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Video-Enhanced Learning in Secondary English Language Teaching: Teachers Perspectives on Classroom Integration

A B S T R A C T

This study, grounded in multimodal pedagogy, examines secondary school English teachers' utilisation of video resources and their pedagogical attitudes. The research aims to explore how teachers apply video resources and their perceptions of this integration, providing instructional guidance for effective implementation. The investigation involved classroom observations of 18 English teachers and in-depth interviews with a purposively selected subset of 9 teachers from secondary grades. Data were collected through qualitative methods, including analysis of classroom recordings and semi-structured interviews, followed by thematic analysis. The findings demonstrate that video resources in secondary English classrooms are primarily employed in reading and writing lessons, with application occurring across all three instructional phases: pre-class, in-class, and post-class activities. The interviewed teachers exhibited positive attitudes towards the integration, believing it facilitates both students' English language acquisition and teachers' instructional delivery. This study establishes the effectiveness and necessity of integrating video resources and offers pedagogical implications for secondary English teachers.

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التعلم المعزز بالفيديو في تدريس اللغة الإنجليزية للمرحلة الثانوية: وجهات نظر المعلمين حول

الدمج في الصف الدراسي

رفاه مزبان بدن / مديرة تربية ميسان، محافظة ميسان

الخلاصة:

تناولت هذه الدراسة، القائمة على منهجية استخدام التدريس متعدد الوسائط، واستخدام معلمي اللغة الإنجليزية في المرحلة الثانوية للموارد المرئية ومواقفهم التربوية تجاهها. يهدف البحث إلى استكشاف كيفية

تطبيق المعلمين للموارد المرئية وتصوراتهم لهذا التكامل المعرفي، وتقديم إرشادات تعليمية لتطبيقه بفعالية. شملت الدراسة ملاحظات صفية لـ ١٨ معلمًا للغة الإنجليزية، ومقابلات معمقة مع عينة مختارة من ٩ معلمين من المرحلة الثانوية. جُمعت البيانات من خلال أساليب نوعية، بما في ذلك تحليل البيانات للصفوف الدراسية والمقابلات شبه المنظمة، تلاها تحليل موضوعي. كما تُظهر النتائج أن الموارد المرئية في فصول اللغة الإنجليزية بالمرحلة الثانوية تُستخدم بشكل أساسي في دروس القراءة والكتابة، مع تطبيقها في جميع مراحل التدريس الثلاث: ما قبل الحصة، وأثناء الحصة، وما بعد الحصة. أبدى المعلمون الذين أُجريت معهم المقابلات مواقف إيجابية تجاه دمج موارد الفيديو في التدريس الصفّي، معتقدين أنه يُسهّل اكتساب الطلاب للغة الإنجليزية، ويُحسّن من أداء المعلمين في التدريس. تُؤكد هذه الدراسة فعالية وضرورة دمج الموارد المرئية، وتقدم توصيات تربوية لمعلمي اللغة الإنجليزية في المرحلة الثانوية.

الكلمات المفتاحية: المراحل التعليمية؛ اكتساب اللغة؛ منهجية التدريس متعدد الوسائط؛ المواقف التربوية؛ التداعيات التربوية؛ مصادر الفيديو.

التشكرات:

يعبر الباحث عن شكره وامتنانه لمكتبة جامعة تكريت لرفد البحث بكل ما هو جديد ومعتمد في الحقل المعرفي الخاص بالبحث.

1- Introduction

English Curriculum Standards for General Senior Secondary Schools requires teachers to focus not only on language skills training and application when designing classroom teaching and conducting teaching processes, but also to design comprehensive language application activities that combine listening, speaking, reading, viewing, and writing. This requires teachers to attend to the cultivation of 'viewing' skills and related abilities based on students' existing listening, speaking, reading, and writing competencies. Secondary English teaching under the guidance of the New Curriculum Standards requires students to understand the meanings conveyed by textual and non-textual resources in multimodal texts, including the understanding and application of video resources (Jia and Guo, 2020).

In the teaching process, the application of video resources in English teaching can not only stimulate students' interest in learning English but also play a positive role in students' language input (i.e. reading and listening), assimilation (i.e. internalisation and memory), and language output (speaking, writing, and

translation). Within the context of the new curriculum reform, English teaching resources need to be presented in more multimodal ways to meet the requirements of the New Curriculum Standards, and video resources have become an important means of multimodal presentation (Zhu, 2020; Chen, et al., 2022: 1571).

