

## Relationship between the Use of Educational Media Functions and Arabic Learning in Ashkenan High School Students in 2014-15

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This study examines the relationship between the use of educational media functions and Arabic learning in Ashkenan high schools students in 2014-15. The statistical population consisted of all high school students of first and second year (1440 persons) among which 640 students were in the first year and 800 students in the second year of high school. Using stratified random sampling, 302 people including 128 freshman and 174 sophomore were chosen. To collect data in this study, the function of educational media and learning questionnaire were used. Validity of the research questionnaires was confirmed by experts and also by using factor analysis, the validity of media function questionnaire was determined 0.87 and learning questionnaire 0.91. Also, using Cronbach's alpha, reliability of the educational media functions questionnaire was determined 0.96 and that of learning questionnaire was 0.91. The data obtained from questionnaire were analyzed using descriptive and inferential statistics. The results showed that the predictive variables which are educational media functions can predict the learning variable of students and there is a relationship between the function of educational media and students' learning Arabic. T-value and P-value of the study components showed that beta rate of the components (objectifying of abstract contents, diversity of educational media, arousing curiosity, the use of audio and video files, diversity and constancy of media) is significant. But the beta rate of the components (up-to-dateness of media, learning and motivating students) is not significant. The results indicate that the component of stimulating the curiosity of students has a larger share in explaining the changes and predicting students' learning in Arabic lesson.

*Keywords:* function, educational media, Arabic lesson, learning

### Introduction

If students are involved in learning, they learn better and sensors of learners are handled more in getting information. So, if the technology be available to learners, it can help to improve the equality and attraction of education and be effective on teaching. Since the Arabic language is the language of our religion and culture and the immortal legacy of the Muslim nation; we should accept that learning this language is the acquaintance key with Islamic culture and maybe learning this language looks hard for Iranian students. Therefore, we should remove the patina of nostalgia from this heavenly language. The education technology helps teachers in various ways.

Many studies have been done on the importance of educational substance and media in students' teaching and learning process in which the usefulness and effectiveness of this kind of media is been emphasized. Some studies have been done on their effectiveness by presenting new educational substance and media. These researches were conducted immediately after inventing, manufacturing, constructing and applying of these media in the learning environment. In these researches, the role of new educational media was compared to the traditional education methods and there was a meaningful difference between education using new educational media and traditional education (Fardanesh, 1993-21).

Old technologies and methods cannot meet the needs of teaching-learning processes anymore, so the new education methods should replace the traditional ones. This condition force education authorities to know about the effect of these technologies, and consider it in educational decisions and planning (Fazelian & Saadatmand, 2004-22).

Due to this, the educational technology can change educational efficiency in terms of quality and quantity. By the growth of demands beyond the power of recent education and training, what looks vital is that the education should be done more usefully. Arabic, like other lessons, could be taught with different educational media. Arabic is as a religious language in Iran and has special relation with Farsi. According to this, the students will learn the concepts, grammar and conversation of Arabic in the first and second grade of high school. Despite the specific mechanism and method, learning this language is not considered as an official language of students. Accordingly, this research studies the use of educational assistance facilities in Arabic lesson, and is trying to find the answer of this basic question that is there any relation between the use of new training media and students' learning in Arabic language?

Several researches have been done in this field and some of their results are presented here.

In the survey, Saleh (2013) has studied the factors associated with the acceptance of E-training systems in the case study of sixth grade elementary teachers in Gorgan and has resulted that testing research hypotheses indicate a significant and positive relationship between IT skills and motivation while anxiety and concern about using these systems have a significant and negative relationship with the acceptance of E-training systems.

In a survey, Rudi (2013) has studied the effects of using software on learning and retention of *Work and Technology* and *Experimental Science* courses of sixth grade elementary school students in Noor. The results of study show that there is a significant difference between education via software and traditional education.

In a survey, Farahi (2013) has studied the effects of smart schools on the motivation and interest of students in Babool. The results of the survey show that there is a statistical relationship between smart classroom and participation of students in teaching- learning process, meaning that their imagination of participation in teaching-learning process will be more with smart class.

In a survey, Homaei (2013) has studied the effects of experimental science educational software on the learning and retention of fifth grade elementary school students in zone one and two of Sari. The results of running the test showed that using educational software can increase the learning and retention in students, but there is no significant difference in learning between girl and boy students in zone one and two.

