



The Impact of Absence of Educational Television and Data Show on English Teaching by the Iraqi Primary Schools.

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Abstract

The present study deals with the issues of the lack of educational television and a systematic agenda of special programs to prepare the Iraqi young children towards the schools' life. Besides, it is also dealt with the lack of using data show partially or totally by Iraqi schools. Accordingly, the study discusses those issues within three sections to concern firstly with literature review of self-regulated and class learning in addition to the types of motivation and their roles in learning.

Whereas, the second section exposes theoretical framework about the main two theories of visual aids, the impact of visual aids in learning, and a brief historical review about the educational television in Iraq. Consequently, the third section is the practical work of the study by which the results of the effect of using the data show and laptop are summed through oral tests. Students of the first primary class has been chosen in addition to written questionnaires has been supplied concerning with the views of some teachers and media figures. And here, the analyses are calculated according to the suitable static methods through several variables that the study is applied like Percentage, Mean, and static charts. Moreover, conclusions, suggestions, indices, and an abstract in Arabic are supplied.

Key words: Educational Television, SR L , Visual Aids

الخلاصة:

تناقش الدراسة الحالية مشكلة انعدام توفر التلفزيون التربوي التعليمي فيما يخص تعلم اللغة الانكليزية وبرامج متلفزة لإعداد الطلبة الصغار للحياة المدرسية الجديدة. بالإضافة إلى مناقشة قلة أو عدم توفر جهاز العارض السينمائي (data show) في اغلب المدارس العراقية. لهذا خصت الدراسة هذه القضايا بمقدمة وجيزة وثلاث أقسام: الأول يتناول مراجعة للدراسات السابقة حول التعلم الذاتي المنتظم والتعلم المدرسي وأنواع المحفزات وتأثيرها. بينما تناول القسم الثاني الدراسة النظرية لأهم نظريات وسائل التعلم المرئية وأهميتها في التعلم أيضا تناول هذا القسم نبذة تاريخية مختصرة حول برامج الأطفال التعليمية في العراق. خص القسم الثالث من الدراسة العمل التطبيقي حول تأثير استخدام الجهاز العارض والكمبيوتر الشخصي في التعلم المدرسي من خلال تنفيذ اختبار شفهي لطلبة الصف الأول الابتدائي واستبيان مكتوب لأخذ وجهات الرأي لبعض المدرسين وإعلاميين. وتم تحصيل النتائج باستخدام الوسائط الإحصائية المناسبة كالمتوسط الحسابي واستخراج النسبة المئوية لكل من نتائج الاختبار والاستبيان.

1. Introduction

One of important educational needs nowadays is learning English as it is a necessary demand for millions of people over the world to speak language fluently and accurately for different purposes. So people can get their learning of English through the media, internet, travel, study abroad. Hence the association of free and academic learning becomes the framework of curriculum designers to create active skills of communication in order to improve the quality of teaching language material and methodology (Richards, 2006: 1).

On the other hand, what makes a routine learning is the lack of social learning which is represented by discourse content and the purpose of 'talk'. One of the main teacher/students' tasks is the peer observation which is the purposeful examination of teaching and/or learning events through systematic processes of data collection and analysis. As the teacher is the guide of the whole process, he needs the students' willing to give feedback of what it is required. The great part of learning depending on 'listen' and 'repeat': This is a

time-honored technique involving learners in imitating chunks of language provided by the teacher or a recording. So the continuity of feedback helps them to express outwardly personal as well as to receive information and construct knowledge (Armstrong, 2011). The young ones need more experience to understand, having short concentrate and low ability to control themselves, unaware of their mistakes so they are not afraid of making mistakes. Hence, the repetitive action of correction leads to boredom by both the teachers and students so that they be fatigue by time (Boye & Pedersen, 2010 :3-4).

The use of suitable illustrated aids whether they are of technological or not technological ones is a necessary requirement that each school classroom needs. Evidently, they are not only strengthen the process of teaching and learning but they are also the best way of entertainment. And thereby such enjoyable learning will help the learners to enhance their information and facilitate learning as well as make them to be more active and useful members in their society by getting new experience that those aids add. Thus, the syntagmatic content is the objective of any language learning to be associated with real life learning through suitable visual aids (Arora, 2013; Shabiralyani et al, 2015: 226).

1.1 Review of Literature

This part of the study is concerned with providing a brief critical examination of the related previous studies that have investigated the classroom learning and self regulated learning.

1.1.1 The Classroom Learning & SR L

Reliably, language is subjected to change, the theories of linguistics and methodology, are also subjected to change. Different theories and approaches during the last century dealt with the process of teaching\learning language are not sufficient particularly of those which focus on the view of studying language structurally (Richards, 2006: 1, 6). The appearance of functional-cognitive approaches on the scene, assure that, language structure is not a

precondition to communicate but rather to be produced by employing the materialization of the form and its meaning cognitively, communicatively and as structurally distinguishable utterances.

There are two systems of mind that the human beings use: an experiential and rational systems. By practice and experiment, learning can be automatically preconscious where emotions is imitatively associated with. Whereas, the rational system is free- emotion for the logic control and interference(Epstein', 1998b, p. 9). It is also proved that the phylogenic and ontogenetic demands are processed through language communication when bringing out the particular linguistic construction to particular pragmatic context(Boye& Pedersen, 2010: vii; Tomasello, 2014:ix-x).

In relation to the educational curriculum it is historically based on three primary correlated points: subject-centered, society-centered, and individual-centered. The great part was taken with subject- centered curriculum in which the traditionalists claim that it is a subject mastery which enables the students to be experts within the related future subjects. Later then, the proponents of the empiricism regarding to the social and psychological studies like(Ellis, Cogan et al, 1986; Marsh & Willis, 2007; Pinar, Reynolds, Slattery, & Taubman, 1995) contributed to great part in education by emphasizing the views of improving overall quality of life and a healthy democracy to be achieved from applying society-curriculum and individual- curriculum together(Armstrong, 2011).

