

REVIEWER'S REPORT

Manuscript No.: IJAR-55407

Title: THE EFFECT OF THE USE OF AUDIO-VISUAL MULTIMEDIA TECHNOLOGY ON THE MASTERY OF ARABIC VOCABULARY AMONG ELEMENTARY SCHOOL STUDENTS

Recommendation:

Accept as it is

Accept after minor revision...YES.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality			Y	
Techn. Quality			Y	
Clarity			Y	
Significance			Y	

Reviewer Name: Dr.Shaweta sachdeva

Detailed Reviewer's Report

1. The study employs a one-group pre-test–post-test design without a control group, which significantly weakens internal validity and makes it difficult to attribute the observed improvements solely to the audio-visual multimedia intervention.
2. The sample size is very small ($n = 25$) and drawn from a single school using purposive sampling, severely limiting the generalizability of the findings and reducing statistical robustness.
3. The reported result that 100% of students moved to the highest score range in the post-test raises concerns regarding test difficulty, ceiling effects, or potential teaching-to-the-test bias, which are not sufficiently addressed.
4. The manuscript lacks a clear description of the vocabulary test items, scoring rubric, difficulty level, and whether the same test was reused for pre- and post-measurement, raising concerns about test validity and practice effects.
5. Although reliability coefficients are reported, the paper provides insufficient detail on construct validity and does not explain how questionnaire items operationalize “student acceptance.”
6. Gender-based analysis is statistically underpowered due to unequal and very small subgroup sizes (9 males vs. 16 females), making the conclusions about gender effects weak and potentially misleading.
7. The intervention duration (only three weeks with six sessions) is too short to claim meaningful or sustained vocabulary mastery, yet the discussion draws strong pedagogical and policy-level implications.
8. The literature review is largely descriptive and does not critically synthesize prior studies, nor does it clearly identify a research gap beyond general statements about multimedia effectiveness.
9. Mayer's Cognitive Theory of Multimedia Learning is cited extensively, but the manuscript fails to explicitly map specific multimedia design principles (e.g., segmenting, redundancy) to the actual instructional materials used.
10. Statistical reporting focuses mainly on p-values; however, the interpretation of effect sizes lacks depth, and no correction for multiple comparisons is discussed.

International Journal of Advanced Research

Publisher's Name: Jana Publication and Research LLP

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11. The conclusion overgeneralizes the findings, claiming effectiveness “regardless of gender” and suggesting national-level implications despite methodological limitations.
12. Language and formatting issues persist throughout the manuscript, including inconsistent spacing, minor grammatical errors, and repetition, which reduce overall academic polish.