

The Degree Of Using Multimedia In Teaching English Language For Intermediate Stage From The Point Of View Of Teachers Of The Subject In Islamic Secondary Schools

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Abstract:

The research aims to know the degree of using multimedia in teaching English language for the intermediate stage from the point of view of teachers of the subject in Islamic secondary schools. The descriptive approach was used to achieve the research objective, and the research tool was adopted after being re-judged by specialists and academics, where the validity and reliability of the tool were confirmed, in addition to calculating the reliability coefficient using the (Cronbach's) equation, and the reliability coefficient reached (0.92), and percentages and repetitions were adopted as statistical means for the research. A sample of (106) male and female English teachers was selected for the research, and a questionnaire consisting of three axes was distributed to them, including (30) paragraphs. The researcher used the statistical package program to analyze the data and find standard deviations, arithmetic averages and percentages. The research results showed that the second axis, which is (What is the importance of using multimedia in teaching English Language for the intermediate stage from the point of view of teachers of the subject in Islamic high schools) came in first place with a high percentage of (82%). The third axis, which is (What are the difficulties of using multimedia in teaching English Language for the intermediate stage from the point of view of teachers of the subject in Islamic high schools) came in second place with a medium percentage of (75%). Finally, the first axis, which is (What is the degree of using multimedia in teaching English Language for the intermediate stage from the point of view of teachers of the subject in Islamic high schools) came in third place with a weak percentage of (55%). The research recommended the necessity of equipping Islamic high schools with multimedia and giving this topic the importance it deserves so

that it is a priority for the school administration and the supervision department. Educational, in addition to holding training courses for English language teachers on the use of multimedia in the educational process in line with scientific and technological developments.

Keywords: multimedia, English language, intermediate stage.

Introduction

It is no longer a secret that the English language is the language of the times, it is the language of science, technology and human communication the first in the world, the world today has become like a small village whose members communicate through a neutral medium, which is often the English language, and therefore all countries of the world, especially developing countries, sought to acquire their members this language from an early age, as pointed out by Al-Houshbi 2006 that many countries have made learning this language a strategic goal that they seek to achieve and that a report of the goals of Japan in the first century and The twentieth included an emphasis on learning this language not only as a foreign language but as an indispensable universal language. (Peaceful, 2013: 2).

Studying and learning foreign languages helps the individual to communicate with the outside world and open up to different world cultures (Al-Ashiri, 2011: 93) and as mentioned (Al-Benyan, 2003, 180), learning a second language such as English or others has many personal, intellectual and academic benefits, as a person who reads and speaks more than one language can communicate with many people, and can learn about different cultures, and benefit more than others when traveling to foreign countries. It is known that the English language in our time is the language of science, economics and communications, in addition to its basic importance in the field of computer, the Internet, and modern technology. In addition, the English language enjoys a global status, as it is classified by scientific periodicals and references.

Due to the importance of this language and its universality, methods of learning have become available, and many programs, websites, books, and specialized courses have emerged that help to learn it, where students can acquire English on their own in several ways and the computer plays an important and major role in it, through which global communication can

facilitate his development and obtain the latest language learning and teaching programs (Al-Houshabi, 2006: 15) The world has recently witnessed amazing developments that made many describe the twenty-first century as the "information age", where man faces rapid rhythms caused by cognitive shock or cognitive explosion, which affects the human mind and trying to overcome it, and this phenomenon is called the technological cognitive revolution, whose main hero is the computer, where it broke into all areas of life, starting from medicine to industry, agriculture and trade.... Etc.

The computer is one of the educational media that has become an important and significant role in the educational process as a multi-purpose medium and multiple methods of its use in teaching and learning, we find it in programmed education through multiple software for different purposes and in training, exercise, simulation, educational games, databases, artificial intelligence, problem solving and searching for information through the World Wide Web (www) and others, which makes it an integrated entrance to teaching and learning various topics and courses. (One of the most popular of these styles at the moment is computer-generated educational programs, which rely in their design on elements of suspense such as sound and movement, which are known as multimedia programs. (Attar and Kansara, 2009: 159)

There is no doubt that teaching using multimedia provides the opportunity for the learner to face unfamiliar educational issues, phenomena and situations, which requires an interpretation from the learner in the light of his previous experiences, and the creation of the so-called active learning (Active Learning), which in turn enables the learner to acquire information that is provided through computer screens in the form of texts, sounds, images, drawings of all kinds and video clips, and therefore multimedia teaching may affect the achievement and understanding of the learner and even the acquisition of scientific skills that Enables him to continue in the learning process. One of the researchers pointed to the importance of multimedia teaching in the academic achievement of students, as teaching in this case helps to form three main links: the Association of Verbal Excellence, the Association of Visual Coding and Reference Links, and these links are a map of the structural relationships in the information system between the

different symbols, which helps students to acquire information and apply it in solving problems.

