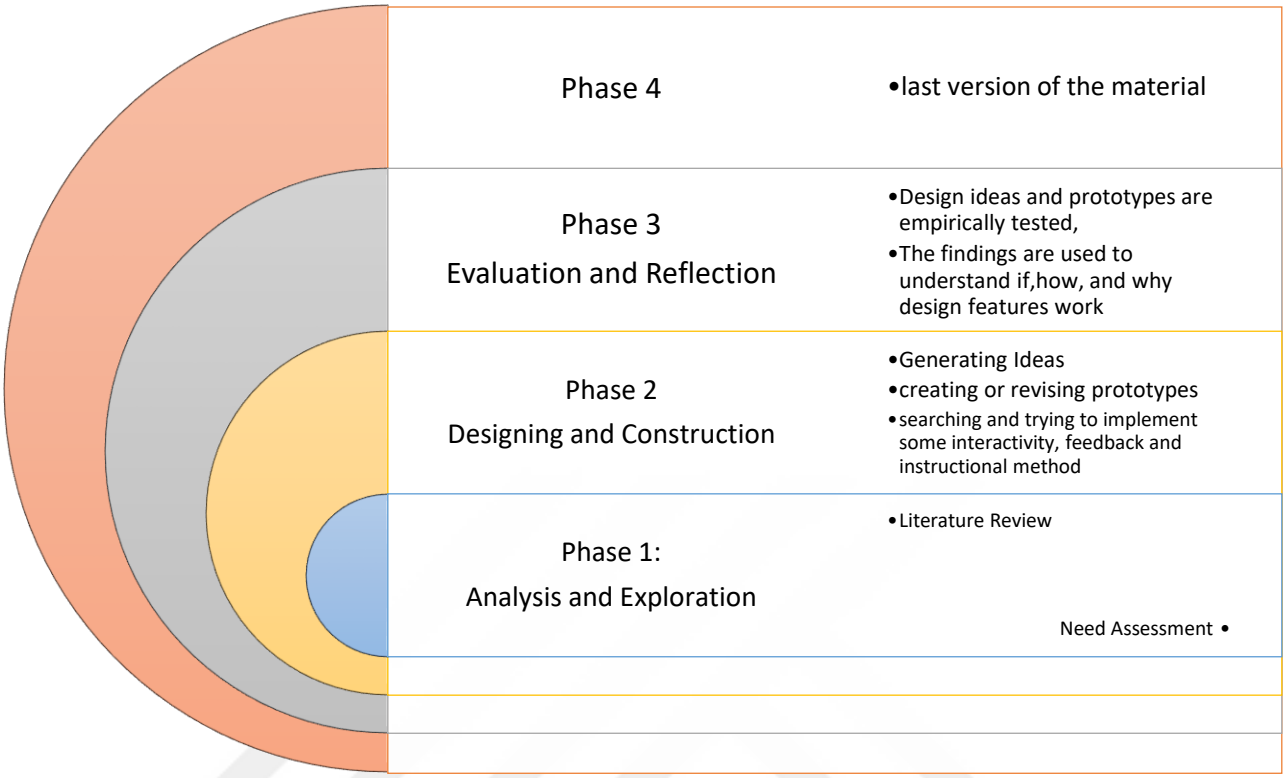
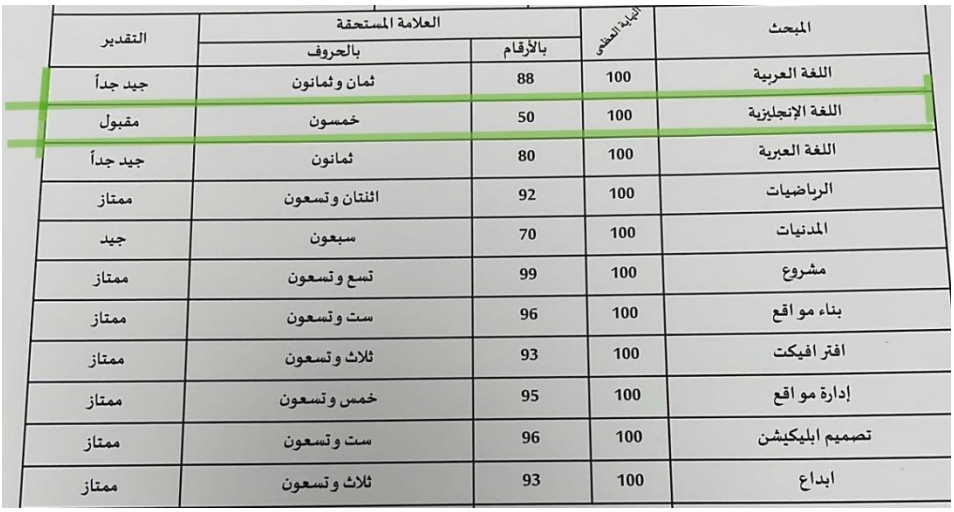


Figure 4.1: ***Analysis phases***

4.1Phase 1-Analysis and Exploration

4.1.1Literature Review:

In conducting the literature review, the researcher aims to delve deeper into the problem or phenomenon under investigation, searching for gaps that align with their research ideas. This initial step is crucial in this research, given the evident challenge in attaining the objectives of English programs. For instance, instances where a student excels in all subjects except English highlight a prevalent issue in Palestinian schools. The presence of numerous students facing similar challenges signifies the existence of an underlying reason for this phenomenon.



المبحث	النهاية العظمى	العلامة المستحقة		التقدير
		بالأرقام	بالحروف	
اللغة العربية	100	88	ثمان وثمانون	جيد جداً
اللغة الإنجليزية	100	50	خمسون	مقبول
اللغة العبرية	100	80	ثمانون	جيد جداً
الرياضيات	100	92	اثنتان وتسعون	ممتاز
المدنيات	100	70	سبعون	جيد
مشروع	100	99	تسع وتسعون	ممتاز
بناء مواقع	100	96	ست وتسعون	ممتاز
افتر افيكت	100	93	ثلاث وتسعون	ممتاز
إدارة مواقع	100	95	خمس وتسعون	ممتاز
تصميم ابليكيشن	100	96	ست وتسعون	ممتاز
ابداع	100	93	ثلاث وتسعون	ممتاز

Figure 4.2: *Student certificate*

The impediments encountered by Palestinian students in learning English are a result of a complex interplay of linguistic, socio-economic, and political factors. These challenges have the potential to affect language proficiency and impede successful language acquisition. The ensuing literature review delineates some of the primary obstacles experienced by Palestinian students in the process of learning English:

Linguistic Transfer and Interference: he native language of Palestinian students, Palestinian Arabic, possesses distinct linguistic features that may result in interference affecting English pronunciation, grammar, and vocabulary usage (Hassan & Kadry, 2019).

Code-Switching and Code-Mixing: Palestinian students commonly engage in code-switching (switching between languages) and code-mixing (mixing elements of both languages). Although these practices demonstrate linguistic versatility, they can impede the development of English language skills and pose challenges in maintaining language boundaries (Aljumah & Alagha, 2019).

Inadequate Language Curriculum: There may be instances where the English language curriculum does not fully align with the linguistic needs and preferences of Palestinian students, resulting in a disconnect between the curriculum and the practical language requirements of the students (Fareh, 2010). This observation highlights a focus on the gap between the academic proficiency of students and the level of the English curriculum.

4.1.2Phase 1: Need Assessment

Within the educational context, a needs assessment serves as a crucial tool for educators and stakeholders to comprehend the needs and challenges of learners, informing the development of effective educational interventions. The needs assessment in this study involved several steps. Initially, the seventh grade was selected as it presented a suitable number of students for the study, totaling 39 male students, and an appropriate number of teachers. Subsequently, the lesson that seventh-grade teachers found challenging to teach was identified, and a form was distributed to determine the most difficult lesson. In response, (11) seventh-grade English teachers participated in the form.

The lessons are:

Figure 4.3: *Lessons in the English curriculum for the seventh grade*

The Form is:

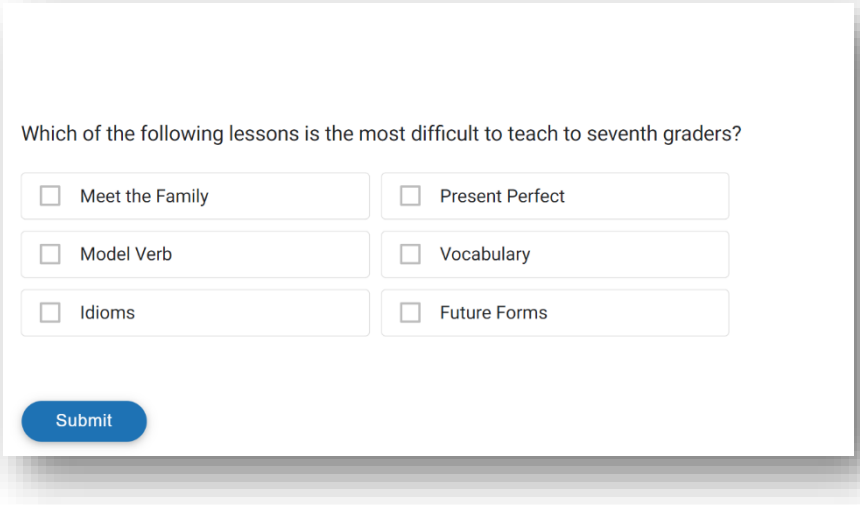


Figure 4.4: *Poll the hardest lesson will teach to the seventh-grade*

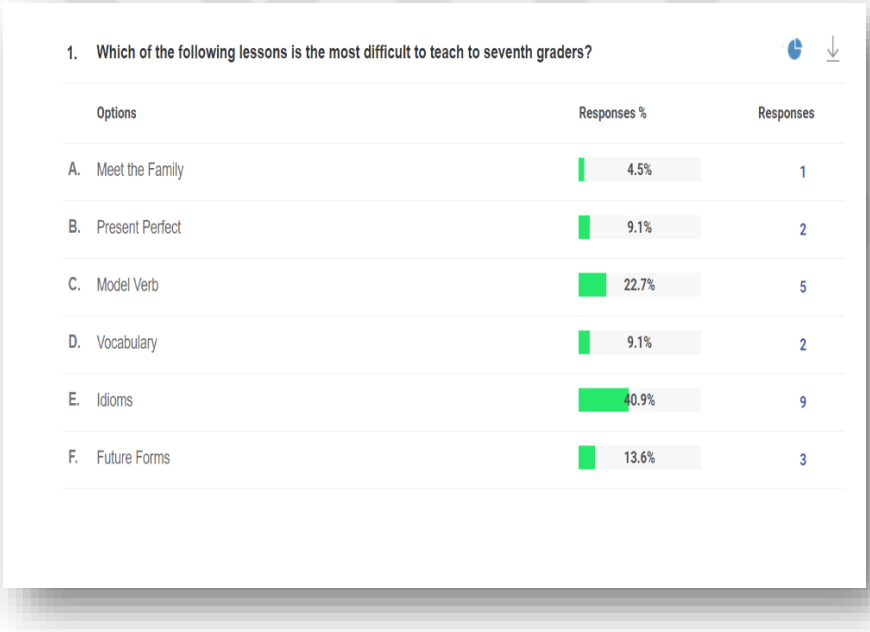


Figure 4.5: *Poll results*

Therefore, the idioms lesson was selected as it garnered confirmation from 9 out of 11 teachers that it posed a challenge in teaching.

Acknowledging the significance of the topic, the literature highlights several challenges in learning idioms. A primary difficulty stems from the non-literal or imprecise nature of idiomatic expressions; for instance, the phrase 'killing two birds with one stone' does not literally mean causing harm to birds with a stone. The arbitrary nature of idiom meanings poses a challenge, as noted by the authors of "The

acquisition of idioms: Transfer or what?" who also emphasize the difficulty in teaching idioms to learners (Hussein et al., 2011). For second language learners, acquiring idiomatic expressions is considered crucial not only for expanding vocabulary but also for integrating into the culture of the second language (Cowie et al., 1983).

In the process of learning a second language, learners tend to find comfort in idioms that have similar or exact counterparts in their native language. Conversely, idioms lacking an equivalent meaning in the first language are often perceived as more challenging (McPartland, 2000). This observation underscores a gap between the learner's first language identity and experiences and the acquisition of new words and nuances in the second language.

