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Iraqi EFL Preparatory School Teachers' Perception of Discovery Learning

A Thesis

Submitted to the Council of the College of Basic Education, University of Babylon in
Partial Fulfillment of the Requirements for the Degree of Master of Education -
Methods of Teaching English as a Foreign Language

By

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2022A.D

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿١١﴾ سَيَرَى الْمُجْرِمُونَ بِمَا وَعَدُوا وَاللَّهُ ۖ الْعَلِيمُ ذُرِّيَّتَاتٍ أُولِيَاءُ وَالضَّالِّينَ مِنْكُمْ أُولِيَاءُ الْكَافِرِينَ اللَّهُ يَهْدِي الْقَوْمَ الْكَافِرِينَ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

المجادلة/الآية 11

In the name of Allah, most merciful, most gracious

Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) Knowledge. And Allah is well-acquainted with all ye do. View more verses

Believe God Almighty.

Surah Al - mojadila/verse(11)

(Ali, 1955,p. 1514, 1515)

Dedication

To the designer of the human civilization...

The redeemer of human volition and thought...

**The seal of the prophets and the master of all beings; the Holy prophet
Muhammad (BPUH)...**

**I dedicate this study on the seal of his successors, the river of his faith, and the
resuscitator of his mission: Imam al-Mahdi, (BPUH)**

Supervisors' Certification

We certify that this thesis entitled “ **Iraqi EFL Preparatory School Teachers' Perception of Discovery Learning**” submitted by **Jinan Chafat Hamza** has been prepared under our supervision at the College of Basic Education, University of Babylon in partial fulfillment of the requirements for the degree of Master of Education in Methods of Teaching English as a foreign language.

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ABSTRACT

There has always been research for the best and most recent ways to improve the educational process. The problem of this study shows that in the Iraqi schools, the methods used in education still traditional methods. The ways of obtaining knowledge are limited to the teacher only, therefore the learner receives information but not interact with them.

Teachers and researches around the world have shown great interest in studying and choosing student- centered learning methods, such as discovery learning model. Because of its importance in encouraging students and training them in thinking, information gathering and decision- making where the students feel pleaser and self- realization when reaching a discovering. Therefore the current study sets some questions to reveal the teachers' perception:

1-How do Iraqi EFL teachers' perceive discovery learning?

2-Do EFL teachers' perception of using discovery learning to develop preparatory students can be attributed to certificate, years of experiences and gender?

The study aims at finding out Iraqi EFL preparatory school teachers' perception of discovery learning . A survey research has been used in this study .

The population of the this study includes Iraqi EFL preparatory school teachers in Babylon Governorate. The sample is (288) EFL teachers (91) male and(197) female according to the statistics of the Directorate of Education in the province of Babylon.

A survey questionnaire is designed to collect the research's primary data. The questionnaire includes close-ended questions to facilitate the data collection process. This questionnaire is intended to be scored according to Likert- Five Points Scale.

The final form of it includes (48) items distributed in to 3 components. The results of study reveal that most of Iraqi EFL preparatory school teachers perceive discovery learning model and grasp the importance of inserting it in teaching process and they believe that students with discovery learning can create a new information out of what have been learned in order to promote future learning activities..

Finally, the researcher presents some conclusions, recommendations, and suggestions for further studies.

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List of Abbreviations

Abbreviation	Description
EFL	English as a Forging Language
DF	Degree of Freedom
DL	Discovery Learning
Std.	Standard

CHAPTER ONE

INTRODUCTION

1.1 Statement of the Problem

Choosing an appropriate teaching method is one of the fundamental keys to the success of teaching. In the Iraqi schools, the methods used in education still traditional methods. The ways of obtaining knowledge are limited to the teacher only, therefore the learner receives information but not interact with them.

Bicknell- Holmes & Hoffman(2001, p. 313) believes that a process of learning is not limited as in the usual way where students only listen, take and memories information . Furthermore it directs students just to store information and then recall without being required to understand the information and how to connected them with the real world.

During the past two years, the students, all over the world, have been exposed to distance education, and for the Iraqi students it is the first experience to be involved with. They face many difficulties and obstacles to learn via electronic devices, but finally they have succeed.

Brunner(1961) and others as cited in Singaravelu(2012, p. 57) explain the importance of discovery learning prescribed that the learning process with explanations or directed by learner themselves open a wide range of opportunities for students to be in touch with different domains through teaching process which discovery learning can provide. According to Emily (2006) in Musdizal(2020,p. 1153) :“ Discovery learning method is an active, hands-on style of learning where the student participates actively in the learning process rather than passively receiving knowledge as if he were an empty vessel to be filled by the instructor”.

Teachers' perception is important in education process .When a new idea presented in different field of education, teachers will interpret those ideas from their own

points, especially in communicating with the presented idea(Iskandar and Patak, 2021, p. 138)

There is a very limited number of literature studies for Iraqi EFL teachers' perception about discovery learning .Then, this study examine what “discovery learning” means to EFL teachers in Iraq. Thus, the current study addresses the following questions:

1. How do Iraqi EFL teachers' perceive discovery learning?
2. Do EFL teachers' perception of using discovery learning to develop preparatory students can be attributed to certificate, years of experience and gender?

1.2 Aim

The study aims at finding out Iraqi EFL preparatory school teachers' perception of discovery learning in teaching writing skills.

1.3 Hypotheses

1. There is no statistically significant difference in EFL teachers' perception of discovery learning according to gender variable (male- female).
2. There is no statistically significant difference in EFL teachers' perception of discovery learning according to the years of teaching experience variable.
3. There is no statistically significant difference in EFL teachers' perception of discovery learning according to the certificate variable(less than 5 years - 6- 10 - more than 10 years).

1.3 Limits

The study is limited to:

1. Iraqi EFL preparatory school teachers in Babylon Governorate.
2. The academic year(2021-2022).

1.4 Value

The study is hopefully valuable to:

1. Explore teachers' perception towards discovery learning that later will contribute to the literature of English language teaching.
2. This study helps to attract the attention of educators and teachers to focus on the use of discovery learning in teaching, and how teachers reinforce students to take responsibility for their learning.

1.5 Definitions of the Basic Terms

The following terms are defined theoretically and then operationally:

1.5.1 Perceptions

Oxford Advanced Learners' Dictionary (2010), defines perception as the way of thinking to specify and explain of something.

According to Munhall(2000) in Rahman(2018, p. 141), states that perception is a cognitive processing that allows us to interpret our environment through stimuli that we perceive with our sensory organs.