2- Multimodal Video Resources in English Teaching and Their Application Research

Video resources combine auditory and visual elements, comprehensively activating learners' linguistic, visual, auditory, and sensory faculties (Putri, et al., 2022: 177), making them commonly used teaching resources in multimodal listening and speaking instruction. Multimodality refers to five communicative modalities under five perceptual channels: visual modality, auditory modality, tactile modality, gustatory modality, and olfactory modality (Gu, 2019: 34; Ismail & Mahmood, 2022). Multimodal discourse refers to the phenomenon of communication using multiple senses such as hearing, vision, and touch through various means and symbolic resources including language, images, sounds, and actions (Li, 2022: 29; Yang, 2023:1145). Multimodal audiovisual teaching combines multimodal discourse and utilises multimedia equipment to fully employ multiple modalities (such as images, videos, and audio) to acquire, process, and transmit information, thereby learning language and achieving communicative purposes.

Different modalities work together to mobilise learners' multiple senses and express the overall meaning of communicators. Multimodal communication requires the dual combination of images and sounds, which constitutes a typical mutually coordinated mode. Within the same modality, different types of media can form joint relationships, and video resources can simultaneously activate multiple media such as language, reading, images, video recording, and audio recording to collectively embody meaning

(Jia and Guo, 2020; Dinh, 2022). Video resources are a form of multimodal discourse that breaks away from traditional single modes. Video images, combined with matching explanatory sounds and subtitles, unite visual and auditory elements to achieve communicative meaning.

The New Curriculum Standards point out that 'viewing' is a language skill, not merely a skill for watching videos to obtain information, but refers to the skill of understanding meaning using graphics, tables, animations, symbols, and videos in multimodal texts. It is an embodiment of comprehensive English audiovisual

abilities. The new textbook (2021 edition) has added a Video Time section, with each unit concluding with viewing activities corresponding to this video content section. Therefore, in the English language teaching process, provided that video resources are appropriately used and integrated into suitable lesson types, teaching segments, and environments, they can have a positive and efficient impact on students' English language learning (Juan, et al., 2020). The application of multimedia technology holds significant importance in English-speaking countries' cultural education, capable of stimulating students' interest in learning the target language and cultural knowledge and improving their language acquisition effectiveness.

In summary, video resources, as important multimedia auxiliary materials in English teaching, play a crucial role in developing students' comprehensive English skills including listening, speaking, reading, viewing, and writing. Although English teachers attempt to apply video resources to classroom teaching activities to enrich traditional English teaching modes, they often use them merely as auxiliary classroom teaching materials, limited to playing videos only, thereby missing opportunities to cultivate students' effective information processing micro-skills and exercise their logical thinking abilities (Abbas, 2018 and Ajaj, 2022). Whilst there have been related studies exploring the application of English video resources in classrooms (Al-Khalidi, 2019: 169; Jia, 2024: 88), there is relatively little research on how secondary English teachers use video resources for teaching in their daily instruction. Therefore, this study, within the broad context of the New Curriculum Standards' promulgation and based on multimodal teaching, aims to provide inspirational guidance for secondary English teachers in using video resources for teaching practice. This study will focus on analysing and exploring the following two questions: firstly, how do secondary English teachers apply video resources in their classrooms? Secondly, what are secondary English teachers' attitudes towards using video resources?