The designer chose the Idioms lesson, and to determine the appropriate teaching method, another survey was sent dealing with the topic of the most prevalent teaching methods

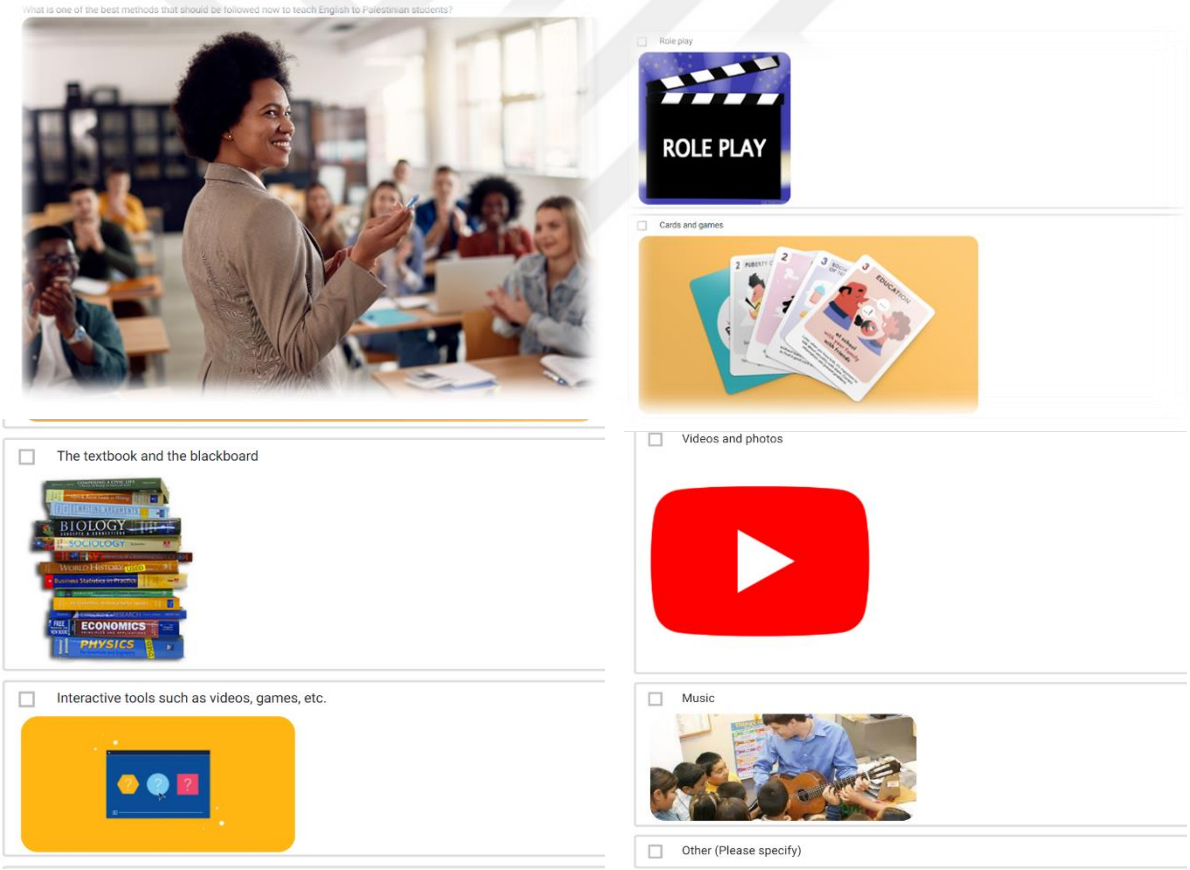


Figure 4.6: *Form the teaching methods*

The Result of the form:

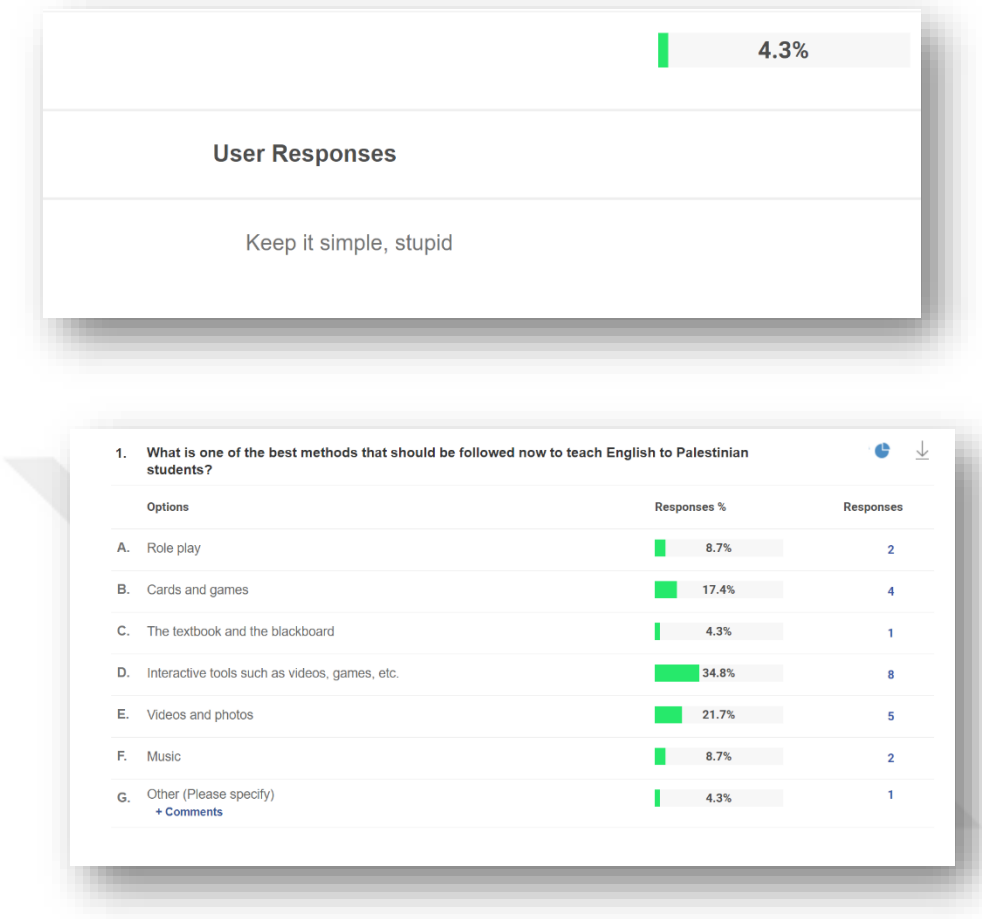


Figure 4.7: *The Result of the form about teaching methods*

The objective of this survey is for the designer to ascertain the most effective method for teaching idioms. The results indicate a preference among teachers for interactive tools and those reliant on visual aids. Consequently, a combination of these preferences will be implemented by creating an interactive video on idioms. This interactive video will incorporate clips from Arabic series and films, presenting interactive questions for students to answer. Additionally, cards containing idioms and their meanings will be designed, and students will engage in an interactive game centered on idioms.

Therefore, the researcher opted to create educational materials tailored to the academic levels of students in English. The choice of the idioms lesson from the 7th-grade curriculum was deliberate, given the consistent emphasis by English language teachers on the challenges students face in comprehending this lesson type. To gain a

more profound understanding of the learners' needs, various tools, including a questionnaire, interviews, and observations, were employed.

The Questionnaire:

A Questionnaire was developed encompassing several questions that explored the significance of Idioms and Adages in English, assessed prior knowledge, gauged learner motivation, and identified common challenges associated with learning idioms in a foreign language. The questionnaire was filled by 39 Arab students in 7th Graders from private School in East Jerusalem and the results are displayed as follows:

The question:	Yes	No	Maybe	%
Is "Idioms and Adages" in English a new topic for you?	12	27	-	Y: (30.8) N: (69.2)
Do you think learning "Idioms and Adages" in English is important for being better at speaking, reading, listening and writing English?	25	5	9	Y: (64.1) N: (12.8) M: (23.1)
Is it easy to understand English Idioms which are similar to Arabic Idioms" For example: "you are dead meat" has same meaning as : أنت نهارك مش فايت	24	15	-	Y: (61.5) N: (38.5)

The question:	0	1	2	3	4	5	%
Rate your knowledge of English Idioms and Proverbs from 0 to 5 ?	8	3	14	11	1	2	**0: (20.5)** **1: (7.7)** **2: (35.9)** **3: (28.2)** **4: (2.6)** **5: (5.1)**

The Statement:	**N**	**%**
Idioms are difficult because literal meaning is different from the actual meaning of idioms	20	51.3

Idioms are difficult to understand because of the lack of cultural background behind the idioms	15	38.5
Idioms are difficult to understand because of the lack of experience dealing with idioms	22	56.4
Idioms are difficult because they are not taught well in class.	17	43.6
Idioms are difficult because they have unfamiliar words	16	41
Idioms are difficult when they have no context	21	53.8

Through the questionnaire, it is clear that the majority of respondents (69.2%) indicated that "Idioms and Adages" in English is not a new topic for them, suggesting that a significant portion of the respondents already have some prior knowledge or exposure to this linguistic aspect.

A considerable majority (64.1%) believes that learning idioms and adages is important for improving various language skills, including speaking, reading, listening, and writing. This reflects a positive attitude towards the significance of idiomatic expressions in enhancing overall language proficiency.

The majority of respondents (61.5%) find it easy to understand English idioms that are similar to Arabic idioms, illustrating a potential familiarity or ease of comprehension between these linguistic expressions. However, a notable portion (38.5%) still faces challenges in understanding such idiomatic phrases.

- **Interviews :**

The second analytical tool employed was "interviews." Interviews offered a more precise source of information compared to other tools, as the Instructional Designer could address any uncertainties directly with the participants, and participants could seek clarification on any questions they had. Teacher interviews provided a deeper understanding of how students perceive the importance and challenges of learning English idioms. Conversely, SME (Subject Matter Expert) interviews shed light on the challenges teachers encounter while teaching the topic and the teaching strategies they utilize and recommend.

Table 4.1: The SME’s interviews

Questions	T1	T2	T3	T4	T5
Years of Experience	6Years	8 Years	8 Years	13 Years	15 Years
What classes do you teach?	9th -12th Grade	6th-8th Grade	7th-10th Grade	6th- 9th Grade	10th-12th Grade
What strategies do you used to teach idioms	I'm using Contextualization: I prefer to Present idioms within sentences, paragraphs, or short stories to provide students with the context in which the idioms are used. This helps my students understand the intended meanings by observing how idioms function in real-life situations.	Visual Aids: I Use visual aids such as pictures, diagrams, or videos to visually represent idiomatic expressions. Visual cues can help students remember the idioms and associate them with their meanings. Moreover, I always use Storytelling while teaching idioms because Incorporate idioms into storytelling sessions. I Create narratives that naturally include idiomatic expressions, that allow my students to deduce their meanings from the overall context	Cultural and Historical Context, Discuss the cultural and historical origins of certain idioms. Exploring the background of idioms can make them more intriguing and memorable for students.	Games and Puzzles, Integrate idioms into word games, crossword puzzles, or matching activities. Games make learning enjoyable and help reinforce the idioms in students' memory.	Interactive Activities, engage students in interactive activities like role-playing, skits, or dialogues where they use idioms in context. This hands-on approach encourages practical application and boosts retention, also Comparing Idioms, Compare idioms that share similar themes or concepts, especially in Arabic. This can help students discern subtle differences in meaning and usage.
What are the most common problem that students have when learning Idioms?	I think Literal Translation is the most common problem. Arab students might attempt to translate idiomatic expressions word-for-word from Arabic to English, leading to confusion and incorrect usage. Idioms often have figurative meanings that don't align with	Multiple Meanings, some idioms have multiple meanings depending on context. This complexity can be challenging for Arab students who are accustomed to more straightforward linguistic patterns, also the	Confusion with Similar Expressions English often has multiple idioms that convey similar meanings. Arab students might struggle to differentiate between these expressions and choose the most appropriate one and the	Cultural Context, Idioms are often deeply rooted in the cultural context of the language they belong to. Arab students might struggle to grasp idioms that are tied to Western culture or experiences they are not familiar with	Fear of Misunderstanding: Students might avoid using idioms due to a fear of using them incorrectly and being misunderstood. This fear can hinder their natural language development.in addition to Pronunciation and Accent, the pronunciation of idioms might be different from the individual words'

	their literal translation.	Literal Translation	Literal Translation		pronunciation, which can be particularly challenging for students with different phonetic patterns in their native language and finally the Literal Translation
What do you think of interactive Video for teaching idioms	In my opinion, this method is great because Visual Context: Interactive videos provide visual context that helps students understand the idiomatic expressions in real-life situations. Seeing how idioms are used in different contexts improves comprehension and retention.	It will be an excellent tool because interactive video help for Real-life Usage, Interactive videos often depict authentic conversations, scenarios, and narratives where idioms are naturally used. This exposure to real-life language usage enhances students' ability to recognize and apply idioms appropriately.	It will be a good choice because the interactive video enhances Engagement Interactive videos capture students' attention through dynamic visuals, animations, and interactive elements. This engagement helps maintain interest and motivation, leading to more effective learning	Very good tool and will be very effective especially with Immediate Feedback: Interactive elements in videos often provide immediate feedback to students' responses, helping them self-assess their comprehension and correct any misconceptions.	As an English teacher, I highly recommend it. It has many benefits for teaching idioms such as Flexibility: Students can access interactive videos at their convenience, allowing for self-paced learning and accommodating different learning styles. Also, Collaborative Learning: Interactive videos can facilitate group discussions and activities, encouraging collaborative learning and the exchange of ideas about idiom usage.