In other words, the teaching triangle: student, teacher, teaching material is the spot to be circulated on. However, the process of teaching\learning is of two-sided needs represented by the teacher and the student to achieve the given curriculum. Thus, as soon as the process of learning starts, many questions are revealed continuously to nag the teacher sometimes As the teacher is the guide of the whole process, he needs the students' willing to give feedback of what it is required. So the continuity of feedback helps them to express outwardly personal as well as to receive information and construct knowledge. With the grade- level learning that the teacher motivates, is



expected to get different results and therefore the teacher must be in frontier of the individual differences of his students. (Bjork, 1998: 439).

Language is a complex system of communication which involves several levels: phonology, syntax, morphology, semantics, lexis, pragmatics, and discourse. At the very beginning of learning, the master of basic words through basic strategies, is the first and main goal to be learnt individually or textually at any educational level of language learning. Hence, the levels of teaching vocabulary includes: meaning, synonyms, antonyms, connotation , spelling, collocation, syntax, word families (words of similar entries), are the basic ones to be taught firstly that they cannot be learned without at least some noticing or consciousness(Hoffman & Zollman, 2016: 89Brown, 2001: 375-77).

Any class discourse should be achieved within three features of : speaking rights, the teacher's role, and speech style. However, the actions of speaking may be applied in untutored environment or in formal instructional settings by shifting from recitation to closer real topic. It is easy to imagine and suggest but it is really difficult to do so that teachers will be in a hard time and situation(Cazden & Mehan, 1989:47 -54; Means & Olson, 1995: 12).

Furthermore, the study of discourse is the study of language independently at the notion of the sentence. Thus, studying discourse means studying longer(spoken and written) texts which involves examining the relationship between a text and the situation in which it occurs. In fact, discourse is important to address certain preoccupations in their professional practice such as: If teaching is to be ' communicative', how does communication actually take place? For that, to know a word means to know it actively, productively, and receptively(Richards, 2010:5; Cazden, 1988: 54).

It is common that the teacher is the main addressee for the classroom in which the students are ready to be the speakers of what it is required to talk. The main references of their speech are to use the third person pronoun(Hoffman & Zollman, 2016: 83). The best method to make them communicate correctly and equally, is to apply the Cross- Discussion where

the students can talk to each other directly by using the first person pronoun and without a constant intermediate of the teacher. The skills of learning can be built by "Keep Program" to make co-narrated group discussion where the skill should be run as a real life of community importing experience from outside to be applied inside classroom. It is something beneficial particularly ruled by balance of rights where the speaking and turn-taking rights serve as the students are the speakers not to be assumed that they are speakers. Thus, this method will boost their cognitive and instructional skills to be more effective through their imagination (Cazden, 1988: 57, 71).

On the other hand, applying an autonomic learning is required to establish a proper base for learning. Autonomy can be also termed in education as 'self-instruction', 'self-access', 'self-study', 'self-education', 'out-of-class learning' or 'distance learning' by which the learner controls his learning by himself. Moreover, learning by self is not exactly meant a hint of free learning for the reason that the different attitudes, abilities, orientations, of the learners may process the way of learning. It is meant the best that the learners may do by themselves (Benson, 2006: 1\114). The distinction between learning and performance and self-regulation is related to the relationship between behavior and environment. Those parameters are in a way and another responsible of how much students get true performance. It is possible that revising the truth and the precise outcomes can be emerged continually through real interaction for a long time learning (Schunk, 2012: 117).

Identically, the relationship between behavior and environment influences each other in terms that the students behave by themselves in regulative manners of SRL through three phases, before, during, and after actual performance (ibid: 120). Thus, according to "(Schunk & Zimmerman, 1998: viii) 'Self-regulated learning' (SRL) refers to 'learning that occurs largely from the influence of students' self-generated thoughts, feelings, strategies, and behaviors, which are oriented toward the attainment of goals'. It is also defined by (Pintrich, 2000: 453) as 'an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and

control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment'.

Zimmerman (2000:33- 39) states that the SRL is a cycle of three phases that are constantly getting back by the self-regulated learner as: (a) the forethought phase, wherein the learners by themselves plan and determine their own suitable learning goals and strategies, (b) the performance phase, here are, the learners fulfill their pre-set plans, and(c) the self-reflection phase, the learners evaluate strategies chosen and progress made, and then the cycle is repeated. Additionally, Zimmerman(ibid: 13-14) proposes that the SRL should be a process of making changes to be a key factor of the learning process. For that, the adjustment of learning can happen through personal, behavior, and environment adaption. Moreover, changes may be refined through personal effective and cognitive processes that the learner does by himself.

Undoubtedly, the needed adjustment of strategies is depending on the environment, conditions, and outcomes that the person faces and more possibly they affect on his behavior. However, Zimmerman also assumes that those three adjustments are open-ended and can be changed by the learner according to the goal value of the task. For Winne(2005. 33)the SRL is not done automatically but through research and metacognitive Knowledge(strategies) which the learners have much or little of them guided by the teacher should be only to provide them only with missing words and information. In other words, Lerner and Kline(2006:184) opine that metacognitive strategies are designed processes to make students apply and direct the appropriate strategies for their learning efficiently in accordance with the experience that they get even with those students who lack for such metacognitive strategies and then they can also apply them in different situation by experienced learning.