Multimedia teaching promotes active and positive interaction between the learner and the educational program through simulation, freedom of interaction with educational content, and problem solving. (Azmi, 2011: 7).

The research problem:

The idea of the current research emerged by following up the tremendous development in the field of English language teaching in Iraq, and the increasing calls for the use of educational technologies, including multimedia and their integration into the educational process, and through what the researcher touched when teaching English in practical education, where she noticed a deficiency in the cognitive aspect, and the skill side of students in the English language, and the researcher also noted by providing an exploratory questionnaire for the sample that there is a deficiency in the use of Multimedia, and that the degree of use of media is very low, and may be due to personal diligence from some teachers, which reflected negatively on English lessons and its position within the study program, and this constitutes a difficulty in learning English, and the use of media by a small percentage does not live up to the aspirations and ambitions of students, which led to their low academic level.

From the above, the idea of the current study came in an attempt to shed light on the degree of use of multimedia in teaching English from the point of view of teachers in the intermediate stage, and to identify the degree of its use and importance, and the difficulties of using it in teaching English.

Research Questions:

1. What is the degree of use of multimedia in teaching English **Language** for the intermediate stage from the point of view of teachers of the subject in Islamic high schools?
2. What is the importance of using multimedia in teaching English **Language** for the intermediate stage from the point of view of teachers in Islamic high schools?

3. What are the difficulties of using multimedia in teaching English **Language** for the intermediate stage from the point of view of teachers in Islamic high schools?

Research Objective:

The aim of the current research to: Indicate the degree of use of multimedia in teaching English for the intermediate stage from the point of view of teachers of the subject in Islamic secondary schools?

The importance of research:

1. Developing the performance of English language teachers, through the use of multimedia instead of traditional means.
2. The Department of Religious Education and Islamic Studies is useful in training English language teachers on the use of modern teaching methods, and promoting the development of English language curricula.
3. It helps middle school English teachers, English language supervisors and those in charge of the educational process to know the importance of multimedia in teaching and enables them to highlight the educational material in a way that suits the needs of students.
4. Sheds light on the difficulties faced by English language teachers while using multimedia in teaching English through the results of this study, which may benefit officials in identifying these difficulties and finding appropriate solutions to them.

Research Limits:

- **Spatial Boundaries:** Intermediate stage in Islamic high schools for all governorates of Iraq.
- **Human Limits:** A Sample of Middle School Teachers in Islamic Secondary Schools.
- **Time Limits:** Second Semester of the Year 2023-2024

Terms and procedural definitions of research:

Multimedia: Defined by Park & Mcleod (2018:134): "It is the participation of all elements of technology or programs that combine sound, image, text, video and drawing in the performance of a task with high

effectiveness, which is to present the material in verbal form such as printed or spoken texts and a pictorial form such as drawings, diagrams, illustrations, diagrams, maps, images, animations or a video film in an integrated and integrated manner in order to achieve effectiveness in the teaching and teaching process."

The researcher defines multimedia procedurally as: programs and applications that are represented through audio, video and animation in addition to text, graphics and images prepared via the computer to display educational content in a distinctive and clear way that attracts the attention of students and attracts his attention and enables him to learn in a more effective way in order to achieve the desired goals.

Middle schools: It is the academic stage in which students enroll after obtaining the primary certificate, and the duration of study for this stage is (3) three years.

The researcher defines it procedurally as: the stage that follows the primary education stage and precedes preparatory education, and the student joins it from the age of (12) to (14) years.

Theoretical framework and previous studies

- **Multimedia concept:** It is a coherent and integrated mixture of media (static and animated graphics, still and moving images, written and spoken texts, music and sound effects) that the user interacts with. (El-Feki, 2011: 17)

- **The importance of multimedia in the educational process:** Multimedia gives learners the opportunity to be researchers for new information through modern technology and increases their awareness of its wide uses and educational importance, and (Deeb, 2015: 90) sees the importance of multimedia in the following aspects:

1. It helps learners connect information by presenting it in a variety of formats, including written text, images, graphics, sound effects and video footage.
2. It is concerned with cooperative education between students and teaching staff.
3. Their use provides learning attractiveness and fun for learners, and increases their learning motivation.

4. The distribution of education between the student and the teacher.
5. helps to achieve the educational goals (cognitive, emotional, psychomotor).
6. Abstract concepts are presented as factual information.
7. It offers self-learning methods of various forms and according to the different abilities of learners.
8. Helps to learn outside the classroom.
9. Saves time and effort and reduces individual differences between learners.