Shahr Ara's study (1995) shows that the educators of creativity more benefit from audio-visual facilities, computer, communication channels and other educational facilities, and the learning is more activated by their different senses. Another result is that they know nature as an appropriate environment for learning and creativity and conduct the learners to observe natural phenomena and also scientific, cultural and art centers.

In a study entitled as the study of the effects of media on learning, Karami and Attaran (2006) studied the effects of applying methods of teaching Science using IT or multimedia production by students. The results showed that the students, who are

taught by using multimedia production method in classroom, have better and deeper learning in comparison with students who learn through traditional methods.

In a study entitled as multimedia in schools, Elliott (2010) checks out the effects of web-based training, animation and science learning, language and reading comprehension in high school. 1100 students in 46 classrooms in Palm Beach Florida and New York attended this controlled study by using a quasi-experimental method from January to jaune2009. The students were divided into two groups of Test and Control. The Test group was taught through animation and the Control group through traditional method. The findings show that the performance of the Test group was in an upper intermediate level and better than the Control group.

In a survey, Bryant (2010) investigates the effects of creative education method on the animation production with computers on high schools students. In this method, students of the Test group used the creative problem-solving strategies, the multiple ways of solving the problem and the selection of the optimum solution to create animation. This strategy includes open education methods, brainstorming and the use of metaphor and criticism while it was common for the Control group in traditional rooms. The results show that when creative strategies were combined in the creation of animation and students were involved in that activity, the animation has had better quality.

In a study entitled as the effectiveness of education based on technology in different courses of elementary school, Barough et al (2009) pointed out the benefits of education with computers in Mathematics and Experimental Science courses.

The sample of the above study was 1600 students who were chosen from 17 schools of three big cities in America. The results

show that the performance of students in the Test group (Trained in computer courses) was significantly better than the Control group (Trained through traditional method).

**The research basic questions:**

**The research main question:** Is there a relationship between the amount of using educational media functions and the learning of students in Arabic course in high schools?

**The research sub questions?**

1. Is there a relationship between the extent to which the educational media is up-to-date and the learning of students in high schools?
2. Is there a relationship between the use of educational media and motivation of students in Arabic course?
3. Is there a relationship between the use of educational media and making more objectivity out of abstract contents with students' learning development in Arabic course?
4. Is there a relationship between the diversity of educational media and learning of students in Arabic course?
5. Is there a relationship between the use of educational media and arousing the curiosity of students?
6. Is there a relationship between the use of audio visual files and the learning of students in Arabic course?
7. Is there a relationship between the diversity and stability of educational media and the learning of students in Arabic course?

### **Methodology**

This research studies the relationship between the use of educational media functions and learning of students in Arabic course in high school. Statistical population includes all the first and second high schools which were 1440 students, and that 640 of them are in first high school and 800 of them are in secondary high school. By the use of stratified random sampling, 302 of students were chosen as the sample. The

function of educational media and learning questionnaire was used to collect data in this study. Content validity of the survey's questionnaire was approved by the experts, and also the validity of function of educational media questionnaire was determined 0.87 and learning questionnaire was determined 0.91 by the use of factor analysis. Moreover, the reliability of the function of educational media questionnaire was determined 0.96, and learning

questionnaire was confirmed 0.91 using Cornbach alpha test. Data from the questionnaire was analyzed using descriptive and inferential statistics.

## Results

The main question of research: Is there a relationship between the amount of using educational media functions and the learning of students in Arabic course in high schools?

**Table 1. Multiple regression analysis using educational media function and students' learning**

	$\beta$	$\beta$ (standard)	<i>t</i>	p-value	Regression Significant Test	
					F	p-value
Constant quantity	31.279		11.197	0.0000		
modern media And learning	-0.059	-0.081	-0.489	0.6129		
Creating motivation In students	-0.68	-0.094	-0.379	0.5417		
Abstract content objectivity	0.294	0.318	3.279	0.0017		
Diversity of Educational media	0.351	0.398	3.467	0.0003	22.74	0.003
using audio-visual files	0.269	0.154	0.228	0.0019		
Stimulation Of Curiosity sense	0.361	0.429	5.029	0.0029		
Diversity and stability Of media	0.273	0.131	1.354	0.0029		