In the present study, teachers' perception is defined operationally as teachers point of view of discovery learning in terms of its theoretical assumption, teachers' competencies, characteristics, and advantages.

1.5.2 Discovery learning

Discovery learning is a learning situation in which the teacher provide an opportunity to students to explore information by themselves through discuss and direct inquires to reach to solutions(Rovicasari et al., 2020, p.135)

Martaid(2017, p. 2) states that discovery learning is a set of in which the students analytically solve problems .

The researcher adopts Rovicasari's definition as the operational definition.

1.5.3EFL Preparatory School Teachers

In the present study, the term EFL preparatory school teachers are defined operationally to refer to those teachers who teach students(between the ages of 15and 18 years) the English language who complete intermediate education and are initiating their preparatory education to go on later to university level.

CHAPTER TWO

THEORETICAL BACKGROUND AND RELATED PREVIOUS STUDIES

2.0 An Introductory Note

This chapter is mainly concerned with two parts:. The first is devoted to the theoretical background issues, whereas the second part is connected with the previous which are related to the current study.

2.1.1 Definition of Discovery Learning

Discovery learning is the learning model that occurs as a result of the students' processing of information, synthesis and transformation that helps in solving problems by accessing new information using induction and deduction processes(Sofeny, 2017,p.43).

According to Thorsett (2002)in Musdzal(2020, p. 1152) "discovery learning method is a learning situation in which the principal content of what is to be learned is not given but must be independently discovered by students".

Discovery Learning is a constructivist-based approach to education that uses inquiry-based learning.(Singaravel,2012,57)

This method can also help students express their creativity because they engage in two exploratory activities: observation and experimentation (Nutting, 2013,8).

2.1.2 Learning Theory Behind Discovery Learning

Learning theories are the basis upon which the person relies in revealing the various sources of knowledge, perhaps the most prominent one is the constructivist theory.

Bereiter(1994),Oliver(2000) in Bada(2015,p.67)state that: constructivist theory organize the cognitive structure through involving the person in many scientific activities based on observation and experiment, which allow him to ask questions and

enrich thought by discovering information, facing problems and thinking in different ways to address them.

Castranova(2002)in Eskandari and Soleimani (2016, p. 155)considers discovery learning as an active learning process, which provides the opportunity and motivation for the students to search for facts and allows them to deepen their understanding and analysis phenomena during journey of searching knowledge.

The theory shed light on teachers role as a facilitator who encourage students to prove themselves in learning process through active participate in different kind of activities such as exchanging thoughts, asking questions and various experiences to reach conclusions(Poonam,2017,p. 185-186).

2.1.3 The Purpose of Discovery Learning

Jerome Brunner, the author of discovery learning theory believed that opportunity for learner to search and discover information qualify to obtain knowledge in order to confront various problems through series of inquiries and conclusions(Simamora et al,2019, p.64).

Bell (1978) in Mukharomah, (2015, p. 31-32) states that there are many specific purposes in discovery learning, as follow :

- 1-Students have a chance to be involved actively in teaching learning.
- 2-Students learn to discover rule in concrete as well as abstract situation, also students extrapolate information that have given.
- 3- Students learn to formulate answer question strategy that not confuse and use answer question to obtain information.
- 4- Students form the way of working together effectively, giving information each other, and listening and using people's ideas.
- 6- Students' skill in discovery learning is easier to transfer in new activity and to apply in new learning situation.
- 7-Discovery learning method is an effective method to teach writing.
- 8- The strategy can improve students' achievement in writing descriptive text.

9- the Implementation of discovery learning is an appropriate methods to teach speaking for junior high school students (Hanafi,2016,p. 292).

2.1.4 Components of Discovery Learning

2.1.4.1. Curiosity and uncertainty

Curiosity effects of many aspects of human learning. Set of researches and studies in the late twentieth century shown that there is a positive and strong relationship curiosity and individuals' self-concept. Cognitive curiosity is related to inquiring about information. Motivation and desire for understanding knowledge, reformulation of problems and their solution are important factors in learning, therefore motivation arise from curiosity and the accompanying tendencies for discovery(Taylor & Hamdy, 2013,p. 1563).

2.1.4.2 Structure of knowledge

Piagets' theory of cognitive development is inclusive theory about the nature and development of human intelligence. He concern on what and how the cognitive mental construct? He assert through set of researches with his students that ;knowledge actively build by the learner emphasized that this knowledge result from the interaction with expertise acquired by experiences(Bodner, 1986, p. 5).

To explain "knowledge-in-use" De Jong,(1996, p.106- 107) mentioned four types of knowledge:

1.Situational knowledge: A type that provide learner with knowledge about the conditions of the problem and investigate related features out of the problem statement.

2.Conceptual knowledge :The knowledge that provide learner with a recent information to attach the problem in order to reach solution.

3.Procedural knowledge: A set of intellectual steps which help to reach conclusion on a specific situation.

4.Stratigic knowledge: It helps learner to planned and elaborate his options to reach conclusion.

2.1.4.3 Sequencing:

Teaching is a process aims to reach mental connections among students, to do so teachers must have a good level to guide them through this process considering the way of presented the topics (Fashiku, 2017,p. 173). As in discovery learning teachers guide a sequential process from learning by using set of activities help student to accept and understand topics in a coherent scientific sequence to display the content. (Kharismawati et al., 2017, p. 19).

2.1.4.4 Motivation:

Motivation can be defined as the external or internal excitement that clearly contributes to evaluate cognitive perception of learner to achieve a goal or a function (Filgona et al ,2020,p. 17).long (2000) cited in Hussein(2021,p. 34) conclude that “when someone takes on in learning with an internal motivation, learning become more intensive, with greater quality and also more consistent” Bohne (2016, p. 16-17) believed that even a little motivation can effect a desire consume every effort to finish any of students’ learning functions through discovery learning activities, he adds that“ but it is also of critical importance that their teachers use discovery learning activities to build their metacognitive awareness and higher- order critical thinking skills”

2.1.5 The Principles of Discovery Learning

Prawerti(2014, p. 24-25-26) set several principles of discovery learning including:

1-Teachers through discovery learning guide and engage students to find information, simplifying knowledge in order to make students take an active role to find results and conclusions to solve the problem.

2-One of the most important principles of discovery learning is abandon the traditional methods used in the education process , which the students' role is to receive information only and thus they will be inactive make no effort to reach the results, on the contrary discovery learning attempt students; think hard ,take actual part to construct knowledge ,active and participate in educational process.