1.1.2 Types of Motivation

As it is mentioned previously, learning is a process of behavioral changing that the students are expected to do and act and therefore, the potential changes may be kept in two ways of behaviors as long- term changes and short- term changes. Certainly, learning is influenced by the social environment, conditions, reinforcement that they help to emerge and speed up of the wanted changes. It is important to obtain the long-term changes not the short – term ones which may be undertaken with great pressure than the long-term so it is possible by such pressure leads to failure. The continuity of memory and learning depends on the continuity of the verbal behavior and attention. Thoroughly,' attention-demanding stimuli should prevent both attention-based rehearsal and articulation-based rehearsal'. However, they are objected to the series of intervals within the long-term memory so that some performances will be declined as a result from those serial positions of interferences which are made from distracting(Reed, 2007: 20, 70; Cowan, 2008: 323-338).

Any success in learning depends partly if not mainly on the type of motivation which may be applied by the whole systematic institutes or by the teacher himself. To (Alizadeh,2016: 11; Brown, 2000; Krapp, 1999: 23) who base their studies on (Biggs& Moore's,1993) division of the approaches of learning as surface and deep approaches. By surface the materials being studied routinely through reproducing whereas by deep approach the material being studied through self-determined producing. Accordingly, they classify motivation into four integrated types as instrumental, integrative, intrinsic, and extrinsic motivation. The instrumental motivation is needed when the learner ready to acquire a language as a means of getting instrumental purposes like furthering career, translation, reading technical materials. While integrative motivation is based on the need of the learner to be a one of a second language group to be involved in social interchange through integrating themselves into the culture of L2.

Relatively, (Betoret& Artiga, 2011: 4-5; Evelein et al, 2008: 1137) state their views of motivation on self-determination theory (SDT) of (Deci and

Ryan's (1985, 2000) about the psychological needs. The three main needs according to(SDT) are (autonomy, competence, and relatedness). With autonomy, the student may be not totally free but has internal acceptance to guide the students' perspective and providing choices. Whereas competence leads the students to be self-efficacy and master their challenging tasks. Through relatedness, feeling of belongingness is situated to be supported, provided respect and acceptance, and feeling of care. So when those three needs are satisfied correctly, they can help the students to promote their academic achievements.

Psychologically, the attempt and desire of getting the goal are the main resources of motivation that the person wants to arouse even though it is encouraged or not by others. This is what it is called intrinsic motivation where people want to feel with competence by engaging themselves for their own sake without needing to a reward. On contrary, extrinsic motivation leads to changing in behavior to obtain the objectives only related to a reward from outside. Besides, it is a stimuli of avoiding punishment, learners try to make their good proficiency and self determination((Leong, & Saburi, 2012). Moreover, those four types can integrate with each other particularly the integrative and intrinsic motivations in having a significant impact to gain the objectives of learning. Considerably, much of learning can be achieved through observation even though it is done for naturally need not depending on motivation, interest, physical state, or perceived need (Leong, & Saburi, 2012).

Many empirical studies are taken place in standing with SRL learning and intrinsic motivation on several educational stages and fields. For example,(Williams &Deci (1996Deci & Ryan, 2000; Ryan & Deci, 2000b; Vansteenkiste, Simons, Lens, Sheldon, & Deci, 2004 Sandars & Cleary, 2011) state that it is possible to obtain better learning and performances in any stage of education when the intrinsic motivation is associated actively. It is also revealed the independency and self-planning of students when the intrinsic motivation is conducted and supported by teachers and parents.

2. Theoretical Framework

2.1 Theories of Visual Aids in Learning: The Input Trends

To enhance the skills of English learning and teaching, different aids of oral and visual devices are necessary to be used by both the teacher and the learner. Thus, different theories and authors support the hypotheses of the incorporation of those devices to be in great amount of comprehensible input of learning.

2.1.1 Dual-Coding Theory

According to Paivio (1990: 163), the theorist 'images and words have different cognitive presentations; therefore, the brain uses separate memory systems for different types of information'. This theory has its bases from the previous studies of (Yates,1966) about a broader practical use of imagery and the various applications of it to speed up the acquisition of knowledge. However, it is an appropriate theory in the case of recapturing the information from memory systems through matching the verbal and image simultaneously. In reference, Paivio claims that 'memory is set up as a 10 network with different paths, verbal and image that lead to the same information'. He also concludes that, 'the more path ways learners use to remember information, The more cures learners can recall that information later on'. The information according to him is resulted from the association between two codes: a word(verbal) and image(non verbal) codes as verbal information is acquired from sensory memory to visual processors.

To Schunk(2012:121) 'Learning occurs either 'enactively' through actual doing or 'vicariously' by observing models perform (e.g., live, symbolic, portrayed electronically,'. Learning is absolutely accompanied with observation and performance. Evidently, the human nature tends toward the vicarious and virtual sources(DVD, television, computer, videotape, cartoon, etc) rather than to the actual ones in learning. Thus, acquiring information and use them correctly in real learning situation, coming from combining two subsystems of both language as a(verbal system) and images as (none-verbal system) to be represented with pictures, events, and objects.

Therefore, the combining of different process of mentality (verbal elaboration) and images may be useful and effective too much in any stage of academic learning from kindergarten to university level particularly for learning and recalling information but not for logic and intellectual process of advanced learning. So that the acquisition of knowledge cannot be processed without using it practically, perceptually, and propositionally. For that, recognition, memory, imitation, visual imagery and symbolic code can be considered the process-maker of different mental and behavioral skills like learning, problem solving and decision making(Powell & Roberts, 2014; Reed, 2007: 157).

2.1.2 Image Schema or Multimedia Theory.

This theory is derived from the dual code theory claiming that knowledge is not static, propositional or sentential, but is circulated in person's perceptual interactions with various patterns of structures, bodily actions and manipulation of objects. It is a grade method of learning to engage the learners in three cognitive processes, as: (a) selection, in accordance with their verbal and visual systems to overcome the limitation of memory, learners select words in relevance with their correct images that they processed before, (b) organization, here, the process of organizing information in meaningful way or story through repetition to be remembered coherently, and (c) integration, the correspondence between the verbal and visual structures that the learners learn through a better way of linking to assist them to apply new and different models of information that they may be not engaged with them previously (Reed, 2007: 88; Maveno & Mayer, 2000; Gibbs, 2006: Berlin: 239-268).