- Multimedia elements:

Multimedia consists of several elements, as mentioned by (Shams and Ismail, 2008: 269):

1. **Written texts:** appear in the form of organized paragraphs or basic or sub-headings on the screen, to introduce students to the objectives of the program, or give directions and guidance to the learner, and it is not possible to make a multimedia program without written texts. The size, type and style of the font that suits the nature of the educational content on the one hand and the learner on the other must be taken into account.
2. **Spoken and audible words:** The text can be audible or spoken through external speakers, or it can be educational text, comments on a drawing, keywords, or an image displayed on the screen.
3. **Music and sound effects:** These sounds are accompanied by educational messages that appear on the screen, and are verbal or visual and include some special effects such as wind sounds, rain, animals, etc.
4. **Line drawings:** They are lines and shapes that appear in the form of line or circular graphs, columns or pictures, and may be track boards, illustrations, or posters, which can be entered into the computer and stored so that they can be retrieved and modified.
5. **Still images:** They are still images of real things taken from multiple locations such as books and magazines through the scanner, and are transferred to the calculator as it is and printed in different sizes according to the design of the screen.

6. **Moving images:** They are animated footage recorded in a digital way, and they have several sources, including the video camera, television and video discs, allowing the possibility of stopping them, reversing, accelerating or slowing them down.
7. **Animation:** They are drawings that can be made using the tools for drawing on the calculator through animation design programs in their basic form, then make the required adjustments and color them, and then control them by adding animation effects to them.
8. **Illusionary reality:** It is an advanced technology represented in moving and embodying animations and fixed as if in reality, surrounding the user and responding to his actions naturally, and is important when training surgeons, engineers and pilots.

- **Educational benefits of multimedia:**

Multimedia is considered an effective educational tool because it gives students the opportunity to have an active and positive role in developing and equipping their own educational practice in accordance with their desires, options and learning methods that they prefer, and in this context, (Deeb, 2015 :84) mentioned some of its educational benefits, which are as follows:

- 1- It helps the teacher and the student to save effort and time because it stimulates the student to involve him in several senses in the educational process.
- 2- Helps students to absorb the material, clarify ideas and communicate information through the presentation of photos and drawings
- 3- It helps to facilitate the transition between the topics presented, allowing an opportunity for questions, discussion and bringing the information closer to reality
- 4- It emphasizes the uniqueness of education, and therefore it is valid in teaching those with intellectual disabilities or those who are academically late
- 5- The display screen helps to attract attention and increase interaction with the scientific material, and provides feedback if required

Difficulties in the use of multimedia in education:

One of the difficulties of using multimedia in the educational process is: (Al-Otaibi, 2011: 28)

- 1- **Material difficulties:** It is one of the most severe difficulties facing the use of multimedia in the educational process, as it requires a financial budget allocated to the design and production process, and it also needs specialists and technicians with experience and skill in the field of software production, and that the presentation of these media needs a special hall equipped with display and operation requirements.
- 2- **Human difficulties:** It means educated students as well as teachers themselves, as each of them has different needs, and has an integrated relationship with the new technology to be used, and dealing with the computer with ease and ease, and teachers require them to prepare devices and solve any technical problem they may be exposed to.
- 3- **Practical difficulties:** It lies in the need to check on the devices and their safety, and maintain them periodically with the provision of several parties to provide these requirements. (Zeitoun, 2002: 264)
- 4- **Administrative difficulties:** It lies in the shortcomings that teachers may face by the school administration to use multimedia programs, and the fear faced by teachers that they cannot control while presenting multimedia programs when using the computer and its accompanying devices. (Khamis, 2003: 197)

Previous studies:

1. **Atta Al-Mannan study (2012): "The effect of using multimedia in teaching Arabic language in the basic stage, the first episode: an experimental study in Khartoum locality"** This study aims to investigate the impact of the use of multimedia in teaching Arabic language in the basic stage Episode One: An experimental study in Khartoum locality, and the researcher followed the experimental approach, and the study sample consisted of (50) students, and the research tool consisted of an achievement test for the Arabic language subject, and the results of the research showed a difference with Statistical significance between the average performance

- among the students of the control and experimental groups of the achievement test for the benefit of the students of the experimental group, and the research recommended the provision of human cadres for the production of multimedia.
2. **Study Choucair and Hassan (2007): "Identify the effectiveness of the multimedia program at the level of achievement in technology among ninth grade students"** To achieve the goal of the research, the researchers used the experimental method, and the constructivist approach, and a test was designed to achieve applied to the research sample consisting of (54) ninth grade students by choosing intentionally. The results showed that the effectiveness of the development of achievement in technology in the experimental group was in favor of multimedia programs compared to the control group.
 3. **Al-Kindi Study (2005): "The Use of Educational Technologies in the Sultanate's Schools"** This study aims to explain the reality of employing educational technologies in the service of education in the Sultanate of Oman, and also aims to highlight the difficulties faced in employing these technologies in the service of the educational process, and information was obtained from multiple researches specialized in this subject, and a number of interviews with some school principals, and a questionnaire based on a sample of (30) teachers from a number of education schools, and from (60) students From two schools, one for girls and the other for boys, the study showed results, including: educating teachers about the importance of using educational technologies in an organized and continuous manner, and on the other hand, some answers to the importance of using modern technologies were uncomfortable by schools and must be taken into account.