After conducting these analyses through the needs assessment, it is evident that Palestinian students encounter difficulties in learning idioms, a concern substantiated by the teachers. Consequently, the designer opted for the use of an interactive video as the instructional method for teaching idioms.

4.2Phase2: Designing and Construction

4.2.1Generating Ideas

Following a needs assessment, the designer identified the materials that needed to be created.

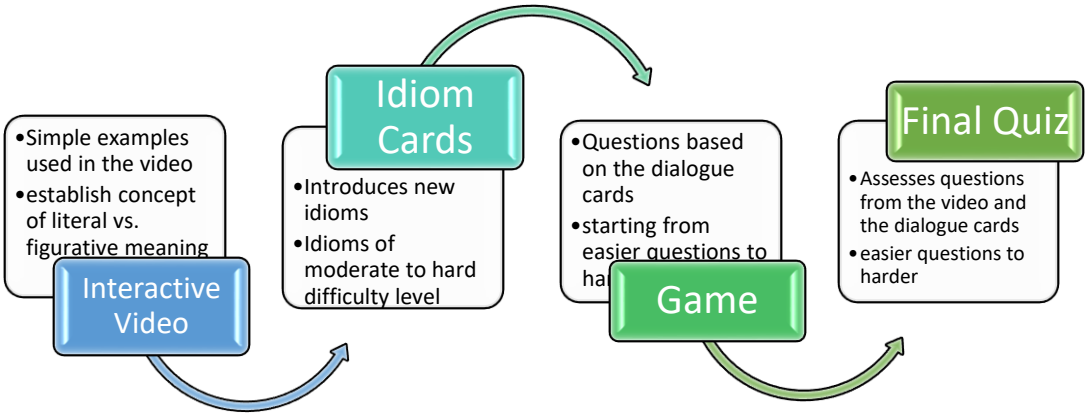


Figure 4.9: Generating ideas

4.2.2Phase2: creating or revising prototypes

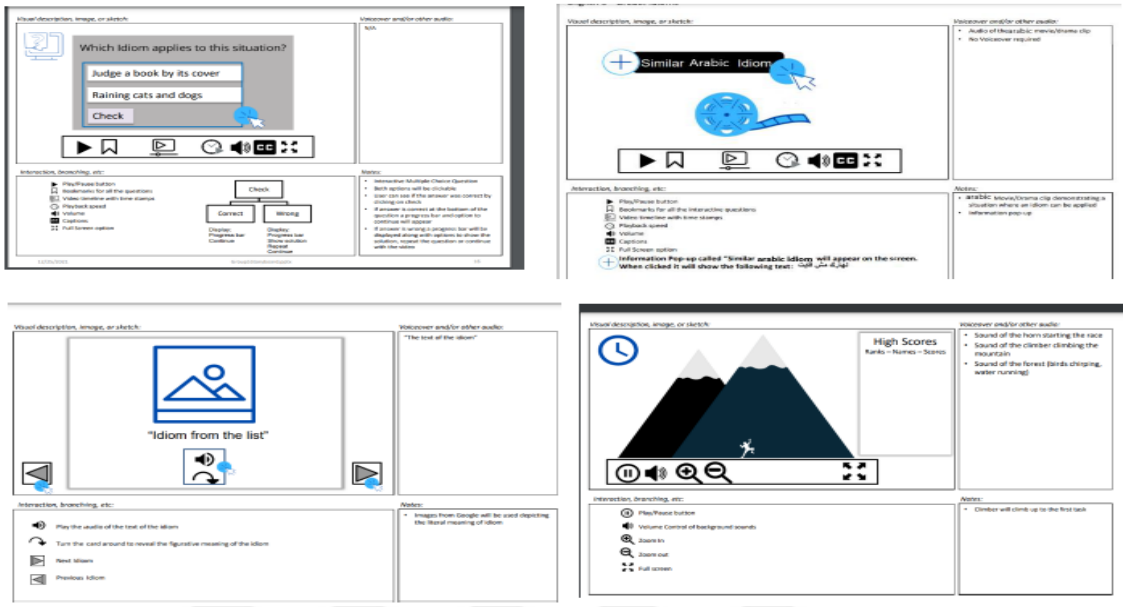
The designer harbored some reservations regarding the use of interactive tools, despite their perceived effectiveness. Given that Palestinian students may not be very accustomed to such tools, an interactive video was specifically designed for one of the lessons. This was done to ensure that students could navigate and engage with these tools effectively, allowing the designer to observe and analyze their reactions. . Lesson in Arabic as an initial experience.

Figure 4.10: *An interactive video demo*

The students' feedback was very positive, so the designer made sure of the possibility of applying this tool with the students

The designer created an approximate picture of the materials to be designed.

Figure 4.11: A storyboard



The designer presented the idea to several English language teachers and technology teachers at the school, and their feedback was as follows:

Table4.3: Teachers' opinions about the initial design

English Teachers	• **"The idea is excellent and needs immediate implementation"** • **"It will takes at least two lessons to apply, but definitely it will be fun"** • **"It will be hard for the students to say goodbye to the class"**
Technology Teachers	• "There will be a lot of work involved in the design, but it will be worth it" • " Colorful designs are great, so make sure you use them"

Hence the actual design of interactive materials

4.2.3Phase2: implement some interactivity, feedback and instructional method

The interactive video was designed in its first version, and the design steps were as follows:

- Write a list of idioms that will be used in the video and idioms cards.
- Searching for Arabic videos and series dealing with common idioms between the English and Arabic languages.
- Edit and merge video clips using iMovie.
- Create an H5P account for designing interactive materials.
- Integrate videos with Arabic labels corresponding to idioms..
- Develop interactive questions during the interactive video

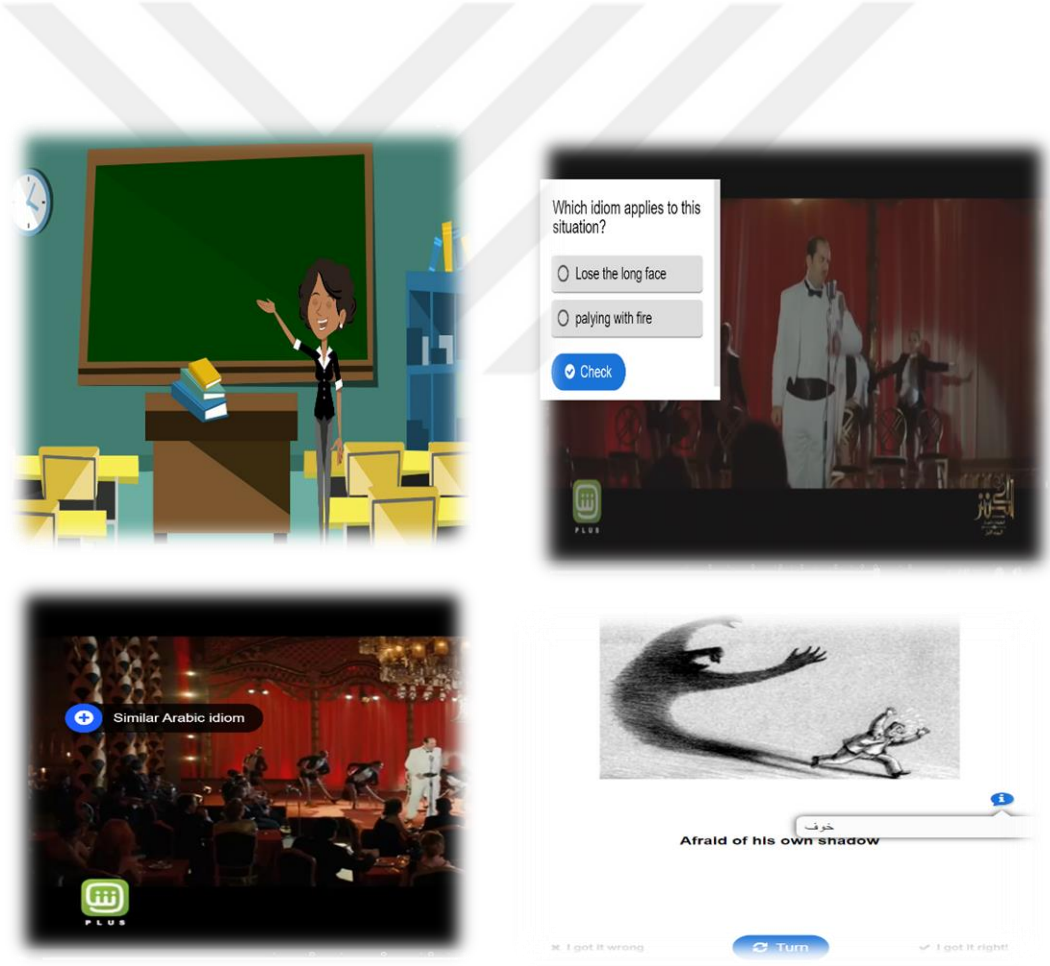


Figure 4.12: *The First Version of interactive materials*

The initial version of the design was presented to English and technology teachers, and their responses were as follows:

Table4.4: *Teachers' opinions about the First version*

English Teachers	Interactive Video • "Good, but you need an introduction to explain the definition of idioms" • " The number of films is 12, and this is a lot. It is better to reduce them so that the students do not get distracted" • " The design is excellent and it is preferable to use some musical performances, the students really like it" Idioms cards • Replace the idiom Costs an arm and a leg with the idiom Cool as a cucumber because it is closer to students' understanding because it is similar to the idiom in Arabic • The image with "Raining cats and dogs" is not clear and should be replaced • I really liked the card idea
Technology Teachers	**Interactive Video** • The video is good, but it is preferable that you record your voice and have a robotic voice" • " Make the interactive questions visible and prevent students from continuing to watch the video if they do not answer correctly" **Idioms cards** • Let the students decide if they answered correctly or incorrectly so that they feel that they are evaluating themselves • For the seventh grade, from 8-10 cards, it is enough. Do not make it more so that they do not mix the meanings of idioms with each other

The designer carefully considered all the feedback received and subsequently enhanced the material for the second version**.**

4.3 phase 3: Evaluation and Reflection

At this stage, students will be presented with interactive learning materials in three stages as part of the formative assessment:

- One-to-One
- Small Group
- Field Test

4.3.1: Design ideas and prototypes are empirically teste

Table 4.5: *design ideas*

Instructional Tools	Features of the Instructional Tools
Interactive Video	1. Whiteboard animation (visual) 2. Movie and Drama clips depicting a scenario where a certain idiom can be applied 3. Information pop-ups with Arabic idioms relating to the movie clip 4. Interactive questions (multiple choice questions) asking students to pick the correct idiom 5. Feedback based on the answers 6. Audio narration will be added 7. Captions will be added
Dialogue Cards	1. An image depicting literal meaning of the idiom 2. Text of the idiom written under the picture 3. Card can be turned to find the figurative or actual meaning of the idiom
A Mountain to Climb - Game	1. A mountain climber can only climb his way to the top of the mountain if the student completes the tasks 2. Multiple choice questions will be added

	3. Feedback will be given and if correct the climber will climb up to the next task and if not, the climber will stop and student will repeat the task 4. A leaderboard with top scores of the students will be presented to motivate the students

Description of one-to-one procedures:

The designer chose three students from diverse academic levels, isolating them from the class for closer observation, answering questions, and providing guidance. After introducing the project and its objectives, the designer administered a pre-test to assess their initial understanding.