2. 2 The Impact of Visual Aids in Learning

Generally, people who only read, say, or hear may forget much of what it is stored. The percentage of the forgotten things may differ from one sense to another. The psychological studies prove that the young children cannot understand developing conceptions and what are around them except of those

of known images and material. Accordingly, using visual aids in learning is a way of senses association to think and do through real feel of what it is seen, heard, touched, tasted, smelt with what it is wanted to learn (Reed, 2007: 13; Cuban, 2001). Additionally, Visual aids can be classified into two types: those of non- technological aids like charts, maps, pictures, toys, props and any daily illustrated tool used in the classroom. The other type is the technological aids situated through computer, CD, DVD, software and hardware programs, projectors, Mp3. However, the two types of visual aids are important in learning to facilitate and explained the topic accurately. Besides, they reduce the efforts of the teacher in explaining concrete concepts as well as support him to stimulate the learners to seek deeply with new thoughts through building hierarchal series of cause and effect(Brinton, 2001: 459).

With the beginning of using simple computer, video technologies, and telecommunication network at schools, students can compute their school works by sharing information with their colleagues, analyze data, conduct experiments. The telecommunication of network group helps the teachers to in contact with the newest updates of methods, sharing information with their colleague and the students' parents(Means &Olson, 1995: 17, 21). Later then, the technological devices as computer games, smart phones and iPad, become mainly the needed software component to share knowledge at this time and they continually in progress. Children are active received persons who can learn how to use such technical devices rapidly even with more complex ones. Thus, their appetites may be whetted to develop their learning via out – of – school programs by introducing them to familiar and enjoyable channels of science and technology. (ibid: 17, 21; Shabiralyan et al, 2015).

And therefore, adopting journalized and televised programs undoubtedly will enhance the confidence of a child to prepare his/her materials of learning. It is also an active way to change the behavior of the students to have experience worlds beyond their own, especially if they find the meaning by themselves. Moreover, the easiest and preferred media is the programs of learning through the internet where many if not all children use it very much



to be more effect guide than the programs of the school itself. Such Mini education of using several channels of learning will not accelerate the process of learning only but it will increase the spirit of competition and teamwork. Therefore, suggestion to use TV educational videos and segments recorded from Net work broadcasts inside school classrooms are claimed insistently (Abdulhameed, 2007: 49-52).

2.3 A Brief Review of Educational Television in Iraq

By extending the senses of vision and hearing with the development of the technological system of television in the early 20th century, the process of television programming be a main medium of entertainment, communication, reporting, and learning. So TV has a considerable effects on society through exposing people to a wider array of cultures, politic, and social issues. Eventually, exploiting educational TV programs, is the policy of many countries at that period till now. Despite of argument some social scientist state that some TV programs have negative effect on children beyond increasing aggressive behaviors, other studies assure that educational programs are quite useful medium can be exploited in learning(Powell& Roberts, 2014).

On the other hand, since the establishment of Television in Iraq(1956), few recreational and educational programs for children were allocated. The interesting of specializing some televised programs of learning in Iraq is of little experiments regarding to the adopted curriculum of the primary schools. The role of customizing some television programs in the process of learning in general and English learning in particular began in the seventies of the pervious century. In fact, some Arab countries including Iraq adopted recommendations of developing educational television. It is also documented that the countries of the Arabian Gulf recommended in the educational television meeting held in Riyadh (May, 1981) to widen the projects of making preparations to use satellite network for exchanging the educational programs to be ruled interestingly for long-life education and adult education. Accordingly, school training courses and some educational programs of



learning began in the late eighties and to be continued till now(Abou Bakr et al, (1985: 30; tech.2010.com/ the educational TV).

However, those programs are confined with the series of cartoon, some rhymes and songs in standard or colloquial Arabic language to be presented orderly and spontaneously especially in the periods of 1980s and 1990s. Significantly, the medial plan and policy of Iraqi television at that period are based on enhancing the moral values to bring out the personality of children in standing with the objectives of the governmental main party(Ba'ath Party) and to develop their skills and hobbies, as well(Al-Rawi, 2010: 221, 229).

The most important programs were presented at that time: *Open Sesame* which was acted, administrated, produced, and directed, by Iraqi and artisans of Arabian Gulf in 1979- 1983. It is an educational television of Standard Arabic language taken from the famous American series *Sesame Street* in the seventies to be modulated and undergone to suit the Arabic societies. Moreover, *Open Sesame* was aimed to prepare the children at different ages to have the main principles of education, morals, religious faith, social cooperation, cultural convergence, several traditions in addition to broadcast different educational materials which are greatly made to reflect the standard sources of the curriculum. The very significant effect of its contribution in learning was restricted on reading Arabic words, letters, numbers, and general scientific topic(Al-Shantoot, 1989:12-14).

Notably, there is a little section to learn English related to reading and writing letters and some words. For its importance and desirability by great part of Arabic children and the significant reflection on their learning and behaviours, several applied studies were done by some Arabic researchers like Aboud, Harith, (1985); I.M, Al-Khulaifi(1985), Al-Hassan, (1986), and Khalid. A, Al-Shantoot, (1989). The other educational programs were also presented and acted in Arabic like *Ahla Al-Kalam(Mdinat Al- Qwaied)* [the most Beautiful Sayings(The City of Grammar], and *Al-Manahil*(The Resources), *Kana wa Akhwatiha*(How and its Group) which had great approval by many people for their relation to the grammar of Arabic



language, social traditions, psychological setting, and historical stories (tech.2010.com/ the educational T.V).