Table 1: Information of Classroom Observation Record Samples

Teacher	Grade Level and Course Unit	Topic	Lesson Type	Video Type
A	4th preparatory: Required Course Unit 5	Inspired by Music	Grammar	Music
B	4th preparatory: Required Course Unit 2	How to Make an Effective Poster	Listening and speaking	Promotional video + documentary
C	4th preparatory: Selective Required Course Unit 2	Smart Homes to Make Life Easier	Reading	Promotional video
D	4th preparatory: Required Course Unit 1	Why Do We Celebrate Festivals?	Reading	Animated video
E	4th preparatory: Required Course Unit 1	My Amazing Naadam Experience	Reading	Introductory video
F	5th preparatory: Selective: Required Course Unit 4	Listening to How Bodies Talk	Reading	Lifestyle video
G	5th preparatory: Selective Required Course Unit 2	Where Is It Leading Us?	Writing	Situational video + film clips
H	6th preparatory	Reading comprehension: Grasping main ideas and making inferences	Reading	Educational videos × 2
I	5th preparatory: Selective Required Course Unit 3	Writing on an Environmental Issue	Writing	Promotional video
J	4th preparatory: Required Course Unit 1	Festivals and Celebrations	Grammar	Introductory video
K	5th preparatory: Selective Required Course Unit 1	People of Achievement	Writing	Music
L	4th preparatory: Required Course Unit 1	The Dragon-Boat Festival	Writing	Introductory video
M	4th preparatory: Required Course Unit 1	The Stone on the Road	Writing	Animated video
N	4th preparatory: Required Course Unit 2	Mother of Ten Thousand Babies	Reading	Introductory video
O	5th preparatory: Selective Required Course Unit 2	Iconic Attractions	Writing	Promotional video + introductory

				video
P	6th preparatory: Continuation writing	The Most Treasured Gift	Writing	Educational video
Q	6th preparatory: Continuation writing	Polishment of the Sentences in Writing	Writing	Promotional video + news video
R	4th preparatory: Required Course Unit 4	The Special Teapot	Reading	Introductory video

3- Research Methodology

The classroom observation subjects of this study were English teachers from 4th, 5th, and 6th preparatory classes, involving actual classroom teaching cases from a total of 18 English teachers (as shown in Table 1).

Based on the teaching experience, educational background, and lesson types (reading and writing lessons) of the secondary English teachers in the observed cases, the author selected 9 qualified subjects for interviews (as shown in Figure 1). These 9 teachers came from 4th, 5th, and 6th preparatory classes, with 3 teachers from each year group. Among them, 5 teachers held master's degrees and 4 teachers held bachelor's degrees. There were 3 teachers with less than 5 years of teaching experience, 3 teachers with 5-10 years of experience, and 3 teachers with more than 10 years of experience. The interviewed teachers showed balanced distribution in terms of teaching year groups, teaching experience, educational background, and lesson types, providing a good reflection of the survey results.

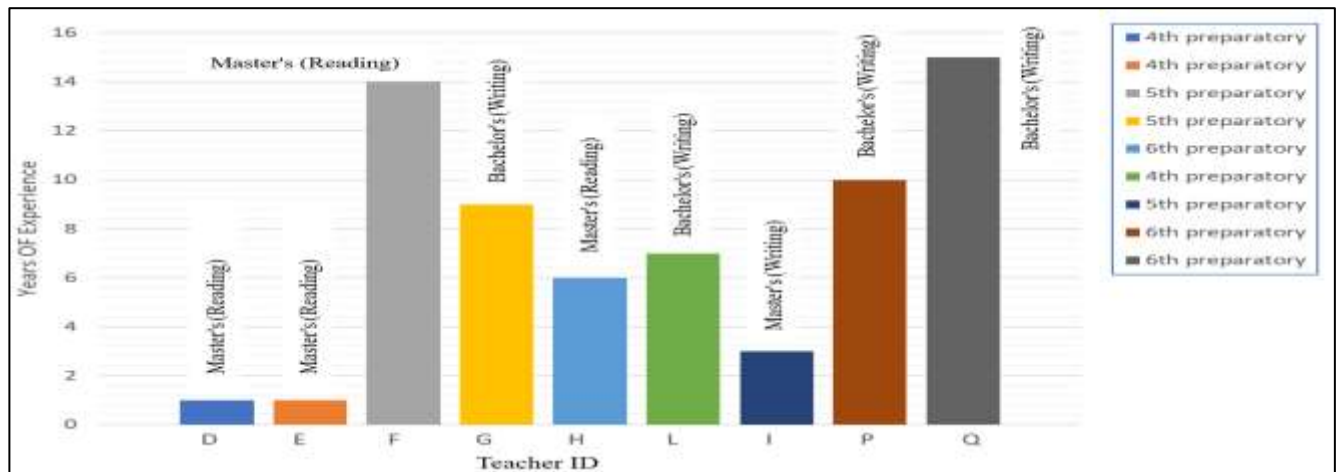


Figure 1: Information of Interviewed Teachers

4- Data Collection

This study adopted qualitative research methods. The research period was from October 2023 to December 2023. The author used purposive sampling methods to collect data from lesson cases from secondary English reading and writing open classes at various levels (school and district). Additionally, initial records were made of lesson cases that used video resources for auxiliary teaching. To observe more classroom details and make the data more specific, the author subsequently watched classroom recordings of 18 English lessons from 18 English teachers across 5 secondary schools and recorded detailed information according to classroom observation record forms. Subsequently, 9 teachers were selected from the 18 observed teachers for interviews, with each interview lasting approximately 30-45 minutes.