3-Learning is a gradual process of eliminating failure .Philosopher behind discovery learning theory explain the suitability to fail while learning, argue that students who learn through experiences , with discover and search perhaps not succeed but in the meanwhile that failure help to generate strong incentive to reach correct inference.

4-Providing feedback in the process of discovery learning encourage students to discuss ideas and opinions with others to consolidate their understanding.

2.1.6 Characteristics of Discovery Learning

The following are some of the features of the discovery learning in the educational context:

1-Discovery learning encourages learners to solve a problem for provided knowledge or data.

2- The teacher serves as a guide who explains things to the students concepts.

3- Discovery learning strategy necessitates the learners' extension, genetalization, and elaboration of new information. (Jameel,2019,p. 5)

4-Because it relies on student own personal associations as a foundation for knowledge, discovery learning is more meaningful. Because students figure out the process rather than just following directions.

5-Discovery learning has more value because students figure out the process rather than just following directions, which allows them to process information more deeply.

6-Discovery learning forces students to reconcile their current notions about a topic, many of which may be misunderstanding, with what they now see.

7-Discovery learning is more concrete, making it easier to understand for newcomers to a field. The majority of discovery assignments are based on real-world issues or situations. They are easier to visualize and relate to because of their "concrete" nature. Because students can see the concepts in action, they'll be able to visualize what's going on with a concept better.

8-Discovery learning occurs in a context that is comparable to the eventual contexts of use, which aids in learning when and how to apply information.

9-In discovery learning, the information's usefulness is more obvious. Too much of what students learn in school appears to have no relationship to the "real world," and is so unclear and un motivating. Because concepts are presented in a context of usage, it is easier for them to see how they will be employed in the future, which raises the value of the concepts for you as a learner.

10-Discovery learning is not a collection of facts. Most professors believe that learning how to look instead of what to see is the most important thing students can learn in class. Classes, on the other hand, are rarely designed to allow students to see and participate in real-world science.

11-Discovery learning put the student in charge of most of the learning.
(Svinicki,1998,p. 6-7)

2.1.7 Types of Discovery Learning

There are a few models of discovery learning that teachers might utilize .They are as follow:

2.1.7.1 Collaborative discovery learning

Collaboration can improve learning ,students through collaborative work have an opportunity to exchange thoughts ,ideas, build a new knowledge while they communicate (Saab & Joolingen, 2005,p. 541).

Eskandari & Soleimani (2016, p. 155) point that collaborative learning create an extent of a mixture capacities where students simulated to investigate and analyses different concepts and topics . Furthermore the chance of sharing ideas with partners, supporting each other can build a confidence that leads to active learning process.

Saab et al (2005, p. 605) state that discovery learning environment will be a place include communication activities as shown in this table below:

Table 2.1 Discovery process and activities with their corresponding communicative support and communicative activities

Discovery process	Communicative support	Communicative activity
Orientation Identifying parameters and variables Collecting data Interpreting data and graphics	Build common ground	Informative Elicitative
Generating hypotheses Describing and Recognizing relationships Thinking of alternatives Proposing an answer Formulating hypotheses	Exchange ideas Establish common ideas	Argumentative Elicitative Informative
Testing hypotheses Experimental design	Doing it(testing) Agree on design	Directive Informative

Predicting Collecting data		
Conclusion Interpreting data and graphics Rejecting hypotheses Concluding	Establishing common conclusions	Argumentative Elicitative Acceptance

2.1.7.2 Discovery learning with micro worlds

Learning by discovery has many aspects, perhaps the most prominent one is “experience” students spent time and effort to reach conclusion through passing of the experiences , in order to build a full cognitive integration ,students look for additional factors named as “micro world” such as documents, programs(Djeilil, 2016,p. 16).

Rieber (2004) in Jenkins (2012,p. 799) assert five functional attributes for micro world .as mentioned bellow:

- a. Micro worlds are field-particular
- b. Micro world must be accessible to the learner.
- c. Micro world take part to stimulate the learner.
- d. Micro world acts as a factor include immersive and playful activity.
- e. Final attribute also carries a set of pedagogical assumptions external to the micro world itself.

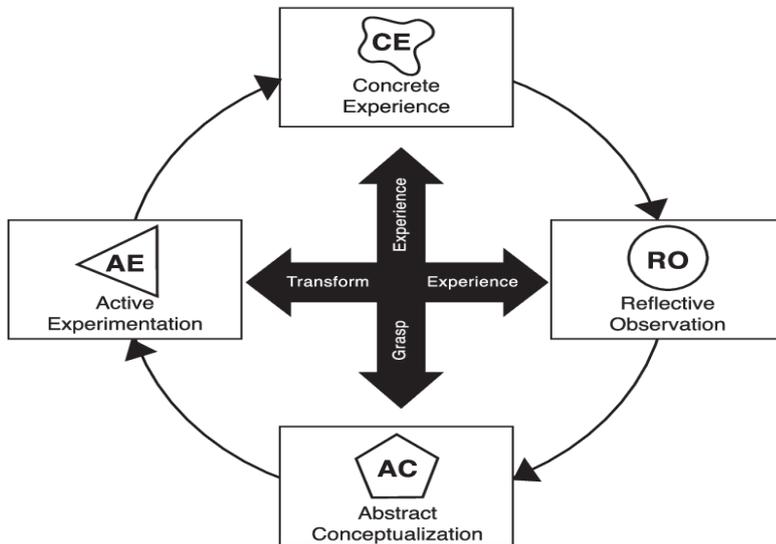
2.1.7.3 Experiential learning

It is a kind of learning depends clearly on experience ,whereby student interconnected in cognitive ,behavioral and attitudinal levels with a learning situation (Genty,1990,p. 10).

Kolb(2015), Villarroel(2020), Knobloch(2003), and Bransford et al (2000) as cited in Hussein (2021,p. 13) define experiential learning as an active process of learning aims to engage student with appropriate environment through alteration and transformation of tangible experiences, when students present a cognitive path that

corresponds to the completion of research and application. Kolb (2017,p. 11) notes to experiential learning as a “ dynamic” theory inserts three elements “the dual dialectics of action/ reflection and experience/ abstraction” see figure 1.