The lack of training courses for teacher development, which poses a difficulty when trying to employ multimedia technologies to serve education, and it was the biggest difficulty facing teachers, because the lack of training courses is based on other difficulties that appeared through the study. Educating students about the importance of using educational technologies by providing these

- technologies in the classroom, so that students can benefit from them in the educational process, and help them overcome the greenhouses they face in the curriculum.
4. **Sakar & Ercetin (2005): "The extent to which middle school students studying English prefer hypermedia that have been integrated into hypertext reading texts"** This study aimed to investigate the extent to which middle school students studying English prefer hypermedia that has been integrated into hypertext reading texts, and to try to verify whether multimedia facilitates reading comprehension in English as a second language. The research sample consisted of 44 students studying English as a foreign language for academic purposes. The researchers used a reading tracking model to collect data, as well as a test to measure reading comprehension, questionnaire as well as the interview. The study found that students prefer lessons with visual presentations over read-only texts or sound effects. The study also found that hypermedia negatively affected reading comprehension, and the study indicated a positive trend for students towards reading using hypermedia in general.
 5. **Shaker's study, (2003): "The effect of a proposed program based on videotaped presentations on the development of English communication skills among eleventh grade students in Gaza governorates"** The aim of this study is to identify the impact of a proposed program based on video presentations in enhancing English communication skills among eleventh grade students in Gaza governorates, and the researcher used the constructivist and experimental approach in this study, where he designed and applied the program to a sample of (74) female students The eleventh grade, the researcher also prepared two achievement tests, the first was an auditory test, and the second orally, with the aim of determining the differences between the two groups in the acquisition of language skills, and the use of arithmetic averages, standard deviations, in addition to the test (T- test) to obtain the results, and several results were reached, including: There are statistically significant differences in the level of achievement between the dimensional

performance of the two groups in the listening and speaking tests, where the results were in favor of the experimental group.

Commenting on previous studies in terms of methodology:

In terms of methodology: The researcher believes that the current study is consistent with the study of Sakar & Ercetin, 2005. In following the descriptive approach. It differed with the rest of the studies in following the experimental method, such as the study of Atta Al-Mannan (2012), the study of Abu Shukair and Hassan (2007), the study of Shaker (2003), and the study of Al-Kindi (2005).

In terms of objective: The studies varied in their objectives, including addressing the development of academic achievement in teaching Arabic language as a study (Atta Al-Manan, 2012), a study (Abu Shuqair, 2007), including addressing the development of communication skills in English as a study (Shaker, 2003), and a study (Sakar & Ercetin 2005), which targeted the skill of integrating reading texts through supertexts, and facilitates the process of reading comprehension in English as a second language. The study (Al-Kindi 2005) aimed to explain the reality of employing educational technologies in the service of education and to highlight the difficulties faced by

In terms of scientific material: The current study agreed with previous studies such as Sakar & Ercetin (2005) and Shaker (2003) in dealing with teaching English using multimedia. It differed with the rest of the studies, including dealing with teaching Arabic language such as the study of Atta Al-Mannan (2012), and some of them dealt with technology as a study in Choucair and Hassan (2007), and some of them dealt with the use of educational technologies such as the study of Al-Kindi (2005)

In terms of results: Several previous researches have been studied for the purpose of verifying the effect of multimedia on the variable of academic achievement, and it is clear to us that they agreed with the current study in the importance of using multimedia and have reached positive results confirming the effectiveness of using multimedia in improving achievement Such as the study of Atta Al-Mannan (2012), Abi Choucair and Hassan (2007), Sakar & Ercetin (2005), the study of Al-Kindi (2005), and the study of Shaker (2003)

In terms of educational stages:

Previous studies dealt with the various stages of education, such as Atta Al-Mannan (2012) and a study was conducted on the intermediate stage such as the study of Abi Choucair and Hassan (2007) and Sakar & Ercetin (2005). A study on the secondary stage was also conducted by Al-Kindi (2005) and the study of Shaker (2003)..

Aspects of benefiting from previous studies:

1. Choosing the appropriate tools for data collection.
2. Selection of the research sample and the general controls in the selection of the sample.
3. Access to the research methods used in previous studies, which benefits the current study .
4. Access to statistical methods and the extent to which they can be applied, and their consequences.