5- Data processing

The author integrated information from the classroom observation record forms by combining teaching designs, teaching courseware, and actual classroom video materials from the observed lessons, and conducted specific categorical analysis of the following content in classroom instruction: (1) Lesson types using video resources: the lesson types and main lesson types in which teachers use video resources; (2) Specific teaching segments using videos: the segments (pre-class, in-class, post-class) in which teachers use video resources.

Interview data were analysed using qualitative content analysis for interpretive specific analysis. Through intensive reading, understanding, and interpreting textual content, grasping the complex background and ideological structure of the text content, the true meaning of the text content was excavated. The researcher used coding software to import and store interview transcripts from 9 interview subjects, and based on specific textual data information in the interview transcripts, coding was performed according to both research themes and discussion topics, specifically forming descriptive coding. The generated descriptive coding data were then inductively categorised to form analytical coding.

6- Results and Discussion

6.1- Teachers' Application of Video Resources

Among the 18 classroom lesson types, there were 7 reading lessons, 8 writing lessons, 2 grammar lessons, and 1 listening and speaking lesson (see Table 1). This shows that the lesson types using video resources in English classrooms are primarily reading and writing lessons. Therefore, this study chose to conduct specific investigation and research on the use of video resources in reading and writing lesson types.

From the results of 18 observation case samples and the frequency records in the observation record form (as shown in Figure 2), among 18 teaching instructors, 13 instances chose to use video resources in the pre-class segment, 6 instances chose to use them in-class, and 4 instances chose to use them in the post-class segment (teachers could choose to use them in multiple segments). Classroom observation results showed that English teachers used video resources for auxiliary classroom teaching in all three teaching segments: pre-class, in-class, and post-class, with the highest frequency in the pre-class segment, followed by the in-class segment, and relatively less in the post-class segment.

Most teachers preferred to play videos in the pre-class segment, allowing students to obtain specific information from the videos through viewing, thereby introducing the theme of the lesson. In the in-class segment, teachers typically used video resources to help students develop situational immersion for some obscure abstract concepts or cultural knowledge, allowing them to match knowledge points with images and sounds in the videos during viewing, thereby promoting students' absorption and mastery of knowledge points. In the post-class segment, teachers occasionally used video resources for classroom summary, topic extension, and material supplementation.

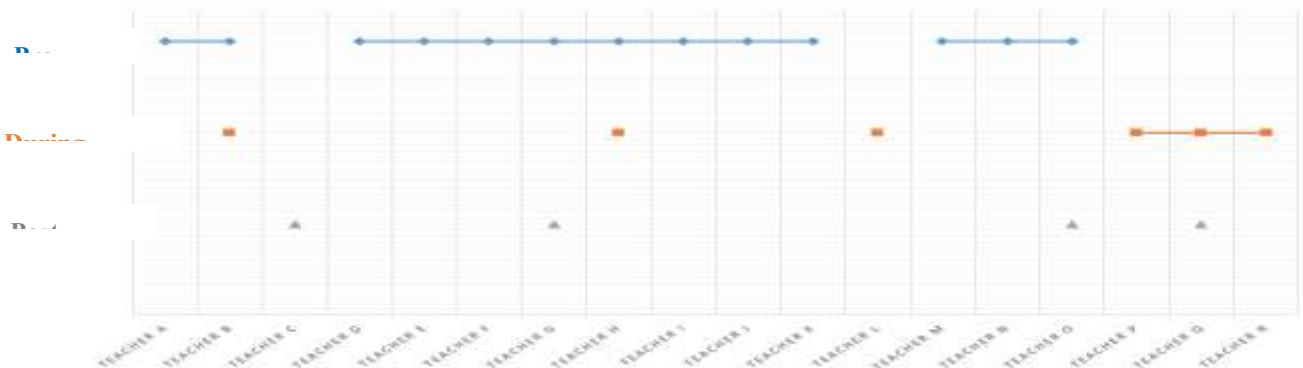


Figure 2: Use of Videos in Teaching Segments

6.2- Teachers' Attitudes Towards the Application Effects of Video Resources

Interview results showed that all interviewed teachers believed that using video resources in the classroom had positive effects on teaching, specifically manifested in the following five aspects: cultivating students' subjective initiative; creating authentic language and cultural environments; assisting in explaining textual materials and abstract concepts; training students' multi-sensory comprehensive language skills; and exercising students' observation and thinking abilities.