Figure 2.1 The Experiential Learning Cycle



2.1.7.4 Incidental learning

Incidental learning has a variety of practices such as :projects and tasks, observations, experiences, assumptions and adapting to knew situations(Ahmed, 2017,p. 1).Camacho(2018,p. 1) clarify it as a suational simulatios attempts students incorporate in learning process without having intention to explicit knowledge.

Garrick(1998) in Hyams and Sadique(2014, p. 440) explain the following characteristics of a learning process :

- Associated with the educational institution.
- It follows a specific curriculum.
- It is accredited through responsible evaluation .
- An educational activity carried out by the teacher to communicate the topics to the students. Compare with points above they find notions about incidental learning as follows:

a. Non intentional,

- b. self-directed
- c. experiential,
- d. contextual and reflective.

2.1.7.5 Simulation based learning

This type of education models allows students to apply abstract concepts to active scientific as well as to achieve active participation among students for that it is useful to integrate simulation effectively in the classroom by including them in the curriculum.(Heim,2012,p. 59).

Chernikova et al (2020, p. 504) points that simulated learning requires appropriate environment in order gain students practically with simulated situation.

2.1.7.6 Case based learning

It is an example of derived from problem based learning used to support and motivate students to aquire knowledge and skills .It helps in :

- 1.Advance intrinsic and extrinsic stimuli to courage individual learning .
- 2.Facilitates critical thinking and self-assessment.
- 3.Enable students to investigate and product of evidence to back up their findings.
- 4.Expand of knowledge and evolve of learning skill.

2.1.7.7 Problem based learning

It is an educational approach in which students interact with a problem in cooperative way, it presents self- directed learning (Yew and Goh, 2016, p. 2).

According to Barrows(2002) in Hartman et al(2013,p.) the key components of case based learning pointed as:

- 1.The variety of problems statements lead to focus on cause and effect.
- 2.A student-centered approach who students decide what learning needs.
- 3.Teachers role as facilitators.

4.The practice will be through real problems.

2.1.7.8 Inquiry-based learning

Harlem(2013), and Caswell & La Brie(2017)as cited in (Ghلام, 2019,p. 113) explain that inquiry-based learning as approach which centered on students who set the questions to the purpose of reach conclusions after series of activities .

(Ismail et al ,2006,p. 14,15) believe that students inquiries are motivated to discover and understand the different concepts by means of learning as teachers thought so:

- a. Students construct comprehensions and search information
- b. Evolve their mental cognitive while thinking and assimilate every dimensions of information.
- c. They need time to explore on with the new knowledge facts.
- d. Diversity of experiences while education progresses .

2.1.8 Teachers' Role in Discovery Learning

Teachers can assist students in structuring the problem and problematizing student solutions by acting as a resource. First and foremost, students need assistance in structuring the issue they must solve. The issue can be divided into sub problems for them is an effective way to do this. If these sub problems can be sequenced in such a way that each sub problem can be solved independently, students will feel compelled to solve the next sub problem, and they will see the issues as their own. Second, students need help problematizing their solutions, or objectively analyzing and refining the ones they come up with. (Jansen, et al.,2013,68)

Rahmi and Ratmida (2014,181) argue that because the teacher does not explicitly communicate the facts or contents of the topic at the beginning of the session, discovery learning expects students to discover them through observation and experimentation activities. Through the teachers' role as a guide in the educational process help students to discover knowledge as they depend on internal incentives

and develop a sense of confidence and self-realization in students when they reach discovery.(Wahyudi, et al.,2019,173)

Teachers may also provide information, ideas, and advice, as well as provide feedback. For exploration learning, a planned sequence of events, examples, or experiences may be used, for example, they may organize a series of related field trips. After each trip, students will be asked to make a list of popular elements. A teacher could also prepare and present a series of video scenarios, dramas, models, music, books, stories, websites, or other instructional activities, examples, or experiences. Students will be asked to define common elements between each one. (Johnson,2010,47)

2.1.9 Students Responsibilities in Discovery Learning

Discovery learning, encourages student to take a wide range in education process they learn how to be active to find answers to their own questions. They become more independent and self-motivated .Discovery learning agrees the idea that if students make their own decisions they will be more likely to remember it for a longer time than if they were taught the topics by their teachers(Hanafi, 2016,p. 293) Moreover, they can share the information resulting from discoveries by individual or collective efforts and present it. They also sharing ideas, opinions and concepts help them to reveal multiple aspects of language by participating with others in the discovery learning process(Huang,2008,25).

Students facilitates presenting and discussing their ideas through symbols , words or using a photographic way such as in mathematical ideas by means to encourage think critically(Yuliani& Saragih, 2015, p. 117).

Discovery environments provide great freedom for the student as he/she exceeds in his/her program Educational scope of practical application. (Veermuns, et al., 2000,5)

2.1.10 Stages of Discovery Learning

There are six stages in discovery learning:

1. Stimulation (giving stimuli): In this stage the motivation is raised among students by using the questioning method, can help them in discovering the materials and thus creating a state of interaction in learning.
2. Problem statement(identify the problem): Giving the student an opportunity to identify the problems associated with the material.
3. Data collection: This stage trends to give students an opportunity to collect information to prove the validity or lack of their hypotheses.
4. Data processing: The informations collected by the students are interpreted and classified during the interview and the observation.
5. Verification:The students in this stage check if the hypothesis is accepted or rejected.
6. Generalization: The students reach conclusions that are similar to the position of the educational process whose problems have been identified and that is through the results of the investigation that have been made come to it. (Hartono,2020,1153)

2.1.11 Advantages of Discovery Learning

Rahmi and Ratmanida (2014,186) indicate to some of advantages :

- a) Students' baseline knowledge is increased and expanded through the discovery learning strategy.
- b) Students' vocabulary is increased through the discovery learning strategy.
- c) It motivates students to take an active role in their education.
- d) It encourages self-motivation, active involvement, and innovation.
- f) The strategy helps students learn new facts, relationships, and truths.
- g) It promotes independence and self-esteem among students.

h) Curiosity about the unknown, as well as the satisfaction of answering it, are both powerful.

i) It encourages students to autonomously investigate bigger issues, discovery learning is supposed to improve students' ability to transfer information they construct to other areas. (Klahr & Nigam, 2004)

2.1.12 Disadvantages of Discovery Learning

There are some disadvantages that can be stated as:

1) The density and diversity of information as a result of the wide field in which learning secures discovery, which may lead to a state of confusion for the learner.

2) Diversity of educational situations, which leads to different measurement and evaluation tools. A state of inattention among weak students.