The Pre-Test: Pre-tests, as non-graded assessment tools, serve to gauge students' existing knowledge on a subject. Functioning as both a motivator and a "road map" for students, pre-tests enhance project performance. While pre-tests are conventionally conducted before a course to establish a baseline of knowledge, in this case, the designer employed them before covering specific material related to the project. (Berry, 2008)

To assess the skills and behaviors of the students, the designer created a pre-test comprising seven questions. There was a difference in the answers*:*

The pre-test results

The question	N	%
Have you studied English Idioms before?	Yes : 2	66.7
	No : 1	33.3
An Idiom id a phrase which means something different from what the words actually mean	Yes :100	100
Jinan thinks that her friend caused her a bog problem. What idiom applies in this situation?	I got you in the jam : 1	33.3
	Hold your horse : 1	33.3
	I don’t know : 1	33.3
Which Idiom means " a little bird told me"	The person doesn't know who is speaking : 1	33.3
	The speaker knows something but prefer to keep it secret : 1	33.3
	I don't know : 1	33.3
Have you studied Arabic Idioms before?	Yes : 3	100
What does it mean to " like two peas in a pod"?	Very similar : 1	33.3
	Very different : 1	33.3
	Disappointed : 1	33.3
If Sarah's grades improve, what do you thing her father would say?	Now, we are talking : 3	100

The students' responses indicate a prevalent familiarity with English idioms among most of them. Notably, all students already possess prior knowledge of Arabic idioms. This presents an opportunity to bridge the gap between their existing knowledge of Arabic idioms and the introduction of English idioms. While the students demonstrate prior familiarity with idioms, there is room for further development and enhancement of their understanding through the learning process.

Following the pre-test, which gauged the students' familiarity with Arabic and English idioms, the designer proceeded to introduce the interactive materials. The sequence included the interactive video, followed by the idioms cards, the mountain climbing game, and concluded with the post-test. This structured approach aimed to

systematically expose the students to various instructional components, providing a comprehensive and engaging learning experience.

The designer presented the file with some guidelines and instructions pertaining to procedure sequence and time, and each part of the material was accompanied by a link to it.

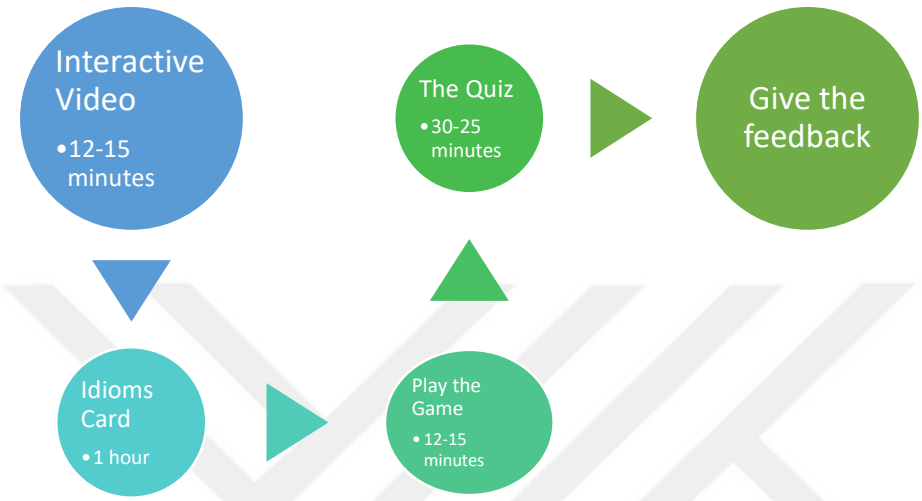
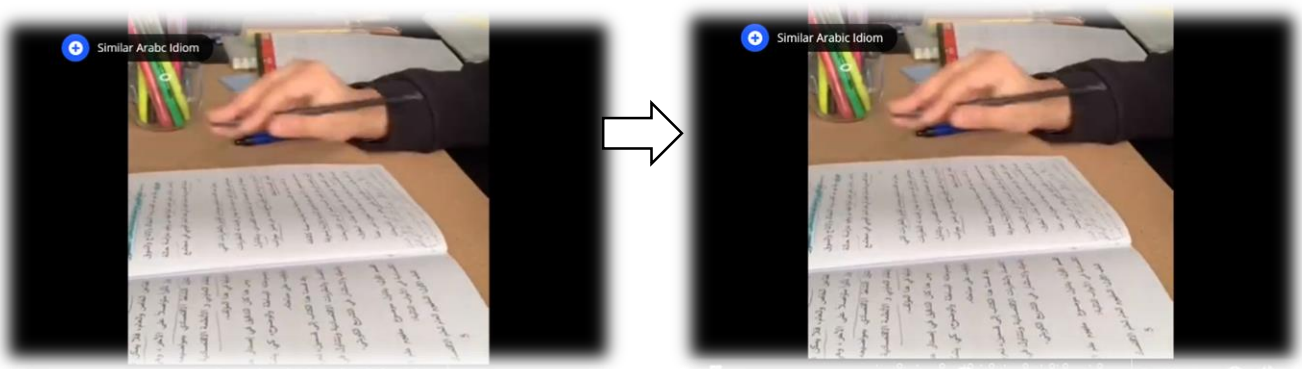


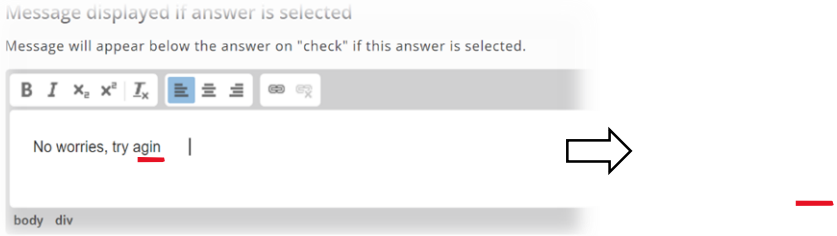
Figure: 4.13: *Guidelines for the Interactive material*

Designer observations

- **Interactive Video:** During the observation, it was noted that students easily accessed the video, which exhibited good quality and clear sound. The appearance of information pop-ups related to the movie clip allowed students to open and learn the idioms in Arabic. The interactive video, including questions, took approximately 10 minutes for students to complete. Additionally, a typographical error in the interactive questions was identified by one of the students. It was written “Try agin” and corrected for “Try again.” And sometimes, the questions

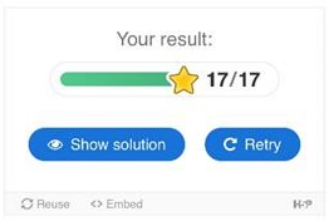
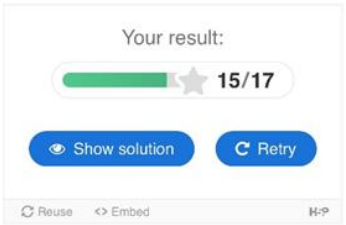
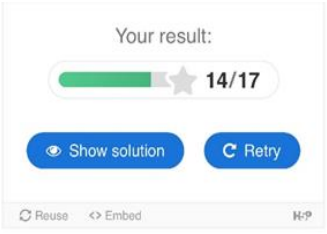


disappeared late, affecting the following video. Time has been adjusted for each question.



- **Idioms Card**: Ten idiom cards, featuring pictures, pronunciations, and explanations, were accessible, allowing students to navigate effortlessly between them. The students required only 12-15 minutes to go through all the cards.
- **The Game**: The problem with the game was that students could select more than one answer, and it was resolved by restricting them to choose only one answer. All students completed the game in less than 15 minutes.
- **The Quiz**: An interactive quiz comprising 15 questions, including multiple-choice questions, true/false, fill in the blanks, and match the correct answer, will be utilized to assess learning. Learners will apply their knowledge of idioms by completing an individual quiz. This test serves as a post-test and includes the same types of questions as the pre-test, with a total score out of 17 and the results were as follows:

Table4.6: *The post-test Results*

S1	S2	S3
		

- The students' Feedback: After completing all the instructional materials, a questionnaire was provided to the three students for them to gather their responds, and the answers were as follows:

The question	N	%
Was the video interesting?	Yes : 3	100
Were the movie clips in the video	Relevant : 3	100
Was the video?	Appropriate : 2	66.7
	Too short : 1	33.3
Was the game difficult?	Yes : 1	33.3
	No : 2	66.7
Were the illustrations in the video?	Appropriate : 3	100
Were the questions in the video difficult?	Yes : 2	66.7
	No : 1	33.3
Were the idiom cards helpful?	Yes : 3	100
What do you like the most?	Video : 2	66.7
	Game : 1	33.3
Any suggestions or improvements?	كل شيء كان جميل وممتع	33.3
	I really like it	33.3
	لقد استمتعت حقاً بالمادة	33.3

Results and revisions based on one-to-one:

From the previous process, it became apparent to the designer that the students possessed prior knowledge of idioms, yet this was their initial connection to Arabic through clips from Arab films and series. The questionnaire revealed that students found the interactive materials enjoyable and provided valuable feedback, including pointing out typos. Moreover, there was an improvement in time management, with a reduction in the time students required to complete the assigned tasks.

Description of small group evaluation procedures:

The evaluation involved a group of 12 students and unfolded through several steps. Initially, the students were selected randomly. Subsequently, a discussion ensued with the students to articulate the project's purpose and stress their integral role. The students were assured that any errors in activities or question completion were attributed to material deficiencies, not their own faults. The primary aim was to create a relaxed environment, boost their self-confidence, and alleviate anxiety. Following this, the teacher administered a pre-exam. The subsequent step involved presenting the material as previously described. The final phase encompassed collecting feedback from the students via a questionnaire. According to the one-to-one evaluation, the designer adjusted the time for each part of the material.

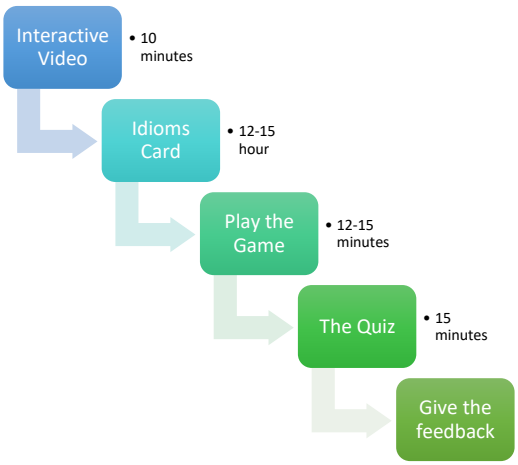


Figure4.15: *Small Group Guidelines for the Interactive material*

Results and revisions based on small group

In the small group evaluation, the designer did the pre-test, and then gave the materials, and then the post-test, and the questionnaire as feedback, and the results were as follows:

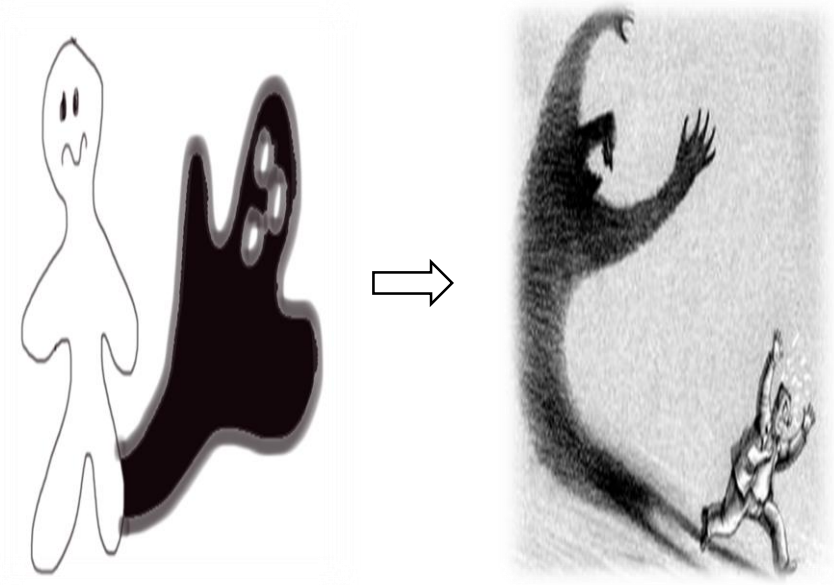
The pre-test:

The question	N	%
Have you studied English Idioms before?	Yes: 10	83.3
	No: 2	16.7
An Idiom id a phrase which means something different from what the words actually mean	True: 9	75
	False: 3	25
Jinan thinks that her friend caused her a bog problem. What idiom applies in this situation?	I got you in the jam: 4	33.3
	You are dead meat: 2	16.7
	I don’t know: 6	50
Which Idiom means " a little bird told me"	The person's unwillingness to speak: 1	8.3
	The speaker knows something but prefer to keep it secret: 5	41.7
	I don't know: 6	50
Have you studied Arabic Idioms before?	Yes: 9	75
	No: 3	25
What does it mean to " like two peas in a pod"?	Very similar: 7	58.3
	Very different: 2	16.7
	Disappointed: 1	8.3
	I don't know: 2	16.7
If Sarah's grades improve, what do you thing her father would say?	Now, we are talking: 5	41.7
	He is two faced: 2	16.7
	Lose the long face: 4	33.3
	Hold your horse: 1	8.3

It seems that the pupils' knowledge of English idioms is restricted. For example, a significant proportion of pupils reported learning idioms in Turkish instead of English. The idiom knowledge assessment questions indicate that while they possess some familiarity, it is basic and needs to be expanded upon.