6.2.1- Cultivating Students' Subjective Initiative

Interviewed teachers believed that English video resources are highly engaging and can stimulate students' learning initiative, enliven classroom atmosphere, and motivate students to participate in classroom learning.

Teacher P: *"The classroom atmosphere will be more active, which helps with our English teaching development, because interest is the best teacher. When students have enthusiasm and interest in class, they are more willing to listen to your lesson."*

Teacher E: *"I think they really like these short videos, various interesting things, but they do not like teachers talking non-stop. Give them a video, and after students watch it, they speak themselves. Students actually learn more this way, and their autonomy becomes stronger."*

Compared to teacher-centred lecturing teaching models, applying video resources as auxiliary teaching in the classroom and setting up corresponding classroom activities and tasks for students based on video resources can improve students' active participation, enhance the learning atmosphere, make classrooms more active than traditional ones, and increase teacher-student interaction frequency.

6.2.2- Creating Authentic Language and Cultural Environments

Interviewees believed that the use of English videos in classrooms can create situations, activate students' background knowledge reserves, and cultivate students' intercultural awareness. For example, some teachers mentioned that video resources can provide students with a sense of immersion and help them better experience foreign cultural atmospheres.

Teacher H: *"Intercultural awareness is actually quite difficult because students have never been abroad. Through different countries' body language in videos, students can feel as if they have personally been to those places, gaining situational experience and immersion."*

Teacher G: *"If this video is authentic, coming from genuine European and American countries, students can more vividly understand different cultural backgrounds. This helps their intercultural communicative competence. Students can experience foreign cultures in videos with more immersion, understanding that different countries' cultures can seek common ground whilst preserving differences, also cultivating students' cultural awareness."*

From the interview excerpts of Teachers H and G, we can see that when students learn foreign cultures and knowledge, they can experience immersive learning through videos. On the other hand, when teachers play videos related to course content before teaching, they can help students understand the background knowledge of classroom topics, give students preliminary grasp of the lesson's teaching content, and enable students to think deeply with purpose during the classroom learning process, more effectively deepening students' understanding of English knowledge. Teacher G also mentioned that students can compare foreign cultures presented in videos with their country's culture, cultivating students' native cultural awareness, which is a situational effect that pure textual materials and teacher explanations cannot achieve.

6.2.3- Assisting in Textual Material and Abstract Concept Explanation

Interviewees indicated that video resources combine sound and image, are vivid and visual, and can assist in understanding obscure classroom textual materials and abstract concepts. For example, some teachers stated that video resources can replace pale text to create full images, and other teachers mentioned that video resources can make difficult concepts intuitive and visual.

Teacher I: *"Videos combine sound and images, are relatively vivid, and comparatively easy to understand. I think text is relatively pale; text's shaping of images is not that full. Moreover, if students can only make intuitive judgements through pictures and then rely on their own imagination to supplement scenes, their understanding might not be thorough enough. If it is a video, students'*

information reception effect will definitely be much better than pure text or pictures, and their speed of mastering knowledge information will also be faster."

Teacher H: *"For example, sometimes students encounter abstract concepts that they completely do not understand. At this time, we can find a short video introducing this obscure concept and play it for them to watch. This way, students can intuitively understand this concept, and when explaining related reading materials later, it will be easier to understand."*

In secondary English teaching processes, situations arise with many new words and new concepts. For example, when facing expository texts on scientific topics or experimental articles, if students have not been exposed to knowledge in related fields, they will find the learning process very difficult. Video resources have vivid and visual characteristics, capable of presenting obscure English teaching content through images, text, and sound, simplifying originally abstract textual concepts and complex textual learning content for presentation. Some interviewed teachers indicated that during the teaching process, when encountering knowledge points that students find difficult to understand or still cannot understand after teacher explanation and drawing, they all adopt video-assisted teaching methods, allowing students to watch videos before conducting textual interpretation.