3) The different situations and the discovery of knowledge materials lead to a state of inattention among weak students. (Sofeny, 2017, 43)

2.2 Related Previous Studies

2.2.1 Tampubolon, Daniel (2017)

This study aims to investigate students' understanding of discovery learning and their perceptions of its use and value with reading comprehensions. Data collected by questionnaire and interviews, 81 students participated to answer the questionnaire. The interview achieved by choosing 4 students randomly from each class. Microsoft Excel 2007 had been used to analyze the data. The result of the study presents the positive effect of using discovery learning. Students become motivated to engage in serious and interested learning process. It helps evolve their capacities in pronunciation, grammar and vocabulary.

2.2.2 Rovikasari, et al (2020)

The study aims to find out teachers attitudes and practices towards discovery learning and teachers challenges in teaching writing . The data is collected with three ways including: Semi- structured interview, observation, and documentation. The researcher first direct some questions to the teachers who answer freely and openly to present their opinions about discovery learning, then observed them to investigate teachers practice and attitudes directly. The last way is the documentation to figure out the characteristics of material. The result reveal the positive attitudes, the teachers were enjoy of using discovery learning in teaching writing. Also students take part to discover the material by themselves under supervision of their teachers. At the same time DL considered as a good way to enhance students ability in writing .

2.2.3 Arnaz, Yosannia and Adnan, Aryuliva(2021)

The purpose of this study is to describe students' perceptions of discovery learning in microteaching class . The methodology of this study is a survey, the sample was 56 microteaching students of the English department. The questionnaire used to gain the data that collected by using the google form app. The result of students' perceptions toward discovery learning were positive , the responses reveal that: students agree that using discovery learning will activate the element of excitement in learning, also the teachers should provide students with feedback with a view to raise their motivation and participation. Consequently discovery learning help improve their critical thinking, encourage communication and collaboration.

2.2.4 Inayatsyah, Putri(2020)

This study aims to investigate the English teachers' concerns about using the discovery learning in teaching English. A mixed methods is conducted using observation and questionnaire . The researcher observe directly the learning process and taking notes for each observation then analyze them. A questionnaire is a second

instrument to collect the data . The 35 items with 8 points Likert scale is used to measure the concerns. The finding of this study shows that using discovery learning leads to attractive, fun and interested process in learning English. The result of the questionnaire ensures that the students have more understanding to the text when the teacher taught using discovery learning.

2.2.5 Discussion and Comparison of the Previous Studies

The previous studies have been discussed in terms of the aim, sample, methodology, instrument, and statistical tools as shown below:

1.The aims of the present study is to find out Iraqi EFL preparatory school teachers' perception of discovery learning , which is similar to Rovikasari et al(2020) who investigate teachers attitude and practices toward discovery learning .Inayatsyah, Putri(2020) aims to explore how English teachers implemented discovery learning in the classroom in addition to investigate English teachers concern regarding implementing the discovery model. Arnaz, Yosannia and Adnan, Aryuliva(2021) aim to describe students' perceptions of discovery learning in microteaching class. Tampubolon(2017) aims to discover and examine the students' perception on the use of discovery learning on improving reading comprehension.

2.The sample of all previous studies are school teachers and students, which vary in number and selecting the method. The sample of this study is (288) preparatory school teachers. Inayatsyah, Putri(2020) selects (9) teachers .Arnaz, Yosannia and Adnan, Aryuliva(2021) select a random sample of 56 students. Rovikasari, Mala et al (2020) select (2) teachers (male- female) .Tampubolon, Daniel(2017) selects two sampls (81) and (4) students.

3.The current study uses a quantitative research the same as Arnaz, Yosannia and Adnan Aryuliva(2021) .Tampubolon, Daniel(2017) and Inayatsyah, Putri(2020) are

both used quantitative and qualitative research .Only Rovikasari, Mala(2020) used the qualitative research.

4. Regarding to the use of instruments and statistical tools, the current study uses a questionnaire, as the same with Arnaz, Yosannia and Adnan, Aryuliva(2021). Inayatsyah, Putri(2020) uses observation and questionnaire. Tampubolon, Daniel(2017) uses questionnaire and interviews and Rovikasari, Mala(2020) uses observation, interview and documentation.

CHAPTER THREE

METHODOLOGY AND PROCEDURES

3.0 An Introductory Note

In this chapter, the researcher describes in detail all the procedures taken to achieve the aim of the present study. This chapter deals with:

1. The population and sample selection
2. The instrument and its application of the research
3. Discover the validity and reliability of the instrument
4. Use statistical tools for data analysis

3.1 Methodology

The kind of research that has been used in the current study is survey research. The survey research is one of the types of descriptive method, that examine the relationship among variables (Cohen et al, 2018, p. 334).

Moreover survey research is used to investigate peoples' opinions that analyzed under some classifications such as age, sex and educational level (Best & Kahn, 2006, p. 123). This design provide data relatively quickly and effectiveness in describing attitudes and opinions .

3.2 Population and Sample Selection

Population is a broader group contains items, individuals, etc. that participate in identical features (Ritchard, & Schmidt, 2010, p. 344). while a sample is a chosen part from the whole population submit to analysis and observation (Best & Kahn, 2006, p. 13) .

However, The population of the study covers Iraqi EFL preparatory school teachers at Babylon Governorate . The sample is selected from the center of Babylon for the academic year 2020-2021. The total is (288) male and female teachers, including (91)

male and (197) female teachers, according to the statistics of the Directorate of Education in the province of Babylon.

3.3 The Study Instrument

The nature of the research requires the use of a questionnaire: The questionnaire indicates the sum and the frequencies of Iraqi EFL Preparatory School Teachers' Perception of Discovery Learning.

Questionnaires are appealing because of their unparalleled efficiency in terms of (a) researcher time, (b) researcher commitment, and (c) financial capital. In less than an hour, one can collect a large amount of data by conducting a questionnaire to a group of people. The time and effort taken would be a fraction of what would be required if the same number of people were interviewed. Furthermore, if the questionnaire is well-designed, data processing can be quick and, direct particularly with the help of modern computer software. (Dornyei&Taguchi,2010,p. 6)

A survey questionnaire is designed to collect the research's primary data. The questionnaire includes close-ended questions to facilitate the data collection process. The design of questionnaire affected the response rate and the reliability and validity of the data collected. Response rates, validity and reliability are maximized by careful design of individual questions, clear layout of the questionnaire form. The two –parts of questionnaire have been prepared as the main tool of this study. It consists of the following:

1. Part one includes the primary information about the demographic traits of sample.
2. Part two includes in its initial form ;composes of 50 items distributed in to three components and as shown in table 3-1 and Appendix A.