According to the amount of F and p-value, the results show that regression in level of 0.01 is significant and predictor variables such as function of educational media can predict the student learning variables. So, there is a relationship between the function of educational media and learning of students in Arabic course. Based on the amount of T and p-value, it is seen that beta quantity was meaningful for these components: The abstract content objectivity, the diversity of educational media, arousing curiosity sense, using audio-visual files and the diversity and stability of media. But beta quantity of these components wasn't meaningful: the

modernity of media, learning and creating motivation in students. Since the component of arousing curiosity sense of students has the lowest quantity of p-value using educational media, it can be concluded that the component of arousing students' curiosity sense has more right in explaining the changes and predicting the learning of students in Arabic courses. The results of this research is in the line of the research results of Saleh (2013), Rudi(2013), Farahi(2013), Homaei(2013), Karami & Attaran(2006), Daryakolo et al(2012), Elliott (2010) and Barough et al (2009).

First question of research: Is there a relationship between the extent to which the

educational media is up-to-date and the learning of students in high schools?

**Table 2. Correlation coefficient between the modernity of educational media and learning of students**

Case study Variables	N	Correlation coefficient	p-value
Modernity of Educational media	302	0.298	0.004

Survey results show that there is a significant difference between the modernity of educational media and learning of students. Correlation coefficient of this component with creativity is positive and it is 0.298. The meaning of this result is that the linear relation is straight. It means that using up-to-date educational media causes motivation growth in learning of Arabic course. Therefore, the answer to this question is that there is a significant

relationship between the up to date educational media and learning of students. The results of this research is in the line of research results of Saleh (2013), Farahi (2013), Homaei (2013), Daryakolo et al (2012), Elliott (2010) and Barough et al (2009).

The second question of research: Is there a relationship between the use of educational media and motivation of students in Arabic course?

**Table 3. Correlation coefficient between the use of educational media and creating motivation of learning among students**

Case study variables	N	Correlation Coefficient	p-value
Use educational Media Creating learning motivation In students	302	0.311	0.002

The results show that there is a significant relationship between the use of educational media and creating motivation of learning among students. Correlation coefficient of this variable with creativity is positive and 0.311. This result means that the linear relation is straight. It means that the use of educational media eventuate motivation growth of students in Arabic course. So the answer to this question is that there is a significant relationship between the use of

educational media and creating motivation of learning among students.

The results of this research is in the line of research results of Saleh (2013), Rudi (2013), Farahi (2013), Homaei (2013), Karami & Attaran (2006), Elliott(2010).

The third question of research: Is there a relationship between the use of educational media and making more objectivity out of abstract contents with students' learning development in Arabic course?

**Table 4. Correlation coefficient between the use of educational media and learning development of students**

Case study variables	N	Correlation coefficient	p-value
Abstract content Objectivity Learning development of Students	302	0.367	0.000

The survey results show that there is a meaningful relationship between the abstract content objectivity and the use of educational media with learning development of students. Correlation coefficient of this variable with creativity is positive and is 0.367. This result means that the linear relation is straight. The use of

educational media in teaching of Arabic course expects the doubled Arabic learning. So the answer to the third question of research is that there is a significant relationship between the abstract content objectivity with the use of educational media and the growth of students' learning in Arabic course. The result of this research is

in the line of the research results of Saleh (2013), Homaei (2013), Daryakolo and colleagues (2010), Elliott (2010) and Barough et al (2009).

The fourth question of research: Is there a relationship between the diversity of educational media and learning of students in Arabic course?

**Table 5. Correlation coefficient between the diversity of educational media and learning of students**

Case study variables	N	Correlation coefficient	p-value
Diversity of Educational media Learning of students	302	0.354	0.001

The survey results show that there is a significant relationship between the diversity of educational media in Arabic course and learning of students. Correlation coefficient of this variable with creativity is positive and is 0.354. This result means that the linear relation is straight. It is expected that the diversity in educational media of Arabic course eventuate in learning growth of students in Arabic course. So the answer to the fourth question of research is that there is a significant relationship between the

diversity of educational media in Arabic course and the learning of students. The result of this research is in the line of research results of Saleh (2013), Rudi (2013), Farahi (2013), Homaei (2013), Daryakolo et al (2012), Elliott (2010) , Barough et al (2009).