Research Methodology and Statistical Procedures

This chapter includes a description of the method and procedures followed by the researcher in determining the study population and sample, building the study tool, the steps used to verify the validity and stability of the tool, in addition to a description of the study design and its variables, and the statistical methods used to analyze the data.

First: - Research methodology: The descriptive approach was used by the researcher to achieve the objectives of her study, and this approach depends on the study of the phenomenon as it is in reality, and is interested in describing and interpreting it using the available facts. The phenomenon is expressed qualitatively by describing and clarifying its characteristics, or quantitatively by describing the phenomenon in a numerical form that shows its magnitude and magnitude, and the degree of its association with various other phenomena (Abu Allam, 2014: 154).

Second: Research Community

The research community consisted of all English language teachers for the intermediate stage in Islamic secondary schools in Iraq, numbering (270) teachers and schools according to the statistics of the Department of Religious Education and Islamic Studies for the year 2023-2024.

Third: The research sample was selected from the original community and consisted of (106) English language teachers in the intermediate stage in Islamic high schools, and this is the final sample **of the research.**

Fourth: Research Tool:

The study tool (questionnaire) (Mohamed,2023) was adopted Appendix (1) and was re-refereed by specialists and experts in curricula Appendix (2) to suit the current research objective. (Both dealt with the English curriculum for the middle stage)

- Authenticity of the tool:** The number of paragraphs of the questionnaire in its initial form (38) paragraphs, was presented to a number of arbitrators and experts specialized in the field of educational technologies and their number (5) arbitrators to express their observations and opinions, and by taking the opinions of the arbitrators were deleted some paragraphs and modify some of the language formulations of the paragraphs of the questionnaire to reach the questionnaire in its final form, and the purpose of arbitration of the questionnaire is to determine whether the paragraphs are suitable for the research sample, in addition to knowing whether the paragraphs are clear and linguistically sound. After taking the observations and amendments of the arbitrators, the researcher deleted some inappropriate paragraphs, and modified some of them, and added paragraphs related to the subject of the research, so that they became valid to measure what was developed for him, and after reviewing the proposals and identifying the necessary paragraphs, and deleting the unnecessary that did not get (70%) of the experts' agreement, and thus the final image of the questionnaire consisted of (30) paragraphs as shown in Appendix (1). Table 1 shows the number of excluded and added paragraphs. Table No. (1)

The axis	Number of paragraphs in its initial form	Number of excluded paragraphs	Number of paragraphs added	Final number of paragraphs
The degree of use of multimedia	13	2	-----	11
The importance of using multimedia	10	3	1	8
The difficulties of using multimedia	12	1	-----	11
Total	35	6	1	30

- Stability of the tool:**

Stability is one of the basic characteristics that must be available in the tool to be usable. Consistency is defined as "the same results when the

measurement is repeated and with the same instrument under the same conditions" (Melhem, 2010: 248). The researcher relied in her research on the method (retest) because it is the most common in calculating stability, as the tool can be reapplied after a period of time not less than two weeks and not more than that. And to be in the same conditions to which the tool was applied the first time (Al-Ainzi, 2005: 171), to achieve this, the researcher selected a random sample of (10) teachers from outside the basic sample of the research. She started applying the first survey to her tool, and two weeks later, she applied the tool to the same sample again. The number of times of agreement and difference between the degrees of the first and second application was extracted, and the coefficient of agreement was calculated by adopting the equation (Alfakronbach), and the stability coefficient was (0.92), as the stability coefficient is considered (good) whenever its amount is (70% or more) (Al-Dulaimi, 2015: 120), which confirms that the tool has a high degree of stability, and therefore is ready for application.

Statistical procedures for research:

For data analysis, the statistical program (SPSS) was used through the following statistical procedures:

1. The frequencies and percentage of the research sample were calculated. (Al-Kubaisi, 2010: 99).
2. Describe the arithmetic mean, standard deviation and percentage of each paragraph to indicate the degree of multimedia use of the research sample. (Attia, 2001: 275)

Presentation and interpretation of research results:

the researcher will discuss and interpret the results of the research based on the responses of the study sample consisting of English language teachers for the intermediate stage in Islamic secondary schools, and the researcher followed the following steps:

1. She calculated the frequencies of the sample answers for each paragraph of the questionnaire according to the three alternatives, and was recorded in a special form for the purpose of statistical processing.
2. The researcher relied on the equation of the weighted mean and percentage weight to determine the paragraphs in each axis of the

questionnaire, where the first alternative (high) was granted three degrees, the second alternative (medium) two degrees, and the third alternative (weak) one degree.

First: Presentation of research results:

Answer to the first question, which states: **What is the degree of use of multimedia in teaching English for the intermediate stage from the point of view of teachers of the subject in Islamic high schools?** The arithmetic averages, standard deviations and percentage of the research sample answers were calculated on the degree of use of multimedia in teaching English for the intermediate stage, and the results were as shown in Table (2).