Table 3-1

The components and Number of Items of the Initial Form of the Questionnaire.

Number of Items	Components
18	Component One: Teachers' Competencies
15	Component Two: Students' Practices of DL English Activities
17	Component three: Characteristics and Advantages of DL
50	Total

This questionnaire is intended to be scored according to Likert- Five Points Scale and as the following(Strongly Agree=5;Agree=4; Undecided=3; Disagree=2, and Strongly Disagree=1).

3.3.1 Face Validity of the Questionnaire

Given(2008, p. 909) points to validity as “goodness or soundness of the study”. It is related to how accurately an instrument measures what it is designed to measure (Vanderstop& Johnston, 2009, p. 59).In order to ensure validity, the researcher used face validity which refers to the degree to which a-test appears to measure the knowledge and abilities that it claims to measure(Anastasi& Urbina, 1997,p. 117).

To ensure the face validity of the questionnaire , it has been exposed to a specialist in the field of English language teaching . See Appendix B. According to the jury members' notes, two items have been removed. However, the final form of the questionnaire consists of (48) items distributed in to three components. See Appendix C and Table 3-2

Table 3-2

The components and Number of Items of the Final Form of the Questionnaire.

Number of Items	Components
17	Component One: Teachers' Competencies
14	Component Two: Students' Practices of DL English Activities
17	Component three: Characteristics and Advantages of DL
48	Total

3.3.2 Pilot Administration

A sample of (30) EFL preparatory school teachers from the center of Babylon Governorate is randomly selected for the sake of conducting the pilot administration of the questionnaire.

This pilot administration has been conducted to:

- 1-check the reliability of the research.
- 2-check the feasibility of the research.
- 3-record the time taken to complete the questionnaire.

Therefore, no vagueness can be found with the questionnaire . The time required for the teachers to work out the questionnaire is found out to range between 10-15 minutes.

3.3.3 Reliability

The term "reliability" refers to the constancy of a measurement instrument's components. When the items on a scale "hang together" and measure the same construct, it is considered to have high internal consistency dependability . The

Cronbach Alpha coefficient is the most widely used internal consistency metric. When using Likert scales, it is regarded as the most acceptable measure of dependability (Taherdoost, 2016, 33).

The amount of confidence with which the results obtained by the instrument are treated which can be determined by checking the reliability of the data. However, there are a variety of approaches for determining reliability, with alpha Cronbach being one of the most common (Abbas, 2018, 31). The researcher uses Cronbach's alpha method and find that the value of Cronbach's alpha is 0.92, which is a good and acceptable constant coefficient.

3.4 Final Administration of the questionnaire

The questionnaire targets fourth grade English teachers from the center of Babylon during the academic year (2020-2021). The researcher administers 288 copies of teachers' questionnaire. Teachers are asked to indicate clearly their reading comprehension questions. Moreover, in order to obtain more valid results, teachers are given the freedom to complete the questionnaire; the completion of the questionnaire was voluntary. The copies of the questionnaire are collected by the researcher herself and the directorate of education.

3.5 Statistical Tools

To analyze the collected data, the following statistical means have been used:

1. Person Correlation Coefficient Formula has been used to determine the reliability coefficient between the two administrations of the instrument.

2. T-Test for Two- Independent Samples is used to identify the statistically significant differences in the perception of EFL preparatory school teachers for DL and according to the gender variables (Male-Female) and the years of teaching experience (less than 5 years- from 6- 10, more than 10 years).

CHAPTER FOURE

DATA ANALYSIS AND RESULTS

4.0 An Introductory Note

This chapter presents the results of the study. Each category in the questionnaire is discussed in the light of the teachers' Perceptions. Thus, this chapter includes a statistical analysis of the data resulting from the study in order to answer the research questions. It also includes conclusions, recommendations, and suggestions for further studies.

4.1 Presentation of Results

The following procedures have been used to analyze the collected data:

- 1-The responses on the questionnaire items and components have been recorded.
- 2-Identify the perceived and unperceived indicators in each questionnaire component have been done by using the arithmetic mean and the standard deviation.
- 3-Consider the theoretical mean(3) the criteria for identifying the perceived and unperceived item. The item that gain an arithmetic mean of(3) and above is considered a perceived item, while the item that gain an arithmetic mean below(3) is considered an unperceived item.
- 4-The component of the questionnaire have been arranged in descending order from the highest arithmetic mean to the lowest arithmetic mean.

However, to achieve the study aim and verify the questions of the study, the results indicate the following:

The First Component: Teacher Competencies

This component includes(17) items. The analyses of data proves that all items are perceived by teachers. The arithmetic means have ranged between(4.36)to (1.366) and the standard deviations have ranged between(0.897) to(1.366) .See Table(4-1)

Table 4-1 Result of Teacher Competencies Component Items

No.	No. of Item in The Questionnaire	Items	Arithmetic Mean	Standard Deviation	Rank
1	3	DL requires teachers' ability to evaluate learning processes and outcomes.	4.36	0.897	
2	13	DL requires teachers' ability to discuss the conclusions for each activity.	4.08	0.879	
3	5	DL requires teachers' ability to find strategies to overcome all challenges and possible threats to DL.	3.99	1.038	
4	2	DL requires teachers' ability to take responsibility for determining one's own	3.91	0.969	

		learning needs.			
5	4	DL requires teachers' ability to be a facilitator and a source.	3.79	1.036	
6	1	DL requires teachers' ability to enter in to a close, respectful, and friendly relationship with learners	3.78	.0962	
7	7	DL requires teachers' ability to help students gain a positive attitude toward DL.	3.77	.0979	
8	6	DL requires teachers' ability to establish an atmosphere which is open to interaction, based on cooperation, open and secure.	3.58	1.201	
9	11	DL requires teachers' ability to be observer for each student during their activities.	3.56	1.254	
10	12	DL requires teachers' ability to balance the learning process with the time available in the classroom.	3.46	1.296	

11	15	DL requires teachers' ability to provide students with certain tools for learning concept	3.40	1.188	
12	16	DL requires teachers' ability to enable students to increase their ability to analyze, synthesize	3.31	1.154	
13	14	DL requires teachers' ability to enhance students' critical thinking by using high order thinking questions.	3.06	1.177	
14	10	DL requires teachers' ability to encourage curiosity by stepping in to learners' viewpoint to find what motivates them.	2.99	1.075	
15	9	DL requires teachers' ability to guide students to recognize their weaknesses and strengths.	2.97	1.173	
16	8	DL requires teachers' ability to involve students in selecting	2.68	1.211	

		materials and resources, applying relevant learning strategies, and evaluating learning outcomes.			
17	17	DL requires teachers' ability to evaluate information in objective and non-improvised ways.	2.65	1.366	

The Second Component: Students' Practice of DL English Activities

This component includes (14) items, after dealing statistically with the answers on the items of this component, it is found that all the items of this component are perceived by the teachers. Their arithmetic means have ranged between (4.22) to (2.83), while the standard deviations have ranged between (0.907) to (1.313). See table(4-2).