The fifth question of research: Is there a relationship between the use of educational media and arousing the curiosity of students?

**Table 6. Correlation coefficient between the use of educational media and arousing curiosity sense of students**

Case study Variables	N	Correlation coefficient	p-value
Use of educational Media Arousing curiosity And learning Sense of students	302	0.587	0.000

The results show that there is a significant relationship between the use of educational media and arousing curiosity sense and the learning of students. Correlation coefficient of this variable with creativity is positive and is 0.587. This result means that the linear relation is straight. It is expected that the effective use of educational media in Arabic course eventuate in increased curiosity and development of the learning of students. So the answer to the fifth question is that there is a significant relationship

between the effective use of educational media and arousing curiosity sense and learning development of students. The results of this research is in the line of research results of Saleh (2013), Rudi (2013), karamai & Attaran (2013), Daryakolo et al (2012), Elliott (2010), Barough et al (2009).

The sixth question of research: Is there a relationship between the use of audio visual files and the learning of students in Arabic course?

**Table 7. Correlation coefficient between the use of audio-visual files and learning of students**

Case study Variables	N	Correlation coefficient	p-value
Use of audio-visual Files Learning of students	302	0.339	0.005

The results show that there is a significant relationship between the use of audio-visual files and learning of students in Arabic course. Correlation coefficient of this

variable with creativity is positive and is 0.339. This result means that the linear relation is straight. It is expected that the effective use of audio-visual files eventuate

in the development of learning in students. So the answer to the sixth question of research is that there is a significant relationship between the use of audio-visual files and the development of learning in students. The results of this research is in the line of research results of Saleh (2013), Rudi

(2013), Farahi (2013), karami & Attaran (2006), Daryakolo et al (2012), Elliott (2010), Barough et al (2009).

The seventh question of research: Is there a relationship between the diversity and stability of educational media and the learning of students in Arabic course?

**Table 8. Correlation coefficient between the diversity and stability of educational media and learning of students**

Case study variables	N	Correlation coefficient	p-value
Diversity and Stability of educational Media Learning of students	302	0.299	0.002

The results show that there is a significant relationship between the diversity and stability of educational media and learning of students. Correlation coefficient of this variable with creativity is positive and is 0.299. This result means that the linear relation is straight. It is expected that the diversity in use of educational media eventuate in the increase in the development of learning in students. So the answer to the seventh question is that there is a significant relationship between the diversity and stability of educational media and learning of students in Arabic course .The results of this research is in the line of research results of Rudi (2013), Farahi (2013), Homaei (2013), Karami & Attaran (2006), Daryakolo et al (2012), Elliott (2010), Barough et al (2009).

**Conclusion**

This study deals with the relationship between the uses of educational media functions in Arabic course and learning of students of high schools in Ashkanan. To do this research, different effects of using educational media in teaching processes have been checked. Survey results study show that using functional and modern educational media cause learning motivation in students and stimulate curiosity of students and change the teaching of Arabic course from an abstract state to an objective state. Accordingly, engaging students in the

learning process by the use of educational media causes them to use of all senses in the learning process, increase students’ learning in Arabic course and improve the quality, charisma and charm of education.

**Suggestions:**

1. Due to needs of learners to a first-hand experience, it is suggested to use the new educational aids in addition to teaching, in a way that involves them and uses them in teaching-learning processes.
2. Educational classes should be held for teachers’ dominance in using educational aids. In these classes the teachers will know how to use new educational media and benefit them in teaching process of Arabic course.
3. According to the research, creating motivation in students is possible by the use of educational media; so it is suggested that using educational media should be based on the content of courses, needs and enthusiasm of learners and also they should have the appropriate diversity.
4. Due to the importance of time in Arabic course, and considering the content of lessons; it is suggested to benefit all senses of students to learn using audio-visual media and also merging different media in order to use the most of time in teaching Arabic.
5. Due to the importance of how the concept is transferred to the students in Arabic course, it is suggested to use different media to stop misinterpretation during transmission

in order the students to understand a real perception of presented concepts through teaching process.

6. Due to the importance of stable learning in Arabic course, it is suggested to use new and compatible media in the teaching process of Arabic course.

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