The only English program that the Iraqi television presented at the period of the eighties is *The Muppet Show*. It is an American comic show created by Jim Henson and featuring the Muppets in the years 1974-1975 which it was failed to continue in America and therefore Henson agreed to approach this show to be produced in the United Kingdom for ATV. Contextually, (Lewisohn, 2003) mentions that ' *The Muppet Show* depicted the antics of some wacky marionette puppet (hence the word Muppet)'. Thus, those episodes are the adjusted show of *Sesame Street* when the psychological researchers noted that the latter did not inspire the attention of children any more during its an hour show for the reason that it is exposed throughout animations and short films commissioned from outside studios which had been presenting by real actors. Hence, it is modulated to include characters of Muppet that the children love to much.

Although *The Muppet Show* was criticized by some psychologists as it was a parody of increasing sex and violence rapidly, it remained a broad-based show of entertainment to attract both adults and children and by short time it was widely appreciated and approved by many countries over the world(ibid; Hutchwinson, 2018).

3. Methodology

3.1 Statement of Problem

By default, the expected problem that any teacher of English faces, is how to teach the same content to the students who do not understand English before without making them getting bored?. Thus, searching "a content area teacher, not a teacher of language" to highlight learning 'to do' rather than learning 'to know' are the primary duty of his/her work. It is the process to understand language communicatively by using rather than by constructing. Such need is still restricted to several factors which may be in a way and another facilitate or prohibit the process of teaching and learning.

3.2 Aims of the Study

1. To use effective technological aids of learning represented by data show, is not available in many if not all Iraqi schools. And therefore, searching a beneficial method to touch language learning through funny and helpful visual aids of appropriate content which present the linguistic needs culturally and socially is the main purpose of the recent study.
2. To find the possibilities of applying some televised programs involving instructions and awareness towards the new life at school. It is also aimed to guide the children towards the beneficial clips of 'YouTube' in learning English language.

3.3 Hypotheses

1. The educational Television including programs of learning and entertainment can support the process of learning.
2. The systematic televised programs of awareness through the State TV or other Private channels may stimulate the children's attention toward the new life that they will see at school.
3. There are significant differences of the students' performances in relation to the state of school.
4. The Iraqi schools do not use data show in learning.
5. The Iraqi textbook of the 1st primary class is beneficial enough.

3.4 Scope and Limitation

The study is limited to (80) pupils of the first primary class chosen from four schools of Thi-Qar Governorate. Those schools are selected equally as two of them are State(public) ones and the other two are Private. Accordingly, (20) pupils are selected from each class to form four groups. Thus, those groups are numbered as (A), (B), (C), and (D). The selection of different states of schools is to find out if the difference of the performances of the students is related to the type of school? In addition to know the reasons beyond such differences if the social and educational levels of their families effect on their learning?. Additionally, a questionnaire of three questions is adopted to search the views of (40) teachers and media figures to



recognize their opinions and suggestions of applying the televised programs of awareness and the educational YouTube in the process of teaching / learning of English language.

3.5 Data analyses: the analyses are done by using descriptive statistics for quantitative data and thematic analysis for qualitative data.

3. 6 List of Abbreviations

FV: first visit, SV: second visit, G:group, Per: percentage

3.7 Procedures

The methods are applied through two processes: firstly, it is experimented by exposing some televised lessons by using photo\data show projector. Two visits are planned to present lessons chosen from YouTube clips particularly for WOW TV and Dave and AVA Nursery Rhymes to be exposed once a week. The survey is held in the second semester of the academic year for the reason that the great part of the curriculum is carried out. The lessons are circulated on the elementary material of learning of English as the curriculum of the first class which bases on. The classification of tracing is about learning letters, colors, parts of body, names of things, fruit, animals, common expressions and commands, and simple- structured sentences(see appendix 1 below). The first visit is a preliminary one to train the students to YouTube shows to see and hear the required vocabularies and sentences which are related to their standard learning.

Secondly, it is also experimented by presenting a questionnaire to (40) teachers and Media figures in order to get a standard criterion of their views about the possibility of applying systematic televised programs of awareness in addition to use video clips in the process of teaching and learning at school classroom. The questionnaire involves three views which are classified into three ones as: not beneficial, somewhat beneficial, and so much beneficial (see appendix 2 below).

3.8 Scoring and Ranking

The ranking is done according to the participation of the whole students of each group chorally and separately as the study required of such subdivisions as poor(0- 59), good(60 – 79), very good(80 – 89) , and excellent(90 – 100). Besides, the static analyses are not based on the full answers for all items, but on the great part of correct answers about them. However, the statistics is relied on the participation of students by ticking (\checkmark) for each right answer and (X) for the wrong\ not answered item. Relatively, the questionnaire is also registered by ticking (\checkmark) for the preferable view that the teacher\media figure selects. Percentage, Mean, and static charts are supplied to compare and illustrate the students' performances and the result of the questionnaire, as well.