Table4-2 Results of Students' Practice of DL English Activities Component Items

No.	No. of Item in The Questionnaire	Items	Arithmetic Mean	Standard Deviation	Rank
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1	10	Learners discuss learning problems with classmates.	4.22	0.907	1
2	2	Learners read books or magazines in English	4.12	1.206	2
3	8	Learners compare their results with the other students.	4.09	0.942	3
4	6	Learners practice using English with friends.	4.08	0.937	4
5	13	Learners read newspapers in English	3.77	1.092	5
6	14	Learners can practice using requests and suggestions.	3.65	1.193	6
7	12	Learners do assignments which are not compulsory.	3.64	1.216	7
8	2	Learners read books or magazines in English.	3.55	1.213	8
9	9	Learners activate their prior knowledge while studying.	3.51	1.054	9
10	7	Learners do group studies in English lessons.	3.36	1.206	10
11	11	Learners engage in interactive learning environment inside and outside classrooms.	3.24	1.175	11
12	4	Learners listen to English songs.	3.08	1.327	12
13	5	Learners practice English conversations with foreigners on social media platforms	2.87	1.262	13

14	3	Learners watch English TV programs.	2.83	1.313	14
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The Third Component : Characteristics and Advantages of DL

This component includes (17) items .The results of this component shows that the items are perceived by teachers. The arithmetic mean has ranged between (4.65) to (2.23) while the standard deviations have ranged between (0.799) to (1.395).See Table (4-3).

Table 4-3 Results of Characteristics and Advantages of DL

No.	No. of Item in The Questionnaire	Items	Arithmetic Mean	Standard Deviation	Rank
1	6	Learners are curious and willing to try new things.	4.56	0.799	1
2	14	DL is highly collaborative .learners collaborate with peers.	4.42	0.987	2
3	5	Learners manage and divide the time in learning properly.	4.23	1.338	3
4	8	Learners evaluate themselves to learn better.	4.22	1.124	4
5	12	DL considers the significant role of motivation and desire in initiating and	4.04	1.178	5

		maintaining learners' efforts.			
6	3	Learners create something out of what have been learned to promote future learning activities.	3.87	1.121	6
7	2	Learners learn both inside and outside the classroom.	3.76	1.142	7
8	9	Learners seek ongoing feedback from instructors.	3.56	1.325	8
9	4	Learners take classroom-based material and build on it.	3.56	1.325	9
10	17	Teachers scaffold learning by making learning observable	3.50	1.246	10
11	13	In DL control gradually shifts from teachers to learners.	3.38	1.292	11
12	1	Learners know their needs and work productively with the teacher towards the achievement of their objectives.	3.27	1.286	12
13	15	DL can develop highly skillful learners in the range of technological applications and media	3.03	1.358	13

14	7	Learners monitor their progress.	2.99	1.294	14
15	10	Learners are able to learn better.	2.91	1.369	15
16	11	DL encourages a habit of questioning and risk taking.	2.83	1.532	16
17	16	DL bridges the gap between school knowledge and real-world problems by considering how people learn in real life.	2.23	1.395	17

To find out teachers' perception for the research sample, The arithmetic mean and standard deviation for the whole questionnaire have been calculated. See Table (4-4)

Table 4-4 Results of the Questionnaire

The Sample	Arithmetic Mean	Standard deviation
288	168.34	28.803

To verify the first question of the study "How do Iraqi EFL teachers' perceive discovery learning?" the researcher finds a statistically significant level for the

research sample, as the calculated T value reached 14,341, which is greater than the tabular value 1,98. Therefore, there is a statistically significant level.

Table (4.5) results of one sample T-test

N	Mean	Std. deviation	T Value	Tabular Value	D. f	Sig. (2-tailed)
288	168.34	28.803	14.341	1.98	287	0.000

To verify the second question“ Do EFL teachers’ perception of using discovery learning to develop preparatory students can be attributed to certificate, year of experience and gender?” the researcher uses the three-way analysis of variance for unequal and proportional samples and obtains the flowing table:

Table 4.6 statistical values for gender, certificate and years of experience

Source	Square	D. f.	Mean square	F	Sig.
Gender	742.948	1	742.948	0.880	0.349
Certificate	101.146	1	101.146	0.120	0.730
Years of experience	390.745	2	195.372	0.231	0.794

Regarding gender (males, females), the calculated F-value is 0.880 at a significance level of 0.349. Thus, there are no statistically significant differences for teachers in relation to gender at the degree of freedom of 1.

For certificate (bachelor, master), the calculated F-value is 0.120 at a significance level of 0.730. Therefore, there is no statistically significant differences for teachers in relation to certificate at the degree of freedom of 1.

For the year of experiences (Less than 5, 6-10, more than 10) years, the calculated F-value is 0.231 at a significance level of 0.794. Therefore, there is no statistically significant differences for teachers in relation to the year of experiences at the degree of freedom of 2.

4.2 Discussion of Results

The present study explores Iraqi EFL teachers' perception of discovery learning and shed light of their understanding to discovery learning. The result reveal that:

1-Iraqi EFL teachers believe that :

a-DL requires the ability of teachers to guide the learning process through identifying students' need.

b-DL provides students opportunities to interact through different activities such as reading different books and articles in English.

c-DL encourages students to learn on their own through collaborative work like discuss various problems and matters while learn.

d-DL requires teachers to engage students in selecting materials and other sources.

e- DL qualify students to learn better using technological applications .

From results above concluded that Iraqi EFL teachers perceive and clearly understand discovery learning; these result go in line with Rovikasari et al(2020).