Table (2)

N.	Paragraphs of the first axis	Rank	High(3)	Medium(2)	Poor (1)	Arithmetic mean	Standard deviation	Percentage	Degree of use
1	I prefer to use multimedia in student evaluation processes	4	19	60	27	1,92	0,65	%64	Medium
2	My use of multimedia saves me a lot of time and effort	5	25	44	37	1,89	0,76	%63	Medium
3	I can design presentations such as PowerPoint for English lessons with my own effort	2	20	47	39	1,82	0,72	%60	Medium
4	The use of computers in the production of various educational software for English language lessons	1	17	33	53	1,65	0,75	%55	<i>Poor</i>
5	Using the tabletop speaker to play audio clips for students to hear in listening lessons	7	13	38	55	1,6	0,7	%53	<i>Poor</i>
6	I do not have the skills to use educational technologies	3	7	43	56	1,54	0,62	%51	<i>Poor</i>
7	Record audio clips of the English language subject before each lesson	6	12	34	60	1,55	0,69	%51	<i>Poor</i>
8	Design the pieces in the curriculum as educational films using AI programs	7	1	27	78	1,27	0,47	%46	<i>Poor</i>
	The general average of the axis as a whole					1,٦٦	٠,٧	%55	<i>Poor</i>

It is clear from Table (2) that the paragraphs ranged their arithmetic averages between (1.92) and (1.27), and a standard deviation between (0.65) and (0.47).

Where paragraphs (4, 5, 2) were in average percentages, and their arithmetic averages ranged between (1.92) to (1.82), while their percentage weights ranged from (64%) to (60%).

Paragraphs (1, 7, 3, 6, 8) came with a weak percentage and their arithmetic averages ranged between (1.65) to (1.27), while their percentage weights ranged from (55%) to (46%).

The overall mean of the axis as a whole was with an arithmetic mean (1.66) and a standard deviation (0.7) and a weak percentage of (55%).

Answer to the second question: **What is the importance of using multimedia in teaching English for the intermediate stage from the point of view of teachers in Islamic high schools?**

The researcher calculated the arithmetic averages, standard deviations and percentage of the answers of the research sample about the importance of using multimedia in teaching English for the intermediate stage, and the results were as shown in Table (3).

Table (3).

N.	Paragraphs of the second axis	Rank	High(3)	Medium(2)	Poor (1)	Arithmetic mean	Standard deviation	Percentage	Degree of importance
٩	The use of multimedia makes the learning process more attractive by stimulating students' motivation and developing their knowledge.	١٠	٧٠	35	1	2,65	0,5	.3 %٨٨	High
١٠	The use of multimedia stimulates students to develop mental perception and helps them master English language skills.	١١	٧٠	34	2	2,64	0,52	%٨٨	High
١١	Multimedia education addresses all the senses of the learner, which keeps the impact of education and makes it more stable and effective	١٦	٦٤	40	2	2,58	0,53	%86	High

١٢	Multimedia education should be adapted to the characteristics of students' development	٩	٥٦	45	5	2,48	0,59	%82,6	High
١٣	Multimedia improves communication between English teachers and students	١٩	٥٤	48	4	2,47	0,57	% 82	High
١٤	The use of multimedia by teachers at the right time and place	١٤	٥٤	44	8	2,43	0,63	%81	High
١٥	The use of multimedia in teaching English can reduce the teaching load on teachers: -	١٢	٥١	47	8	2,41	0,63	%80,3	High
١٦	Multimedia use Curriculum availability at any time and anywhere the learner wants	١٣	٥١	46	9	2,4	0,64	%80	High
١٧	Multimedia education develops students' self-learning skills	١٨	٥١	46	9	2,4	0,64	%80	High
١٨	Individual differences between students can be considered using multimedia	١٧	٤٧	50	9	2,36	0,63	%78	High
١٩	behavioral goals can be effectively achieved using multimedia	١٥	39	63	4	2,33	0,54	%77	Medium
	The general average of the axis as a whole					2,47	0,59	%٨٢	High

We note from the previous table that the paragraphs of the first axis were with high percentages and their arithmetic averages ranged between (2.65) and (2.33), and a standard deviation between (0.5) and (0.54).

- Where all paragraphs were in high percentages, ranging from (88.3%) to (77%)
- The general mean of the axis as a whole was with an arithmetic mean (2.47) and a standard deviation (0.59) and a high percentage (82%).