The file included certain suggestions and directions from the designer about the order and duration of the operation, and there was a link to each section of the content.

- **Interactive Video:** When we carried out the project in small groups, the earlier issues - such as the typos and the questions' intermittent appearance and disappearance - were fixed. The kids took ten minutes to finish the interactive film with questions, and they had no trouble viewing the video or answering the questions.
- **Idioms Card:** There were ten idiom cards accessible, and students could quickly flip between them. They included photos, pronunciations, and explanations. Even if it only takes them 12 to 15 minutes to read every card, children are aware that there are a lot of them. Therefore, it is preferable if there are fewer cards. The designer cut the number from ten to eight since they were side-tracked. The designer altered the image when a student expressed that it did not clarify for her the metaphorical meaning of the phrase "Afraid of his own shadow."



.

- **The Game:** The problems raised by the students during the one-on-one assessment were resolved, and it took 15 minutes for the students in a small group to use it without any problems.

- **Quiz**: The learning will be assessed via an interactive quiz. There are fifteen multiple-choice, true/false, fill-in-the-blank, and match the right answer questions in this quiz. After finishing their individual assessment, the students will be able to put their newfound understanding of idioms to use. This test is considered as **a post-test** and contains the same type of pre-test questions, the test scores was out of 17 and the results were as follows:

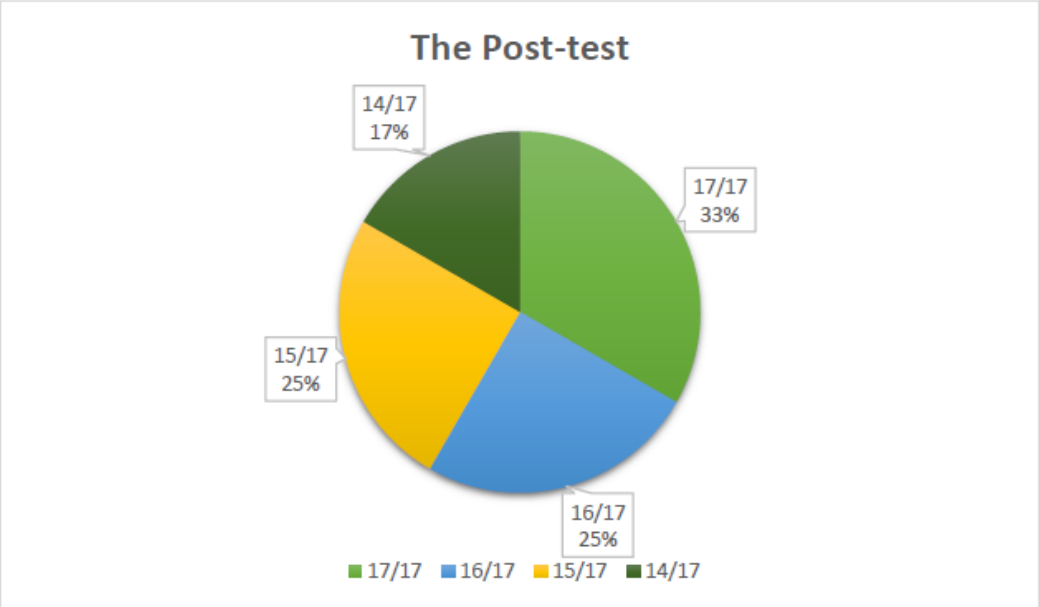


Figure 4.17: The post-test Results for small group

There is a noticeable contrast between the pre- and post-test results: the majority of the pre-test responses were incorrect, and the students were not acquainted with the idioms. However, we were delighted to see that the worst mark was 14 out of 17. This gave the designer encouragement that she is on the right track and achieving the

required goals since (4) students got 17/17, (3) got 16/17, (3) achieved 15/17, and finally, two students gained 14/17.

- The students' Feedback: After finishing all the materials, the three students were given a questionnaire to answer, and the answers were as follows:

The question	N	%
Was the video interesting?	Yes: 11	91.7
	No: 1	8.3
Were the movie clips in the video	Relevant: 10	83.3
	Confusing: 2	16.7
Was the video?	Appropriate: 8	66.7
	Too short: 4	33.3
Was the game difficult?	Yes: 3	25
	No: 9	75
Were the illustrations in the video?	Appropriate: 11	91.7
	Distracting: 1	8.3
Were the questions in the video difficult?	Yes: 7	58.3
	No: 5	41.7
Were the idiom cards helpful?	Yes: 11	91.7
	No: 1	8.3
What do you like the most?	Video: 5	41.7
	Game: 4	33.3
	Idiom card: 3	25
Any suggestions or improvements?	Wonderful class	
	I like the game	
	اللعبة جميلة	
	I wont like this class	
	كل شيء جميل وسهل	
	I like the video and I want to watch it many timed	
	I won the game	

	البطاقات مفيدة جداً
	It's a fun

Figure4.18: *The Students feedback from small groups*

Field test

The instructional materials have been uploaded to a Google Classroom, organized in a sequential order with accompanying instructions to guide students through the learning process. This format mirrors how the instruction will be presented in the designated learning environment.

Teachers shared the instruction link with students through both email and WhatsApp messages. The link, sent on June 30, 2023, a few days after the winter break, allowed teachers to provide additional guidance in class. Alongside the link, a message was sent to students containing comprehensive instructions:

"Dear Students, as discussed in class, here is a resource for learning English Idioms. Allocate a minimum of 3 hours to complete this exercise.

1. Please click on this link and register:
2. Access the resource for learning idioms by clicking on this link:
3. Watch the video and respond to the questions embedded within.
4. Engage with idiom cards (located below the video).
5. Play the game (click on the 'play game' button).
6. Take the quiz, available on the same resource page.

Data analysis, summary, and display

The results collected from the application were detailed but also had the problem of poor organization.

Here is an item by objective summary of the quiz result.

Table4.7: *The Field Test Results*

Objective		LO1				LO2			LO3		LO4		LO5		Score	Percentage			
Question Items	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**		**17**	
Students																			
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	**16**	**94%**
2	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	**15**	**88%**
3	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	**15**	**88%**
4	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	**13**	**76%**
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	**15**	**88%**
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**17**	**100 %**
7	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	**14**	**82%**
8	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	**16**	**94%**
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	**15**	**88%**
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**17**	**100 %**
11	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	**12**	**71%**
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**17**	**100 %**
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	**15**	**88%**
14	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	**13**	**76%**
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**17**	**100 %**
16	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	**13**	**76%**
17	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	**13**	**76%**
18	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	**14**	**82%**
19	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	**13**	**76%**
20	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	0	**12**	**71%**
21	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	0	**12**	**71%**
22	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	**14**	**82%**
23	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0	0	**12**	**71%**
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**17**	**100 %**
25	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	**15**	**88%**
26	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	**16**	**94%**
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**17**	**100 %**
28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	**16**	**94%**
29	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**16**	**94%**
30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	**15**	**88%**
31	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	**15**	**88%**
32	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	**16**	**94%**

The purpose of the item-by-objective summary is to offer a comprehensive overview of individual outcomes within the sample. Based on the percentages, it seems that no one failed the tests or scored below 50%.

After charting all individual percentages, the group's performance becomes evident. It is observed that all students scored between 70 to 100 percent, and the average percentage for the sample is 89%. This indicates satisfactory performance, especially considering that it was the students' first exposure to the topic of English Idioms.

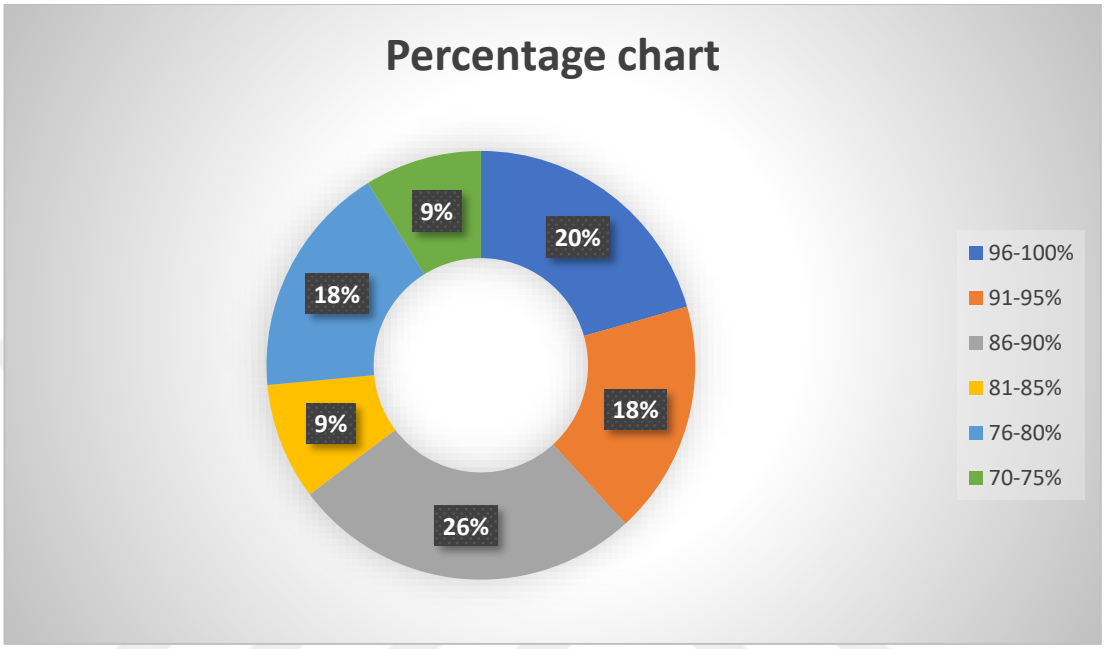


Figure 4.19: *Percentage chart for Quiz Results*

Student's Feedback: Figure4.20: *Student's Feedback for Field Test*

The question	N	%
The video was interesting	Strongly disagree	0
	Disagree	0
	Neutral	0
	Agree: 14	50
	Strongly Agree: 14	50
The Movie clip in the video were relatable and easy to understand for learning idioms	Strongly disagree	0
	Disagree	0
	Neutral: 1	3.6
	Agree: 9	32.1

	Strongly Agree: 18	64.3
Similarly for the Idiom cards most of the students agreed that they were helpful in memorising the idioms.	Strongly disagree	0
	Disagree	0
	Neutral	0
	Agree: 10	35.7
	Strongly Agree: 18	64.3

The question:	1	2	3	4	5	%
Did you find the questions in the game difficult? Rate the difficulty level from 1 to 5?	15	9	3	1	0	**1: (53.6)** **2: (32.1)** **3: (10.7)** **4: (3.6)** **5: (0)**

Here is a list of suggestions provided by some students; not all students offered suggestions, and many took the opportunity to provide open-ended feedback.