3.9 Results and Discussions

Generally, the performances of the students are of different responses to be good with groups (B),(C), and (D) while it is weak with the groups(A). The percentages of the students' performance at the two visits are shown in the following table:

Table(1): Correct answers of each required drill:

Students No.	Type of information	Visits	G: A	Per.	G: B	Per.	G: C	Per.	G: D	Per.	Total per.	
80/ 20 for each group	Letters	FV	9	11.25	20	25	20	25	20	25	86.25	
		SV	14	17.5	20	25	20	25	20	25	92.5	
	numbers	FV	8	10	20	25	15	18.75	20	25	78.75	
		SV.	8	10	20	25	15	18.75	20	25	78.75	
	Things	FV	3	3.75	17	21.25	10	12.5	6	7.5	45	
		SV	3	3.75	17	21.25	10	12.5	6	7.5	45	
	Food	FV.	2	2.5	20	25	12	15	8	10	52.5	
		SV	6	7.5	20	25	15	18.75	13	16.25	70	
	Colors	FV.	2	2.5	20	25	16	20	11	13.75	61.25	
		SV	7	8.75	20	25	12	15	11	13.75	63.75	
	Animals	FV	2	2.5	17	21.25	11	13.75	7	8.75	46.25	
		SV	5	6.25	20	25	15	18.75	16	20	70	
	Body	FV.	0	0	17	21.25	15	18.75	13	16.25	56.25	
		SV	2	2.5	20	25	19	23.75	15	18.75	70	
		sentences	FV	0	0	9	11.25	8	10	3	3.75	25
			SV	0	0	12	15	8	10	3	3.75	40
Songs		FV.	1	1.25	16	20	11	13.75	2	2.5	37.5	
		SV	4	5	16	20	17	21.25	5	6.25	52.	

The higher ranks of the four groups are found with the items of (letters, numbers, food, parts of body) at the two visits. And hence, the Mean of each group regarding to (9) types of information is computed, as follows:

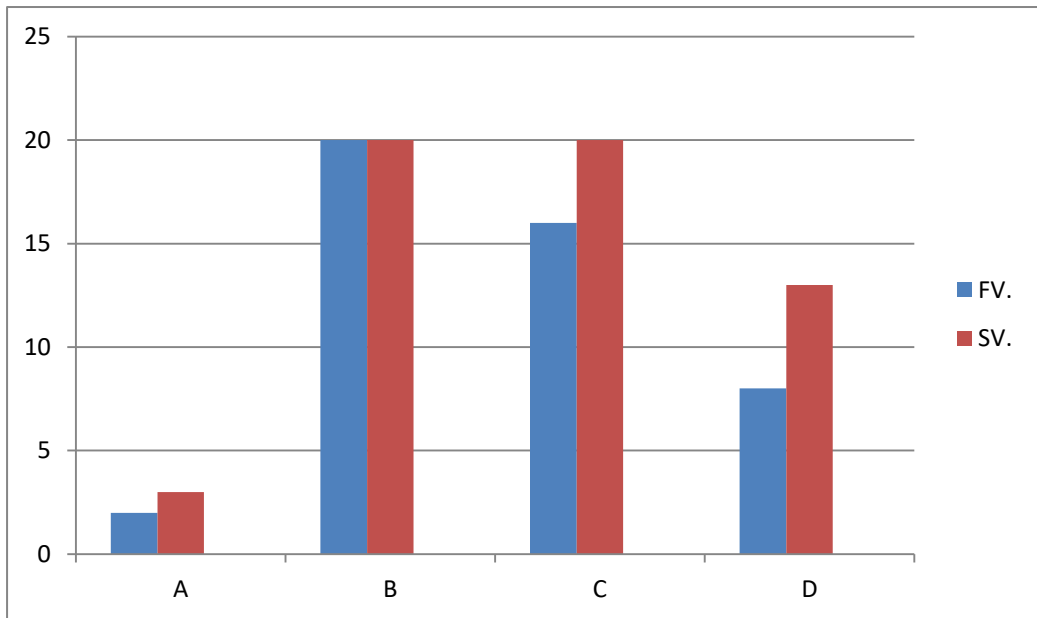
$$\bar{x} = \frac{\sum x}{\sum n}$$

where \bar{x} is the average, x is the scores or number of terms, n, the students sample number in the test, and Σ is the mathematical verb directing as to sum all the measurement.

Table(2) The computing of Mean

Student. No.	visits	G:A	G:B	G:C	G:C
20 for each group	FV	2	20	16	11
	SV	3	20	20	13

Chart(1): A cylindrical chart of the average(Mean) of the two visits:



Quite progress is seen within the three groups in the second visits except of group(A) is still poor. So their rank are classified in the following table according to the given percentages of the two visits:

Table(3) The general Rank of the Groups' Performances:

Students no.	Group No	Rank.	Group No.	Rank.	Group NO.	Rank	Group No.	Rank
FV.	A	Poor	B	v. good	C	good	D	good
SV.		Poor		Excellent		v. good		good

Relatively, although of unavailability of data show, it is evidently that, the good performances of the three groups belong to the acclaimed efforts of the teachers who use the audio/ visual aids like charts, models, mobiles, songs in addition to the new experience that the students got from the first visit which helped them to be ready for extensive homework next time. Additionally, the individual differences are apparent in accordance with the diversity of the social and educational levels of their families as well as there are little differences at the students' age and maturity. So it is searched that the group (A) is approximately figured of poor and not well educational families in addition to the significant lack of using some visual charts by the teacher. In spite of using data show projector by the teacher of group (D), it has an average performance of quite good because it is not used continually. However, this result refutes somewhat the proposed question of the necessity of using data show to enhance the process of learning.