6.2.4- Training Students' Multi-sensory Comprehensive Language Skills

Interviewees indicated that English video resources can mobilise students' multiple senses to experience things and simultaneously train students' comprehensive language skills.

Teacher F: *"Video use allows students to experience things through multiple senses, simultaneously mobilising students' hearing and vision for perception. Students can obtain information they need from videos whilst exercising both reading and listening input language skills."*

Teacher G: *"I believe that through video learning, students' listening, speaking, reading, and writing abilities can all be improved. First, videos, as a learning method with sound input, can exercise students' listening skills. Some students will deliberately imitate and practice, or be subtly influenced, thus cultivating language sense and rhythm. Second, if videos have English subtitles, students need to read*

the subtitles, which can improve their reading ability. They can obtain information by reading subtitles and then transform it into written expression."

The use of video resources in English classrooms can mobilise students' multiple senses to experience things, cultivating students' comprehensive language skills—namely, the comprehensive training of listening, speaking, reading, viewing, and writing skills. Video resources integrate sound, images, and subtitles, enabling students to simultaneously train the three input-type skills of listening, reading, and viewing whilst watching classroom teaching videos, and train output-type language skills of 'speaking' and 'writing' during the process of in-depth video learning and completing corresponding learning activities and tasks.

Video materials, with their vividness, fully mobilise students' multi-sensory stimulation during listening comprehension processes, enabling students to better master knowledge and skills presented in video materials and effectively improve students' listening comprehension abilities. Meanwhile, English video resources have more intuitive, fluent, authentic, and pure expression effects. Students are naturally influenced and nurtured by their English expressions, improving the accuracy and appeal of their language expression, which also indirectly cultivates students' 'speaking' abilities (Purba, et al., 2023).

Students understand video-transmitted information through 'listening-reading' and 'viewing-reading' videos, where 'reading' here refers to reading video subtitles, combined with video images. Subtitles can connect 'what is seen' and 'what is heard' (Pan & Zhang, 2020; Mahmoud, 2023). This combination of vision and hearing can largely make memory more profound and help students accurately understand videos (Hekmatshoar & Rahimy, 2021).

6.2.5- Exercising Students' Observation and Thinking Abilities

Interviewees indicated that using English video resources in classrooms is beneficial for cultivating students' observation abilities, stimulating their deep thinking, and enhancing their critical thinking. For example, some teachers mentioned that after watching videos, students connect existing original text knowledge with video information, combining direct experience for comparative judgement, thereby exercising critical thinking abilities. Additionally, other teachers mentioned that video resources can extend open-ended questions, enabling students to draw inferences and apply knowledge flexibly.

Teacher I: *"Using video resources can help cultivate students' observation abilities. During the process of learning texts, students can observe similarities and differences between videos and original texts. For example, I once taught a reading lesson where the original text described how to treat burns, and the video also involved this first aid process, but the two descriptions were inconsistent. Therefore, I encouraged students to think about which treatment method they preferred and why—the one in the video or the one in the textbook. At the same time, students should also possess the thinking and judgement ability to distinguish right from wrong, which helps cultivate critical thinking."*

Teacher F: *"Using video resources can promote students' deep thinking. Teachers can pose open-ended questions, encouraging students to think independently and arrive at their own answers. Additionally, it can cultivate students' critical thinking, requiring them to think critically about video content whilst watching. Through playing videos, I also try to help students transfer learned knowledge to other fields, thereby achieving the effect of drawing inferences."*

Learning textual knowledge through paired video resources can cultivate students' observation abilities, improve students' dialectical logical thinking abilities, and stimulate their deep thinking and critical thinking. When students learn textual knowledge accompanied by related video resource playback, they can quickly locate background information and promptly capture and summarise cultural knowledge not mentioned in texts, even discovering and questioning points different from learned knowledge. Meanwhile, the rich content of video resources can effectively strengthen students' comprehension abilities, enabling students to form good logical thinking and abstract thinking, helping improve students' self-learning abilities (Singh, 2025; Wang, 2019).

7- Research Implications

Through this study's investigation of video resource application in secondary English classrooms and English teachers' attitudes, the author recognises the effectiveness and necessity of reasonably integrating video resources into English classroom teaching. This provides implications for secondary English teachers' application of video resources.