Answer to the third question, which states: **What are the difficulties of using multimedia in teaching English for the intermediate stage from the point of view of teachers in Islamic secondary schools?**

The arithmetic averages, standard deviations and percentage of the research sample answers were calculated on the degree of multimedia use in teaching English for the intermediate stage, and the results were as shown in Table (4)

Table (4)

	Paragraphs of the third axis	Rank	High (3)	Medium (2)	Poor (1)	Arithmetic mean	Standard deviation	Percentage	Degree of difficulty
20	Classrooms are not intended for the use of multimedia such as computers, display screens, etc.	28	٦٢	28	16	2,43	0,74	%٨٢	High
21	The small number of multimedia within the secondary school compared to the number of students	23	٥٤	٣١	19	2,34	0,77	%٨١	High
22	Lack of training courses for English language teachers on the use of multimedia in teaching	30	٥١	42	13	2,36	0,69	%79	High
23	Encouraging the administration to English language teachers to use multimedia in the learning process.	27	٥١	56	16	2,34	0,66	%78,3	High
24	Poor technical skills for using multimedia among some teachers	21	٣٩	54	13	2,25	0,66	%75	Medium
25	The application of electronic calendar in a multimedia environment may be considered more challenging because of the possibility of cheating on it more easily compared to traditional calendar.	29	٣٩	55	12	2,25	0,65	%75	Medium
26	Lack of sufficient human cadres to manage and use multimedia education	22	٣٦	55	15	2,2	0,66	%73,3	Medium
27	It is believed that multimedia education has a vital role for English language teachers in the educational process, because it does not require the human and social experiences provided by traditional education.	26	٢٢	76	8	2,13	0,52	%71	Medium
28	Lack of adequate periodic maintenance of materials and devices related to multimedia education	20	٣٨	37	31	2,07	0,8	%٦٩	Medium
29	The difficulty of applying multimedia education in teaching English	24	١٩	66	21	1,98	0,61	%66	Medium
30	Multimedia education is seen as a waste of time by some teachers and officials	25	١٣	60	33	1,81	0,63	%60,3	Medium
	The general average of the axis as a whole					2,22	٠,٦٩	%٧٤	Medium

It is clear from Table (4) that the paragraphs ranged between (2.43) and (1.81), and a standard deviation between (0.73) and (0.63). Where the paragraphs (28, 23, 30, 27) with high percentages, and their arithmetic averages ranged between (2.43) to (2.34), and a standard deviation (0.73) to (0.66), while their percentage weights ranged between (81%) to (75%) and the paragraphs (21, 29, 22, 26, 20, 24, 25) by an average percentage and their arithmetic averages ranged between (2.25) to (1.81), and a standard deviation (0.66) to (0.63), while their percentage weights ranged between (75) to (60%) was the average The general axis as a whole with an arithmetic mean (2.22), a standard deviation (0.69) and an average percentage of (74%).

Second: Interpretation of the results

1. The results of the statistical analysis of the first axis, which states (what is the degree of use of multimedia in teaching English for the intermediate stage from the point of view of teachers of the subject in Islamic secondary schools) and despite its importance, it received a weak percentage, and came in third place, it reached the arithmetic average (1.66) and a percentage (55%).

The researcher attributes the reason for the low and low use of multimedia in the educational process for the intermediate stage in teaching English for several reasons, including:

- the length of the curriculum, which leads to teachers' lack of interest in the use of multimedia in education, in addition to the lack of audio laboratories in most Islamic secondary schools.
- Not all high schools and educational institutions have a budget dedicated to equipping them with multimedia or investing in artificial intelligence technologies.
- The increasing use of AI-based technologies in schools excessively may lead to neglect of important traditional teaching methods.
- The high cost of such technologies, especially if the teacher is the one who bears these costs, and this result is consistent with the study (Al-Kindi, 2005), where one of its results was to educate teachers about the importance of using educational technologies in an organized and

continuous manner, and on the other hand, some answers about the importance of using modern technologies were uncomfortable by schools and must be taken into account.

2. The results of the statistical analysis of the second axis, which states (What is the importance of using multimedia in teaching English for the intermediate stage from the point of view of teachers of the subject in Islamic secondary schools) were high, as it came in first place and the arithmetic average reached (2.47) and a high percentage of (82%). The researcher attributes the reason for the high percentage of the first axis to the fact that the use of multimedia allows the student to interact and creativity because it attracts their attention and consolidates information in their minds and increases their experience because it represents information in an exciting and interactive way that combines text and image ... Etc. This result is consistent with the study (Sakar & Ercetin, 2005), the study (Shaker, 2003) and the study (Al-Kindi, 2005) on the importance of multimedia, and its positive impact on students because it helps them overcome the greenhouses they face in the curriculum.
3. As for the results of the statistical analysis of the last axis, which states (what are the difficulties of using multimedia in teaching English from the point of view of teachers of the subject in Islamic secondary schools), the percentage was average, as it came in second place and the arithmetic average was (2.22), and by a percentage (75%), where we note that the difficulty of (classrooms are not prepared to use multimedia from a computer, display screen, etc.) and (the small number of multimedia within the secondary compared to the number of students) was one of the most The difficulties facing the teachers of the subject came in percentages (81% and 82%), and the researcher believes that the reason for these high rates is due to the crowding of most classrooms with students, which leads to hindering the use of teachers for educational multimedia.