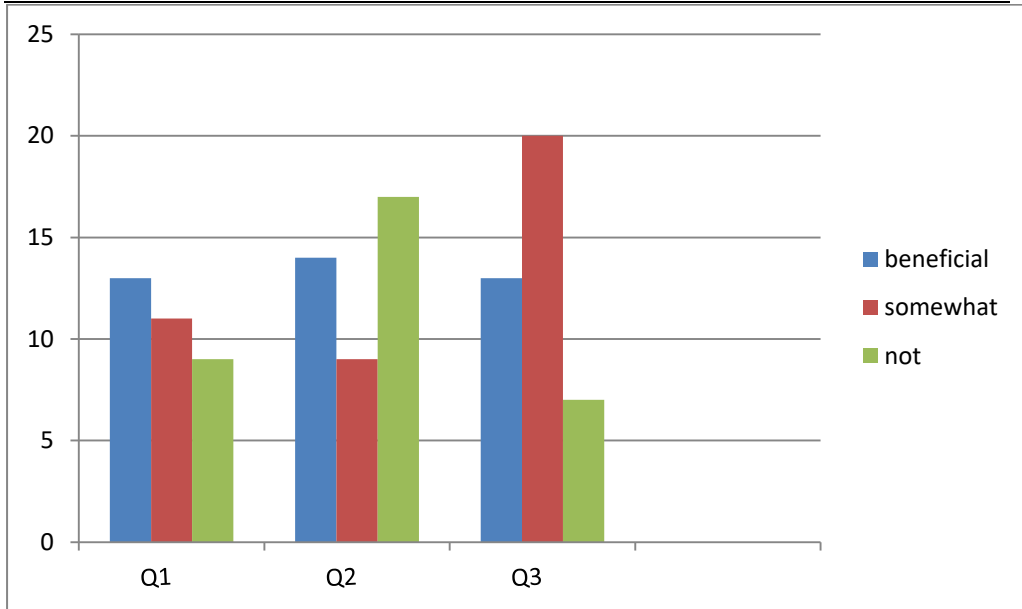
On the other hand, the questionnaire summed different percentages of the three given questions as it is exposed in the table below:

Table (4)

Q's No.	Q's Choice							
	beneficial		Somewhat beneficial		Not beneficial		Total no.	Total per.
	No.	percentage	No.	percentage	No.	percentage		
1	13	32.5	11	27.5	16	40	40	100
2	14	35	9	22.5	17	42.5	40	100
3	13	32.5	20	50	7	17.5	40	100
	40	100	40	100	40	100		

Apparently, item(Q1) regarding to the third view in reference to (not beneficial) of customizing special educational programs by State institutes obtains higher selected view. Item (Q2) also registers higher selected view in accordance with the third choice of (not beneficial) view involving the use of clips of YouTube to be exposed once a week. Whereas, the second choice of item(Q3) referring to(somewhat beneficial) view of using private aids of the teachers has the highest preferable choice as it is illustrated in the following chart:

Chart(2) A cylindrical chart of the average(Mean) of the views



It is achieved from oral discussion that the voters chose practically the second item of (Q3) as (somewhat beneficial) for its easiness and simplicity in the case of using private aids of teachers like the mobile and laptop but to be done occasionally as they suggest. Additionally, great part of the voters prefer (Q1) choice which can be practically applied especially of those to be taken by the responsibility of government institutes but they did not select it because it is not taken seriously by those institutes according to their views.

Conclusion

language learning in general and second language learning in particular is a complex system that the teachers bear the great part of it. Effectively, the individual differences of the students demand to seek deeply of what it is the best to teach them precisely by the educational institutes. Additionally, applying an appropriate method of teaching is the goal of any educational state to have the real benefit of learning. Thus, any planned and scientific method will be incomplete unless to be supported by technological and visual aids in compatible with the time of technology that the students use to. Regarding to the theoretical framework and the practical section of the study, it is concluded that the results indicate a comprehensive matching between

the benefit of using visual aids\data and the performances of the students. Undoubtedly, the new funny situation of using data show and laptop makes a cooperative small community inside the class of the four selected groups. It is also proved that it is an active way to stimulate competition among the students and reduce the dullness of the two hours of each visit.

Furthermore, it is recorded a good performed case by a student of group(A) who by herself asked to change words of some songs and commands of games at the first visit without any help of the researcher and the teacher. Accordingly, this case can be considered a good reference of the benefit of using visual aids to develop the learners' ability of thinking and doing. Hence, it is viewed that, acquiring and learning of knowledge are not restricted only to the association of a word and image as the dual-coding theory claims. On the other hand, it reinforces the proposition of the multimedia theory of graded learning through the three cognitive processes:(selection, organization, and integration).

In relation to the level of teaching is not of big differences in terms of the teachers' acting and method where they are used the communicative method in compatible with communicative content of the textbook. The communicative actions in the process of teaching/learning are the best methods to reach the goals of the determined textbooks in addition to the cleverness of the personality of the teacher. Eventually, the opportunity English textbook of the 1st primary class is a pictured- stories material with short explanatory information to facilitate the finding of the real-life meaning. The upgraded drills are very suitable and well-planned to obtain the intended learning through guided and multiple techniques of SRL. The observed differences of the acting of the teachers are related to their personality and the lack of serious training just it is found with the teachers of groups (B) and (C).

In conclusion, the lack of the educational television in Iraq of multiple educational programs including the learning of English is apparently touched. Besides, it is seen that not all Iraqi schools use technological visual aids and data show just of the daily illustrated charts and hence this supports the

hypothesized question about the lack of those aids by Iraqi schools. On the other hand, the results of the questionnaire do not meet the expected proposed statement of gaining great acceptances to adopt the given views.

Suggestions

Evidently, such a limited theoretical and practical study is not sufficient to encompass all educational aspects to be studied and tested. Further studies and application can be taken into consideration to discuss other educational problems related to different stages and aspects. More effectively, a need for televised programs should be planned and adopted by the governmental channels and institutes to guide the young children about the duties and life of schools. Those programs can also guide the parents how they can prepare their children with the new life to avoid anxiety, shyness, embarrassment, and other psychological problems which may be expected to get by their children. Those programs can be presented through short cartoon sketches or by real actors during the daily live broadcast. Big posters of beautiful pictures are also needed to visualize the study scenes at the designed areas of advertising in the cities.

The more reasonable direction should be focused on the developmental programs to train the teachers. The process of Teaching/learning foreign languages is not sufficient to be achieved by ordinary and common academic study but through a scientific and professional certification achieved by such programs to be taken periodically. In regarding to the workbook, it is better to be joined with the main textbook. Songs, rhymes, dialogue should not be neglected at all. Additionally, visual (non\technological) aids should be found in each school. A one free hour every week is necessary to be applied in order to get rid of dullness and to activate the students' memory with real life actions.