The feedback received is predominantly positive, with participants expressing enjoyment and appreciation for different aspects. Notable points include a preference for humorous videos, a recommendation to include images with all test questions, and a wish for longer videos. Participants applaud the efforts, express a desire for similar activities regular classes, and value the innovative and engaging teaching methods, particularly the game. In summary, the responses convey a favourable reception and enthusiasm for both the presented content and format

Table4.8: *The last Feedback from teachers*

English Teachers	Interactive Video • **The video is very wonderful. The students will enjoy it and the clips are very familiar to them**

	• **The video is great, but I prefer that the character be similar to the students' teachers. She may wear a hijab or something similar. They will really feel that she is their teacher.** • **Explain what idioms means in the introduction** Idioms cards • **The number of cards is appropriate** • **Idioms are the most important idioms based on their curriculum** • **Excellent** The Game • **enjoyable** • **Helpful and easy** • **I want to play it more than the students** The Quiz • **Put Arabic names in the questions instead of English ones** • **It ranges from easy to difficult, excellent, and this is very appropriate** • **very good**
Technology Teachers	**Interactive Video** • The quality is excellent and the sound is clear. I think it is very suitable • The clips are so funny I want to watch them many times **Idioms cards** • The pictures are appropriate and the words are clear • Even I have memorized and learned expressions from them **The Game** • Very suitable

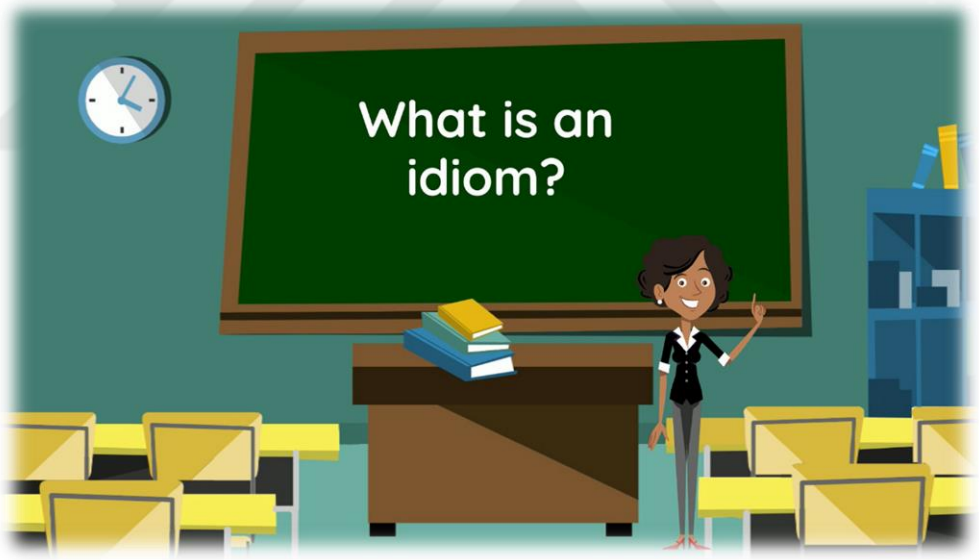
- Fun and useful at the same time

.

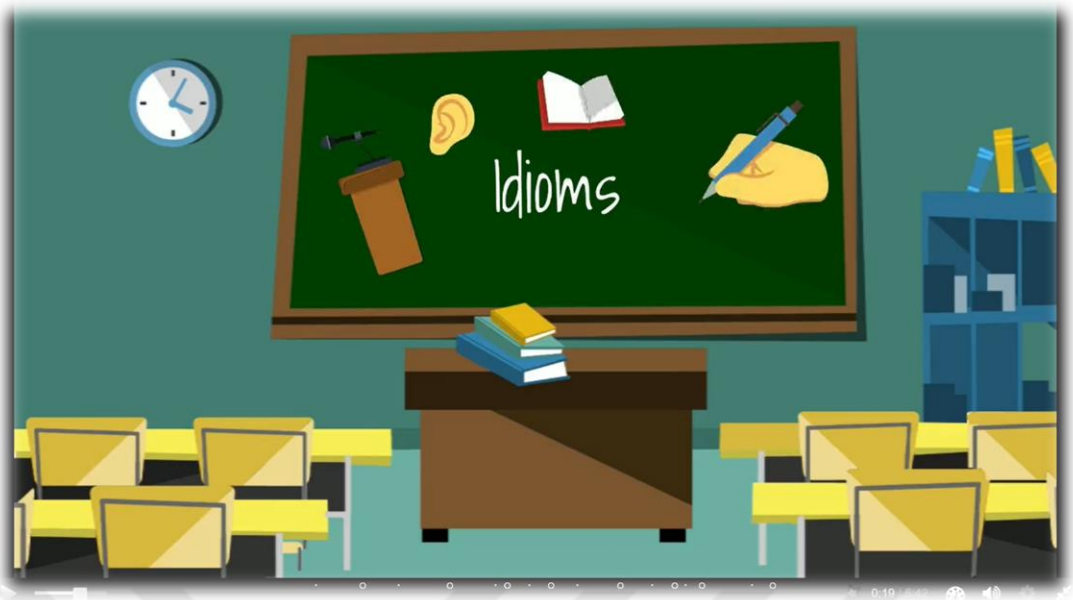
4.4last version of the material

After the implementation of the interactive instructional materials in One-to-One groups with students, the designers made necessary modifications based on their comments before presenting the materials to the instructors, and their feedback was as follows:

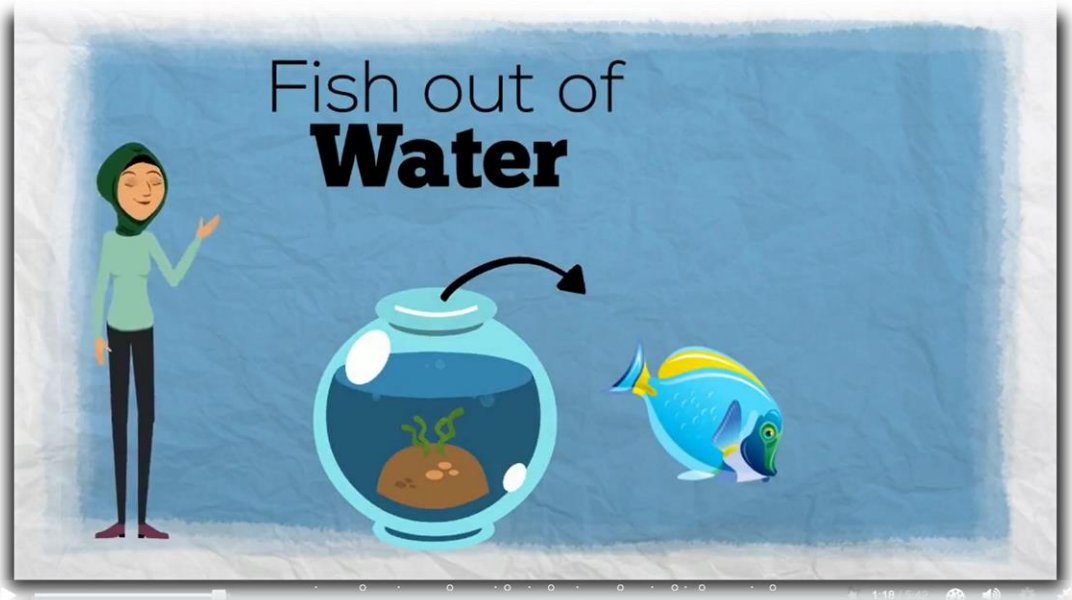
The designer's insights and all of the teacher and student input were included into the most recent edition of the instructional materials. A new introduction was included, along with several idiom examples and clarifications on their meaning. The instructional video's teaching resources now include all directions.

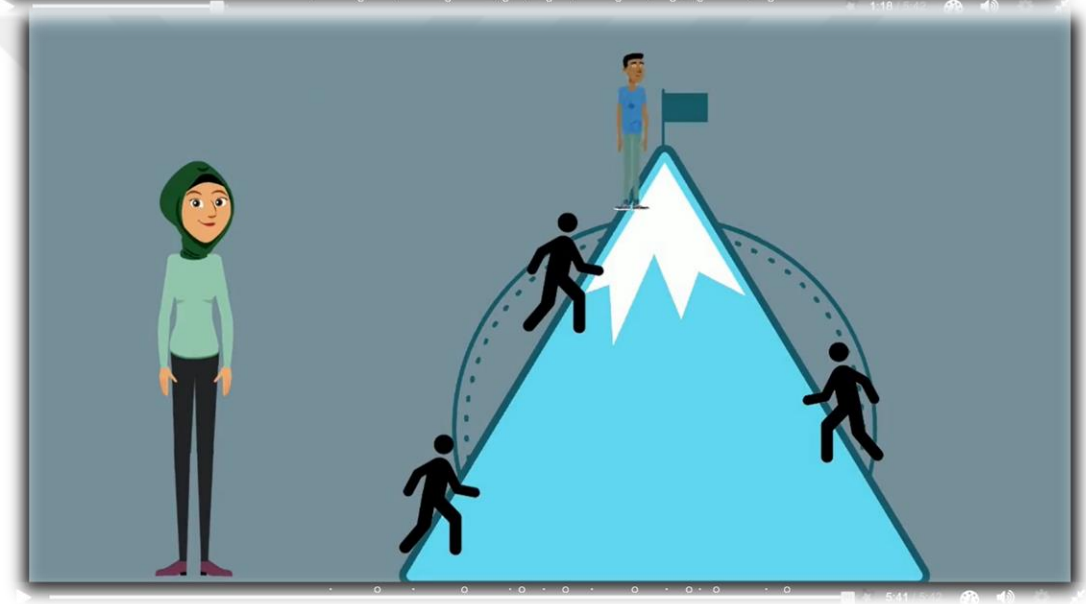


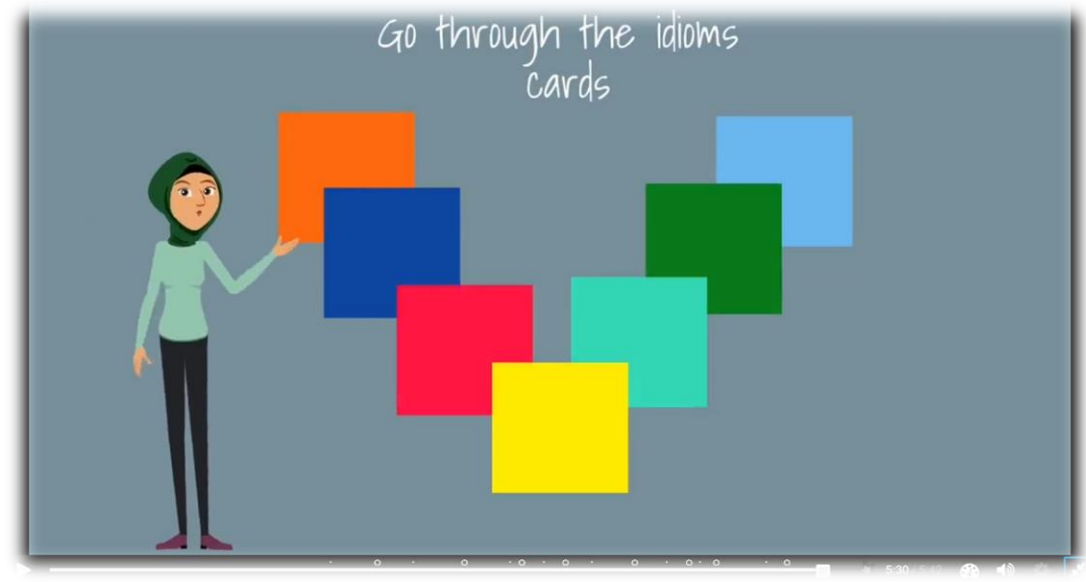
Idioms
Phrases used in everyday language which do not mean what the words actually say


Idioms

She is playing with fire


Fish out of
Water




Go through the idioms
cards

Chapter 5
Discussion and Conclusions

1.1 Introduction:

This chapter discusses the results of the study, answers the questions, and shows the conclusions figured out in view of those results. The researcher suggests recommendations that will benefit English language teachers, students, and curriculum designers. The researcher further suggests recommendations for further studies

1.2 Discussion of the Results of the Study

The findings of the study revealed that:

- **The reliability coefficient reached (87%) for pretest, and (89) for posttest, and (91%) for the questionnaire.**

The researcher indicates that the strong reliability coefficients observed in the study's pretest, posttest, and questionnaire instill confidence in the robustness of the assessment instruments, reinforcing the credibility and trustworthiness of the research findings.

- **The majority of respondents (69.2%) indicated that "Idioms and Adages" in English is not a new topic for them, and a considerable majority (64.1%) believes that learning idioms and adages is important for improving various language skills, including speaking, reading, listening, and writing, and the majority of respondents (61.5%) find it easy to understand English idioms that are similar to Arabic idioms, illustrating a potential familiarity or ease of comprehension between these linguistic expressions.**

The researcher indicates that a significant majority (69.2%) affirm that this linguistic topic is not unfamiliar to them, indicating a substantial pre-existing awareness among the respondents. Moreover, a noteworthy 64.1% express a shared belief in the

importance of learning idioms and adages for the enhancement of diverse language skills, encompassing speaking, reading, listening, and writing. This consensus highlights a widespread recognition of the multifaceted role that idiomatic expressions play in fostering overall language proficiency. Perhaps most intriguingly, 61.5% of respondents report finding it easy to comprehend English idioms that bear similarity to Arabic idioms, hinting at a potential linguistic and cultural congruence. This observation suggests that individuals with exposure to both linguistic contexts may experience a heightened ease of comprehension, underscoring the interconnectedness of idiomatic expressions across languages. These findings collectively provide valuable insights into learners' prior knowledge, attitudes, and cross-cultural linguistic connections, offering educators opportunities to tailor instructional approaches to the existing familiarity and perceived importance of idioms in language learning contexts.

- **All respondents found the video interesting and agreed that were relevant, and most of them found the video appropriate and did not find the game difficult, but a majority of respondents (66.7%) found the questions in the video difficult, and then all respondents found the idiom cards helpful**.