First, teachers should focus on video resource materials that are close to students' real lives, starting from interest to cultivate students' comprehensive language

abilities. Easy-to-understand and interesting video resources can successfully attract students' attention, allowing students to focus more on video content, thereby obtaining more knowledge and completing teacher-designed activities and tasks starting from interest, thus maximising the effectiveness of video resources in cultivating students' comprehensive language abilities.

Second, teachers should fully utilise the textual content of video resources, explore teaching points, and combine students' specific learning situations to focus on the cultivation of students' progressively increasing comprehensive English abilities. When designing activities, English teachers should pay attention to the breadth and depth of students' thinking participation. Besides allowing students to perceive the language situations brought by videos and extract video themes, teachers should also help students learn to purposefully obtain information according to activity requirements and selectively record information during viewing activities.

For example, teachers can design activity tasks that require students to narrate video content in English and analyse and demonstrate viewpoints within based on existing knowledge and experience. Meanwhile, teachers can require students to organise and integrate useful knowledge materials and syntactic structures from video materials and apply them in subsequent activity segments. Teachers can also encourage students to make inferential judgements based on complex information in video materials to promote improvement in students' divergent thinking and creative expression.

Furthermore, teachers can systematically use video resources to cultivate students, regularly conducting audiovisual activities by learning segments, with videos being played repeatedly multiple times and activity task designs being diversified. Secondary English teachers should not only use classroom video resources in certain learning segments but should systematically apply them throughout all learning segments, conducting corresponding teaching activities and task designs whilst maintaining fixed teaching plans and arrangements. Teachers should repeatedly and hierarchically play videos, assigning different classroom tasks to students during each video viewing process. The difficulty levels of activities and tasks should gradually increase, and teacher-designed activity tasks should adapt to students' learning situations and be diversified.

8- Conclusions

- 1- Video resources are predominantly integrated into reading and writing lessons. This indicates a strategic application of multimodal tools to support the complex cognitive and productive skills required in these key language domains.
- 2- Video application spans all instructional phases (pre-class, in-class, and post-class), with the highest frequency observed in the pre-class segment. This demonstrates their versatile utility for introducing themes, creating situational immersion during instruction, and summarizing or extending learning after the main lesson.
- 3- Teachers hold overwhelmingly positive attitudes towards video integration, perceiving it as a pedagogically valuable tool. Their perspectives highlight that video resources are not merely motivational aids but are instrumental in achieving core language learning objectives.
- 4- The pedagogical benefits, as reported by teachers, are multifaceted. Video resources are seen to:
 - Enhance student engagement and cultivate subjective initiative by creating a dynamic, student-active learning environment.
 - Provide authentic linguistic and cultural contexts, fostering intercultural awareness and offering immersive experiences that are difficult to replicate through text alone.
 - Facilitate the comprehension of abstract concepts and complex textual materials through vivid, audiovisual explanations, thereby scaffolding understanding.
 - Train integrated language skills by simultaneously mobilizing learners' auditory, visual, and cognitive faculties, promoting the combined development of listening, speaking, reading, viewing, and writing.
 - Stimulate higher-order thinking skills, including observation, critical analysis, and inferential reasoning, by providing a rich medium for comparison, critique, and open-ended inquiry.
- 5- Effective implementation requires deliberate pedagogical design beyond mere playback. The research implications suggest that maximizing the potential of videos involves:

- Selecting relevant and engaging content that connects to students' lives and interests.
 - Designing structured, progressive activities that guide students from information extraction to critical analysis and creative application of knowledge gleaned from videos.
 - Adopting a systematic approach to video use across learning segments, utilizing repeated, tiered viewings with differentiated tasks to deepen processing and skill development.
- 6- Despite the recognized benefits, limitations exist. Challenges to wider adoption include the necessity for teacher competency in information technology (video sourcing and editing) and the need for further empirical research to quantitatively and qualitatively assess the direct impact of video integration on specific language learning outcomes. The study's sample size also suggests a need for broader investigation to generalize findings.

In summary, this research affirms video-enhanced learning as a significant and effective component of multimodal pedagogy within secondary English teaching. Its value lies in its capacity to enrich instructional delivery, create authentic and engaging learning contexts, and develop both foundational language skills and critical cognitive abilities, provided its use is strategically planned and pedagogically grounded.

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