With gratitude, the procedure of scoring of the foreign languages at the early three years of primary school is justified as a certificated/associated participation. Such rank is good to be fit with individual differences of the students in addition to reduce the their anxiety of obtaining the full marks. It is better to circulated such treatment with the other materials of those three

stages in order to give the learners a successful chance of scholarly life rather than to be committed to have full marks.

Appendix(1) Items to be performed

Items' types	Required
Letters	A, B, C,.....Z A, b, c,.....z
Numbers	1,2,3,.....10
Things	Ball, bus\boy, car, flower, girl, house, window. Door, yo-yo, x-ray, watch, balloon, [school\ bag\ ruler\ pencil\ pen\ pencil case\rubber\book], ink, key, kite, table, moon, net, toy\toys, plane, question, queen, robot, radio, sun, taxi, umbrella, uniform, van, violin, on\in, [family\dad\mum\sister\brother\ grandma\ grandpa], rocket, monster, chair, bed, desk
Food	Apple, cake, egg, ice-cream, jelly, juice, lemon, orange, olive, pizza, sweet, tomato
Animals	Ant, bird, cat\camel, dog\duck, elephant, fish, goat, horse, lion, monkey, penguin, rabbit, snake, tiger, zebra, zoo
Body	Head, face, hair, nose, eyes, ears, body, neck, shoulders, arms, hands, knees, legs, feet, toes.
Colors	Red, blue, yellow, green, orange, pink, black, white, brown, grey, purple
Questions, speech	Hello, what's your name?, I say good bye....,who's this?, here you are..thank you, what's this?, who's in the bus?, how old are you?, what can you see?, what is\are there in the bus?, I wash my(face),....., I have(yello car)\ one nose....., what is\ are there in a line?, it's my little doge, what about you? I have lots of balloon, now you?, look at..., it's Nada's birthday, happy birthday , come and play.
Songs	Johnny-Johnny, little star, I clap, I wash my face, do you like pizza? Yes I do, 10 little monkeys jumping on bed.

Appendix(2) questionnaires

<p>As you are teachers/media figures, can you share your view if possible about the followings with regards. Tick (√) for your preferable choice, otherwise, tick (X), or leave it blank:</p> <p>Q1. The televised programs of awareness at the beginning of schools hours for the young pupils of the first classes in particular and of the primary ones in general in order to guide them to the new life of schools. However, such acting, programs, songs, clips, etc, may help them to be ready for the schools by presenting scenes denote their preparing to buy clothes and the other requirements of the study. Additionally, the clips must also show the guidance of the teachers to acquaint the young about the classes, using toilets, littering, not taking the things of their colleagues, and other educational matters.</p>	<p>استبيان وجهة نظركم ككتريبيين وإعلاميين حول الآتي مع التقدير, اشر للاختيار المفضل لديك ب(√), غير ذلك اشر ب(X) او اتركه فارغا: ١. تخصيص البرامج التلفزيونية الاعلانية في التلفزيون الرسمي قبل بداية المدارس لطلاب الأول الابتدائي بشكل خاص والابتدائي بشكل عام مثل تقديم مقاطع تمثيلية, أغاني, نشرات إرشادية مصورة, لتوعية وتحفيز الطلبة الصغار نحو الحياة المدرسية الجديدة. فضلا عن تضمين هذه البرامج التمثيلية لمشاهد توضح استعداد الطلبة لشراء الملابس واللوازم المدرسية, مشاهد داخل المدرسة يظهر إرشادات المعلمين للصغار حول الدراسة, الطعام, استخدام الحمام, رمي النفايات, عدم اخذ حاجات زملائهم, وغيرها من الأمور التربوية والإرشادية</p>	
<p>Not Beneficial \ غير مجدي</p>	<p>Somewhat Beneficial \ مجدي نوعا ما</p>	<p>So Much Beneficial \ مجدي</p>
<p>Q2. The benefit of submitting some educational videos taking from the internet in the process of learning/teaching of English and the other materials of the primary curriculum through presenting them once a week (a weekly lesson) by using data show.</p>	<p>٢. مقاطع الفيديو التعليمية, المأخوذة من ألت في تعلم اللغة الانكليزية أو بقية المواد المدرسية بتقديمها ساعة من كل أسبوع (تخصيص حصة من كل أسبوع) ليضفي جو من اللطف والمتعة, بالإضافة في إسهامها من تعزيز عملية التعلم والتدريس على حد سواء. وذلك الأخذ بالنظر توفر جهاز العرض السينمائي (data show).</p>	
<p>Not Beneficial \ غير مجدي</p>	<p>Somewhat Beneficial \ مجدي نوعا ما</p>	<p>So Much Beneficial \ مجدي</p>
<p>Q3. Kindly, asking the teachers to use their private mobiles, computers(laptops), in the case of absence of the technological aids. This method may help both the teachers and the students to get the correct articulation of the true source and to bring the relationship closer between them, as well.</p>	<p>٣. الطلب من المعلمين لطفا استخدام هواتفهم, حواسيبهم الشخصية كوسيلة تعليمية في حين لم تتوفر الوسائل التقنية في المدارس وبذلك يتسنى للطلبة والمعلمون على حد سواء من مواكبة المعلومات والتلفظ من المصدر بالإضافة الى تقريب العلاقة بينهم.</p>	
<p>Not Beneficial \ غير مجدي</p>	<p>Somewhat Beneficial \ مجدي نوعا ما</p>	<p>So Much Beneficial \ مجدي</p>



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'Impact of Visual Aids in Enhancing the Learning Process Case Research': District
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