The researcher indicates that the unanimous consensus among respondents regarding the video's appeal and relevance emphasizes a positive reception, confirming its engaging quality and alignment with the study's goals. Furthermore, the majority's perception of the video's appropriateness and lack of difficulty with the game corresponds to an overall favorable response to these instructional elements. Nonetheless, the observation that 66.7% of participants found the questions challenging signals a potential area for improvement, suggesting a need for increased clarity or adjustments in question complexity. On a positive note, the unanimous recognition of the idiom cards' utility is a notable result, indicating that this

supplementary material effectively facilitated the learning process. These findings collectively offer valuable insights into the different facets of the instructional approach, providing guidance to educators and instructional designers for refining specific elements to elevate overall effectiveness and learner understanding.

The pretest showed that nearly half of the students (50%) have knowledge and understanding of idioms then the researcher used the interactive video, idioms card, and the game, after that the researcher gave them the post-test to ensure that the methods used have an actual impact on students' knowledge and understanding, finally the post-test showed that most of the students have a high level of knowledge of the idioms by using the previous methods.

The researcher indicates that the initial pretest revealed that approximately half of the students (50%) already possessed some level of knowledge and understanding of idioms. Subsequently, the researcher implemented a combination of interactive video, idioms cards, and a game as instructional tools. Following this intervention, a post-test was administered to assess the actual impact of these methods on students' knowledge and comprehension. Encouragingly, the post-test results demonstrated a substantial improvement, with the majority of students exhibiting a high level of knowledge regarding idioms. This progression strongly suggests that the interactive video, idioms cards, and the game effectively contributed to enhancing students' understanding of idiomatic expressions. The results provide valuable evidence supporting the efficacy of these instructional approaches in positively influencing students' learning outcomes in the realm of idioms.

The feedback from English as a Foreign Language (EFL) and Technology teachers regarding the design of an interactive instructional video related to idiomatic expressions reveals valuable insights into their attitudes and preferences as follows:

Interactive Video:

- Both groups of teachers appreciate the quality of the video, with EFL teachers emphasizing the familiarity of clips for student engagement.
- The request for a character resembling students' teacher, including the suggestion of cultural considerations like wearing a hijab, highlights a desire for reliability and inclusivity.
- The suggestion to explain idioms in the introduction indicates a focus on clarity and ensuring students understand the concept from the beginning.

The researcher indicates that the research findings reflect a positive reception from both groups of teachers regarding the instructional video. Notably, both English as a Foreign Language (EFL) and Technology teachers appreciate the video's quality, with the EFL teachers particularly emphasizing the familiarity of the clips as a means to enhance student engagement. The request for a character resembling students' teachers, along with the suggestion of cultural considerations such as wearing a hijab, underlines a commendable desire for reliability and inclusivity in instructional materials. This insight underscores the significance of cultural representation and reliability in the learning environment. Additionally, the suggestion to include an explanation of idioms in the introduction indicates a shared focus on clarity and ensuring students grasp the fundamental concept from the outset. This emphasis on clarity aligns with best practices in pedagogy, recognizing the importance of laying a strong foundation for understanding complex linguistic elements. Overall, these findings provide valuable guidance for instructional design, emphasizing the importance of familiarity, cultural sensitivity, and clarity in creating effective and inclusive learning materials.

Idioms Cards:

- Both groups of teachers express satisfaction with the idioms cards, highlighting factors such as appropriateness, relevance to the curriculum, and effectiveness in learning.
- The positive feedback from Technology teachers, including personal learning from the cards, underscores the resource's effectiveness.

The researcher indicates that the results above reveal a shared satisfaction among both groups of teachers regarding the idioms cards utilized in the study. Notably, both English as a Foreign Language (EFL) and Technology teachers express contentment, emphasizing key factors such as the cards' appropriateness, alignment with the curriculum, and effectiveness in facilitating learning. This unanimous approval signifies the idioms cards' success in meeting the criteria deemed crucial by educators for instructional materials. Furthermore, the positive feedback from the Technology teachers, including their personal learning experiences derived from the cards, serves as a compelling endorsement of the resource's efficacy. This endorsement from educators who actively engaged with the material and experienced personal growth attests to the idioms cards' effectiveness not only as teaching tools but also as a means of professional development for instructors. These findings collectively underscore the significance of well-designed and relevant instructional materials, emphasizing their role in fostering effective and enriching learning experiences for both teachers and students alike.

The Game:

The feedback indicates that both groups find the game enjoyable, helpful, and suitable for learning.

The expression "I want to play it more than the students" from an EFL teacher suggests high engagement and interest.

The researcher indicates that the feedback on the game component highlights a unanimous positive response from both groups of teachers, characterizing it as enjoyable, helpful, and suitable for learning. This consensus underscores the game's effectiveness in engaging educators and facilitating a productive learning environment. The particularly noteworthy expression, "I want to play it more than the students," from an English as a Foreign Language (EFL) teacher provides a compelling insight into the high level of engagement and interest generated by the game. This enthusiastic remark not only underscores the game's appeal but also suggests that it has successfully captured the interest of educators, potentially contributing to a more dynamic and interactive classroom experience. These findings collectively indicate the game's efficacy in not only facilitating learning but also in fostering a positive and engaging educational atmosphere, thereby emphasizing the value of incorporating interactive and enjoyable elements in instructional materials.

Table 5.1: *The finding of the second question*

Affordance	
Learners	Educators
They must own a smartphone, iPad, or computer such as a laptop **Ability to use electronic devices** **Internet connection** **Motivation to learn idioms by using interactive methods such as interactive videos and games**	Flexibility: Interactive videos can be accessed anytime and anywhere, accommodating learners' diverse schedules and preferences. Learner Motivation: While interactive videos can be engaging, maintaining learner motivation throughout the course can still be a challenge, especially with prolonged exposure to digital content. Teacher Training: Educators may require training to effectively integrate interactive videos into their teaching methods, which can be a constraint in terms of time and resources. Effective Design: Designing interactive videos that effectively convey idiomatic expressions and engage learners can be challenging and requires instructional design expertise.
Constraints	
Learners	Educators

Access to Technology: Sometimes students suffer from power outages or Internet connections **Digital Literacy :Some students are not proficient in using technology, especially those who have visual problems** **Lack of Interactivity: If interactive elements within the video are limited or not well-designed, learners may not fully engage with the content, diminishing the benefits of interactivity.**	Technical Competence: Teachers may need training or support to effectively create, customize, or use interactive video materials for idiom instruction, especially if they lack prior experience with multimedia content creation. Time Constraints:** Designing, creating, and integrating interactive videos into the curriculum can be time-consuming, which may be challenging for teachers with heavy workloads or limited preparation time. Assessment Challenges: Designing practical assessments that align with interactive video instruction can be complex, mainly if teachers are not familiar with assessment strategies suitable for this medium.

5.3 Conclusion

In this study, the designer embarked on a pioneering exploration to assess the efficacy of employing interactive videos as a pedagogical tool for teaching idiomatic expressions to Palestinian students. This inquiry has yielded invaluable insights into both the advantages and limitations of this innovative approach, shedding light on its impact on both learners and educators alike.

Throughout this research, the designer identified several significant findings:

Firstly, interactive videos proved highly effective in engaging learners, capturing their attention, and providing valuable visual and contextual cues for comprehending idiomatic expressions. The multimedia nature of interactive videos, combined with real-life contexts, significantly enhanced learners' understanding and retention of idioms.

Secondly, the integration of visuals, audio, and interactive elements facilitated multimodal learning, accommodating diverse learning styles and making idiom instruction more inclusive. The self-pacing feature of interactive videos allowed learners to personalize their learning experiences, catering to individual needs and preferences.

However, it is essential to acknowledge challenges encountered during the study. Issues such as limited access to technology, varying levels of digital literacy, and the need for technical support emerged as significant constraints, emphasizing the importance of equitable access and robust support structures. Additionally, the effective design of interactive video content and aligning assessments with this medium demand careful consideration.

It is concluded that interactive videos hold immense promise as a potent pedagogical tool for teaching idiomatic expressions. When thoughtfully designed, they can engage learners, foster contextual understanding, and accommodate diverse learning styles. Nevertheless, addressing associated challenges, including digital access and pedagogical integration, is crucial to fully harness the benefits of this approach

This study serves as a foundational exploration of interactive video-based idiomatic expression instruction, particularly within the Palestinian context. The designer anticipates that this research will inspire further investigations, innovations, and collaborative efforts to refine and expand the utilization of interactive videos in language education.

Finally, this study underscores the dynamic nature of education, where innovation and adaptation are indispensable. Interactive videos for idiomatic expression instruction present a promising avenue for transforming language learning, fostering engagement, and empowering learners to confidently navigate the intricacies of language.

As Nelson Mandela wisely noted, "Education is the most powerful weapon which you can use to change the world." The exploration of interactive videos in this context illuminates the potential to empower learners on their journey to master

idiomatic expressions, providing them with a powerful tool for effective communication and understanding in an ever-evolving global landscape.

5.3 Recommendations:

In light of the study results, the researcher arrived at the following recommendations:

- Instruction in the English language can be effectively accomplished by using interactive educational materials.
- Exposing students to a new technological technique increases their suspense and motivation.
- Curriculum designer should include videos exercises in the textbook.
- Increase the awareness of English teachers about the benefits of using interactive videos in teaching- learning process.
- Provide educators with professional development and training opportunities to enhance their skills in designing and delivering interactive video lessons effectively.
- Develop digital literacy programs tailored to address specific challenges in the Palestinian context, equipping both teachers and students with the skills to confidently navigate and utilize interactive video platforms.
- Ensure equitable access to technology and resources for all Palestinian students, facilitating interactive video-based instruction.
- Collaborate with educators and content creators to localize interactive video content, making it culturally relevant and sensitive to Palestinian students' backgrounds.

- Explore and implement assessment strategies aligned with the interactive video format to effectively measure students' comprehension and progress in acquiring idiomatic expressions.
- Incorporate robust feedback mechanisms within interactive videos to gather insights from both learners and educators.
- Investigate seamless integration of interactive videos into the English language curriculum in Palestinian schools.
- Establish mechanisms for monitoring and evaluating the long-term effectiveness of interactive video-based idiomatic expression instruction.
- Encourage collaboration among educational institutions, technology providers, content creators, and policymakers to drive innovation in interactive language instruction.
- Prioritize inclusive design of interactive videos, integrating accessibility features and ensuring content suitability for diverse learners, including those with disabilities.
- Investigating the long-term impact of interactive video-based idiomatic expression instruction on students' language proficiency, communication skills, and cultural awareness.
- Conduct other studies in the same field but on different variables like: The Influence of Using YouTube videos on improving Students Achievement in English Language Skills

REFERENCES

Abdulrahaman, M. D., Faruk, N., Oloyede, A. A., Surajudeen-Bakinde, N. T., Olawoyin, L. A., Mejabi, O. V., ... & Azeez, A. L. (2020). Multimedia tools in the teaching and learning processes: A systematic review. *Heliyon*, *6*(11), e05312.

Abu-Jarad, I. (2017). Culture in Language Learning: The Case of Palestinian EFL Students. Language, Culture and Curriculum, 30(2), 125-141.

Afify, M. K. (2020). Effect of interactive video length within e-learning environments on cognitive load, cognitive achievement and retention of learning. *Turkish Online Journal of Distance Education*, *21*(4), 68-89.

Alanazi, M. S. (2023). Innovation for All: Unleashing the Power of Assistive Technology in Special Education in Arabic-Speaking Countries. *Journal of ICSAR*, *7*(2), 178-194.

Aljumah, F., & Alagha, A. (2019). Language Mixing and Code-Switching among Palestinian EFL Learners: A Sociolinguistic Perspective. Arab World English Journal (AWEJ), 10(2), 262-276.

Anderson, T., & Shattuck, J. (2012). Design-based research: A decade of progress in education research? Educational researcher, 41(1), 16-25.

Anwar, M. S., Choirudin, C., Ningsih, E. F., Dewi, T., & Maseleno, A. (2019). Developing an interactive mathematics multimedia learning based on ispring presenter in increasing students' interest in learning mathematics. *Al-Jabar: Jurnal Pendidikan Matematika*, *10*(1), 135-150.

Bada, S. O., & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *Journal of Research & Method in Education*, *5*(6), 66-70. https://www.academia.edu/download/54094559/Constructivism.pdf

Bakla, A. (2017). Interactive Videos in Foreign Language Instruction: A New Gadget in Your Toolbox. *Mersin University Journal of the Faculty of Education*, *13*(1), 1-14.