It follows the difficulty (the lack of training courses for English language teachers on the use of multimedia in teaching) and got a percentage (79%), and this indicates a clear failure by the Department of Educational Supervision to provide training courses for teachers to

use multimedia in the educational process is periodic and includes all teachers of the subject so that they can develop themselves and familiarity with modern educational methods, for the purpose of upgrading the level of teachers in particular, and the educational process in general, and this result is consistent with the study (Al-Kindi, 2005), Which showed that the lack of training courses for teachers is a difficulty for them when trying to employ multimedia in the educational process.

Finally, we find the difficulty (the administration's encouragement of English language teachers to use multimedia in the learning process) and came with a high percentage (78.3%), and this is an indication that the secondary administration is not interested in encouraging teachers to use multimedia in education, because if the teacher finds from the school administration and supervisors to encourage the use of multimedia in education, he will strive and persevere in using it in the educational process.

Third: Conclusions

1. The lack of training courses for English language teachers for the purpose of identifying ways to employ multimedia in a way that serves the lesson and achieves the required goals.
2. Insufficient interest by the school administration and the Department of Educational Supervision to encourage teachers to use multimedia in education.

Fourth: Recommendations

1. Equipping Islamic secondary schools with multimedia and giving this subject the importance it deserves so that it is one of the priorities of the school administration and the Department of Educational Supervision.
2. Holding training courses by academics and specialists in the field of educational technologies to train English language teachers on employing multimedia in the educational process.

3. Continuous development of multimedia technologies in line with scientific and technological innovations.

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الملاحق

Appendix No. (1)

The questionnaire in final form

N.	Paragraphs of the first axis	Degree of use		
		<i>High</i>	<i>Medium</i>	<i>Poor</i>
	the degree of use of multimedia in teaching English for the intermediate stage from the point of view of teachers of the subject in Islamic high schools?			
١	The use of computers in the production of various educational software for English language lessons			
٢	I can design presentations such as PowerPoint for English lessons with my own effort			
٣	I do not have the skills to use educational technologies			
٤	I prefer to use multimedia in student evaluation processes			
٥	My use of multimedia saves me a lot of time and effort			
٦	Record audio clips of the English language subject before each lesson			

٧	Using the tabletop speaker to play audio clips for students to hear in listening lessons			
٨	Design the pieces in the curriculum as educational films using AI programs			

N.	Paragraphs of the second axis	<i>Degree of importance</i>		
		High	Medium	Poor
	the importance of using multimedia in teaching English for the intermediate stage from the point of view of teachers in Islamic high schools?			
٩	Multimedia education should be adapted to the characteristics of students' development			
١٠	The use of multimedia makes the learning process more attractive by stimulating students' motivation and developing their knowledge.			
١١	The use of multimedia stimulates students to develop mental perception and helps them master English language skills.			
١٢	The use of multimedia in teaching English can reduce the teaching load on teachers: -			
١٣	Multimedia use Curriculum availability at any time and anywhere the learner wants			
١٤	The use of multimedia by teachers at the right time and place			
١٥	behavioral goals can be effectively achieved using multimedia			
١٦	Multimedia education addresses all the senses of the learner, which keeps the impact of education and makes it more			

	stable and effective			
١٧	Individual differences between students can be considered using multimedia			
١٨	Multimedia education develops students' self-learning skills			
١٩	Multimedia improves communication between English teachers and students			

N.	Paragraphs of the third axis	Degree of difficulty		
		<i>High</i>	<i>Medium</i>	<i>Poor</i>
	the difficulties of using multimedia in teaching English for the intermediate stage from the point of view of teachers in Islamic secondary schools?			
20	Lack of adequate periodic maintenance of materials and devices related to multimedia education			
21	Poor technical skills for using multimedia among some teachers			
22	Lack of sufficient human cadres to manage and use multimedia education			
23	The small number of multimedia within the secondary school compared to the number of students			
24	The difficulty of applying multimedia education in teaching English			
25	Multimedia education is seen as a waste of time by some teachers and officials			
26	It is believed that multimedia education has a vital role for English language teachers in the educational process, because it does not require the human and			

	social experiences provided by traditional education.			
27	Encouraging the administration to English language teachers to use multimedia in the learning process.			
28	Classrooms are not intended for the use of multimedia such as computers, display screens, etc.			
29	The application of electronic calendar in a multimedia environment may be considered more challenging because of the possibility of cheating on it more easily compared to traditional calendar.			
30	Lack of training courses for English language teachers on the use of multimedia in teaching			