Barab, S., & Squire, K. (2004). Design-based research: Putting a stake in the ground. The Journal of the Learning Sciences, 13(1), 1-14.

Belt, E. S., & Lowenthal, P. R. (2023). Synchronous video-based communication and online learning: An exploration of instructors' perceptions and experiences. *Education and information technologies*, *28*(5), 4941-4964.

Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning*, Vol.5, No.1, 1-21.

Berry, T. (2008). *Pre-Test Assessment* . American Journal of Business Education . Retrieved January 28, 2022, from https://files.eric.ed.gov/fulltext/EJ1052549.pdf

Birişçi, S. (2013). Attitudes and opinions of students on video conference based distance education. *Journal of Instructional Technologies & Teacher Education*, Vol.2, No.1, 24-40.

Blieck, Y., Kauwenberghs, K., Zhu, C., Struyven, K., Pynoo, B., & DePryck, K. (2019). Investigating the relationship between success factors and student participation in online and blended learning in adult education. *Journal of Computer*

Butnaru, G. I., Niță, V., Anichiti, A., & Brînză, G. (2021). The effectiveness of online education during Covid 19 pandemic—a comparative analysis between the perceptions of academic students and high school students from Romania. *Sustainability*, *13*(9), 5311. https://doi.org/10.3390/su13095311

Cambridge Dictionary. (n.d.). Idiom. Retrieved from https://dictionary.cambridge.org/dictionary/english/idiom

Charania, A., Bakshani, U., Paltiwale, S., Kaur, I., & Nasrin, N. (2021). Constructivist teaching and learning with technologies in the COVID-19 lockdown in Eastern India. *British Journal of Educational Technology*, *52*(4), 1478-1493. https://doi.org/10.1111/bjet.13111

Cheng, Y. M. (2019). How does task-technology fit influence cloud-based e-learning continuance and impact?. *Education+ Training*, *61*(4), 480-499. https://doi.org/10.1108/ET-09-2018-0203

Cruse, E. (2006). Using educational video in the classroom: Theory, research and practice. *Library Video Company*, *12*(4), 56-80.

Davidson, K. F. (2009). The effects of using video advance organizers on listening performance and the learning of culture in the elementary foreign language classroom *(Doctoral thesis, Emory University).*

De Piano, F. (2020). *Cross-cultural counseling: the Arab-Palestinian case*. Routledge.

Dewan, M., Murshed, M., & Lin, F. (2019). Engagement detection in online learning: a review. *Smart Learning Environments*, *6*(1), 1-20.

El Shawa, N. (2011). Evaluating the cultural content of English for Palestine secondary stage textbooks in the light of universal trends. Unpublished Master Thesis, The Islamic University, Gaza, Palestine.

Farah, S (2010), 'Challenges of teaching English in the Arab world: why can't EFL programs deliver as expected?', *Procedia Social and Behavioral Sciences* , vol. 2, no. 2, pp. 3600–3604, doi: 10.1016/j.sbspro.2010.03.559**.**

Farkas, D. K. (2015). Interactive Design: An Introduction to the Theory and Application of User-centered Design. Rockport Publishers.

Greenberg, A. D. & Zanetis, J. (2012). The impact of broadcast and streaming video in education: What the research says and how educators and decision makers can begin to prepare for the future. *Report commissioned by cisco inc. To Wainhouse research, LLC.*

Hakkarainen, P., Saarelainen, T., & Ruokamo, H. (2007). Towards meaningful learning through digital video supported, case based teaching. *Australasian Journal of Educational Technology*, Vol.23, No.1, 87-109.

Hanif, M. (2020). The Development and Effectiveness of Motion Graphic Animation Videos to Improve Primary School Students' Sciences Learning Outcomes. *International Journal of Instruction*, *13*(3), 247-266.

Harrison, T. (2020). How distance education students perceive the impact of teaching videos on their learning. *Open Learning: The Journal of Open, Distance and e-Learning*, *35*(3), 260-276.

Hassan, A. E., & Kadry, S. (2019). Challenges of Teaching English in Palestine. International Journal of Innovation, Creativity and Change, 5(1), 31-46.

Hess, D. (2021). Exploring technology integration in Arabic education. *Int. J. Arts Humanit. Soc. Sci*, *2*, 38-51.

Kelly, M. (2018). *How to create effective fill-in-the-blank questions*. ThoughtCo. https://www.thoughtco.com/creating-effective-fill-in-the-blank-questions-

8438#:~:text=There%20are%20a%20number%20of,what%20their%20students%20actually%20know.

Khan, W. B., & Inamullah, H. M. (2011). A study of lower-order and higher-order questions at secondary level. *Asian Social Science*, *7*(9). https://doi.org/10.5539/ass.v7n9p149

Kirkorian, H. L. (2018). When and how do interactive digital media help children connect what they see on and off the screen?. *Child Development Perspectives*, *12*(3), 210-214.

Lim, J., Ko, H., Yang, J. W., Kim, S., Lee, S., Chun, M. S., ... & Park, J. (2019). Active learning through discussion: ICAP framework for education in health professions. *BMC medical education*, *19*(1), 1-8. https://doi.org/10.1186/s12909-019-1901-7

Lim, J., Whitehead, G. E., & Choi, Y. (2021). Interactive e-book reading vs. paper-based reading: Comparing the effects of different mediums on middle school students' reading comprehension. *System*, *97*, 102434.

López, B. G. (2020). Incorporating language brokering experiences into bilingualism research: An examination of informal translation practices. *Language and Linguistics Compass*, *14*(1), e12361.

Maisa, S., & Karunakaran, T. (2013). Idioms and importance of teaching idioms to ESL students: A study on teacher beliefs. Asian Journal of Humanities and Social Sciences (AJHSS), 1(1), 110-122.

Malamed, C. (2021). *Tips for writing matching format test items*. The eLearning Coach. https://theelearningcoach.com/elearning_design/writing-matching-test-items/#:~:text=The%20matching%20test%20item%20format,or%20association%20between%20similar%20items.

Martin, F., & Bolliger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning*, *22*(1), 205-222.

Mayer, R. E. (2001). Multimedia learning. New York: *Cambridge University Press*.

Mitra, B., Lewin-Jones, J. Barrett, H., & Williamson, S (2010). The use of video to enable deep learning. *Research in Post-Compulsory Education*. Vol.15, No.4, 405-414.

Mizrahi, J. (2020, December 15). *How to make course material relevant: Today's learner: Cengage*. Today's Learner. Retrieved January 27, 2022, from https://todayslearner.cengage.com/how-to-make-course-materials-relevant-tips-from-a-liberal-arts-instructor/

Morrison, G. R., Ross, S. J., Morrison, J. R., & Kalman, H. K. (2019). Designing effective instruction: Wiley.

Morsanyi, K., & Stamenković, D. (2021). Idiom and proverb processing in autism: a systematic review and meta-analysis. *Journal of Cultural Cognitive Science*, *5*(3), 367-387.

Muhtaseb, R., Traxler, J., & Scott, H. (2023). Educators' Perceptions of the Influence of Culture on Social Media Use in Education in Palestine. *Asian Journal of Distance Education*, *18*(1).

Muir, T., Wang, I., Trimble, A., Mainsbridge, C., & Douglas, T. (2022). Using interactive online pedagogical approaches to promote student engagement. *Education Sciences*, *12*(6), 415.

Park, E., Martin, F., & Lambert, R. (2019). Examining predictive factors for student success in a hybrid learning course. *Quarterly Review of Distance Education*, (2), 11-74.

Pitterson, N. P., Brown, S., Pascoe, J., & Fisher, K. Q. (2016, October). Measuring cognitive engagement through interactive, constructive, active and passive learning activities. In *2016 IEEE Frontiers in Education Conference (FIE)* (pp. 1-6). IEEE. doi: 10.1109/FIE.2016.7757733.

Qadan, A. R., & Shehab, E. (2023). Concept recognition deficiency among Palestinian learners of English vocabulary: cross-cultural communication. *Onomázein*, (59), 63-77.

Rodríguez-Paz, M. X., Gonzalez-Mendivil, J. A., Rojas, J. C., & Núñez, M. E. (2019, April). Use of an offline video repository as a tool to improve students' performance in engineering courses versus real-time long-distance courses. In *2019 IEEE Global Engineering Education Conference (EDUCON)* (pp. 544-551). IEEE.

Rossetto, L., Gasser, R., Lokoč, J., Bailer, W., Schoeffmann, K., Muenzer, B., ... & Vrochidis, S. (2020). Interactive video retrieval in the age of deep learning–detailed evaluation of VBS 2019. *IEEE Transactions on Multimedia*, *23*, 243-256. https://ieeexplore.ieee.org/abstract/document/9037125

Shadiev, R., & Yang, M. (2020). Review of studies on technology-enhanced language learning and teaching. *Sustainability*, *12*(2), 524.

Shah, R. K. (2019). Effective constructivist teaching learning in the classroom. *Shah, RK (2019). Effective Constructivist Teaching Learning in the Classroom. Shanlax International Journal of Education*, *7*(4), 1-13. https://ssrn.com/abstract=4004512

Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2019). Teaching and Learning at a Distance: Foundations of Distance Education (7th ed.). Information Age Publishing.

Sinnayah, P., Salcedo, A., & Rekhari, S. (2021). Reimagining physiology education with interactive content developed in H5P. *Advances in Physiology Education*, *45*(1), 71-76. https://doi.org/10.1152/advan.00021.2020

Smith, P. L., & Ragan, T. J. (2005). Instructional Design. John Wiley & Sons.

Stone, C., & Springer, M. (2019). Interactivity, connectedness and'teacher-presence': Engaging and retaining students online. *Australian Journal of Adult Learning*, *59*(2), 146-169.

Tai, T. Y., & Chen, H. H. J. (2021). The impact of immersive virtual reality on EFL learners' listening comprehension. *Journal of Educational Computing Research*, *59*(7), 1272-1293.

Thyab, R. A. (2016). The Necessity of idiomatic expressions to English Language learners. *International Journal of English and Literature*, 7(7), 106–111. https://doi.org/10.5897/IJEL 2016.0895

Traxler, J., Khaif, Z., Nevill, A., Affouneh, S., Salha, S., Zuhd, A., & Trayek, F. (2019). Living under occupation: Palestinian teachers' experiences and their digital responses. *Research in Learning Technology*, *27*.

van Alten, D. C., Phielix, C., Janssen, J., & Kester, L. (2020). Self-regulated learning support in flipped learning videos enhances learning outcomes. *Computers & Education*, *158*, 104000.

Vartiainen, H., Tedre, M., & Valtonen, T. (2020). Learning machine learning with very young children: Who is teaching whom?. *International journal of child-computer interaction*, *25*, 100182.

Wang, F., & Hannafin, M. J. (2005). Design-based research and technology-enhanced learning environments. Educational Technology Research and Development, 53(4), 5-23.

Wekerle, C., Daumiller, M., & Kollar, I. (2022). Using digital technology to promote higher education learning: The importance of different learning activities and their relations to learning outcomes. *Journal of Research on Technology in Education*, *54*(1), 1-17. https://doi.org/10.1080/15391523.2020.1799455

Wilson, S. D. (2018). Implementing co-creation and multiple intelligence practices to transform the classroom experience. *Contemporary Issues in Education Research*, *11*(4), 127-132.

Yildirim, G., Yildirim, S., & Dolgunsoz, E. (2019). The Effect of VR and Traditional Videos on Learner Retention and Decision Making. *World Journal on Educational Technology: Current Issues*, *11*(1), 21-29.

Zeller, D., Gökkuş, Y., Kremer, R., & Bohrmann-Linde, C. (2021). H5P videos in chemical didactics. CHEMKON, 28(6), 245-248. https://www.researchgate.net/profile/Diana Zeller/publication/351430404_H5P-Videos_in_der_chemiedidaktischen_Lehre/links/60a7625092851ca9dcd39899/H5P-Videos-in-der-chemiedidaktischen-Lehre.pdf'

Zhang, D., Zhou, L., Briggs, R. O., & Nunamaker, J. F. (2006). Instructional video in e-learning: Assessing the impact of interactive video on Learning Effectiveness. *Information & Management*, *43*(1), 15–27. https://doi.org/10.1016/j.im.2005.01.004

Zou, D., Luo, S., Xie, H., & Hwang, G. J. (2022). A systematic review of research on flipped language classrooms: theoretical foundations, learning activities, tools, research topics and findings. *Computer Assisted Language Learning*, *35*(8), 1811-1837

Xie, H. (2017). Investigating Chinese EFL learners' comprehension of English idioms. *Journal of Language Teaching and Research*, 8(2), 329–336. http://www.academypublication.com/ojs/index.php/jltr/article/view/jltr0802329336.