2-DL strongly support and promote the students' collaborative work and encourage communication and information technology. This result goes in line with Arnas, Yosannia, and Adnan Aryuliva(2021).

3- Teachers suggest that teaching process using discovery learning requires providing guidance to students through elevate questioning , challenging of ideas and formulate connections of experience ,provide them tools for learning topics ,moreover to spent time observing them as a method of assessment .This result goes in line with Inayatsyah, Putri(2020).

4- Teachers believe that students with discovery learning can create a new information out of what have been learned in order to promote future learning activities. This result goes in line with Tampubolon, Daniel(2017).

5- Gender is found with no statistically differences between male and female teachers' perception of DL, and this is because there are number of qualities and criteria for success in teaching, if available in teacher whether a male or female ,helps to be a successful teacher.

6- The certificate(bachelor- master) is also found with no statistically differences for teachers' perception of DL, since the success of the educational process does not depend on the academic aspect of the teacher only, but the application aspect is also important. The role of the teacher clearly appears through his/ her personal skills and the ability to manage the educational process in a manner that ensures its success and continuity.

7- For the year of experiences (less than5, 6- 10, more than 10 years), there is no statistically significant differences for teachers in relation to year of experiences. There is no doubt that years of experiences have a clear impact on refining the teachers' skills and enriching with knowledge, but there remains a discrepancy in the effectiveness of the teacher at all stages of his teaching profession. Therefore, not every inexperienced teacher is less effect, and not

every experienced teacher is the most effective. The teachers' familiarity with the subject, knowledge of teaching methods and mastery of duties make the teacher in a match with his/her peers with experience.

CHAPTER FIVE

CONCLUSION, RECOMENDATIONS AND SUGGESTIONS

5.0 An Introductory Note

The final chapter of the current study presents conclusions that have been drawn by the researcher and offers some recommendations and suggestions for further studies.

5.1 Conclusions

After reviewing the Iraqi EFL perceptions it is found that:

- 1-Most of Iraqi EFL teachers have an idea about the discovery learning model.
- 2-Iraqi EFL preparatory school teachers interested in keeping up with every think that develops the education process.
- 3-Most teachers are interested in meeting the needs of students by encouraging and involving them in various educational activities.
- 4-Most teachers agree that students must have the ability to define the target of their learning which seek to achieve, such as specify the problem and find the optimal solution to it.
- 5-EFL Iraqi teachers have an idea that curiosity leads to discover and search for new information thus the teacher has to help them.
- 6-Most of the teachers emphasize the importance of the students estimating the time given to them within the educational process.
- 7-Some teachers believe that involving students in an appropriate environment that complies with the principles of the educational process is not only inside the classroom, but extends outside it.
- 8- Iraqi EFL teachers have shown less interest in giving the students the space in selecting materials and resources.

5.2 Recommendations

In the light of the results and the conclusions, the following recommendation are put forward :

1. Iraqi EFL preparatory teachers work to develop a teaching plan in a manner consistent with discovery learning model.
2. EFL supervisors should provide the necessary assistance to teachers and facilitate their task by supporting them with everything new and help in the teaching and learning process.
3. Educational institutions must have an active role in qualifying teachers through training courses in order to be in touch with every new in the field of education which raises the scientific level of the students.
4. EFL teachers should have a prominent role in developing the independent pattern of knowledge by allowing the students to search, investigate and elicit knowledge by themselves.

5.3 Suggestions for Further Studies

Based on the results and conclusions of this study, the following studies are suggested:

- 1- Investigate the effect of discovery learning strategies on EFL students writing skill.
- 2- The impact of discovery learning on EFL students achievement in listening skill.

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Appendences

Appendix (A)

Ministry of Higher Education and Scientific Research

University of Babylon

College of Basic Education

Department of Higher Studies

Methods of Teaching English

A Letter to the Respectful Jury Members

Professor/ Asst. Prof/ Lect.,

The researcher is conducting a case study for an M.A. thesis entitled **Iraqi EFL Preparatory School Teachers' Perception of Discovery Learning**

This study tries to find out the opinions of EFL teachers toward using discovery learning .To achieve this aim, a questionnaire will be adopted I hope you to view the questionnaire in its initial form.

As a specialist in the field of TEFL or Linguistics, you are kindly requested to

Thank you in advance for your kind cooperation. An comments, modifications will be taken into consideration and highly appreciated.

Yours,

Jinan Chafat Hamza

M.A. Candidate

Appendix(B)

The Jury Members arranged according to their scientific title and then the alphabetically order.

No.	Scientific Title	Specialty	Name	Institution
1.	Prof. Dr.	Linguistics	Iman Mingher	University of Babylon College of Basic Education.
2.	Asst. Prof.(ph. D)	TEFL	Haider Kadhim K.	University of Karbala College of Education for Human Sciences.
3.	Asst. Prof. Dr.	TEFL	Chassib Fanokh Abass	University of Babylon the Open Education College.
4.	Prof. Dr.	Linguistics	Abdul Kareem Fadhil	University of Baghdad College of Education Ibn Rushd
5.	Prof.	TEFL	Weam Majeed Mohammed	Al_ Qasim Green University College of Agriculture Methods of Teaching English
6.	Prof. Dr.	Linguistics	Salih Mahdi Adday	University of Babylon College of Education for Human Sciences
7.	Asst. Prof. Dr.	Linguistics	Abd Ali Nayif	University of Babylon College of Basic Education
8.	Asst. Prof.(Ph. D)	TEFL	Sarab Kadir Mugair	University of Diyala College of Basic Education
9.	Asst. Prof.(Ph. D)	TEFL	Nadia Majeed Hussein	University of Baghdad /Middle Technical
10.	Asst. Prof.(Ph. D)	TEFL	Wafaa Mokhlis	University of Babylon College of Education for Human Sciences
11.	Asst. Prof. Dr.	TEFL	Ali Sabah Jameel	University of Anbar College of Arts
12.	Asst.Prof.MA	TEFL	Muneer Ali Khudhayer	University of Babylon College of Education for Human Sciences

No.	Scientific Title	Specialty	Name	Institution
13.	Asst.Prof.MA.	TEFL	Sabeeha Hamza Dehham	University of Babylon College of Basic Education
14.	Lect. Dr.	TEFL	Ahmed Rowdhan	University of Babylon College of Basic was

Appendix (C)

The Initial Form of the Questionnaire

Section One: Personal Information:

1. Your school:

2. Gender: Female.....

Male

3. Age:

4. How long have you been working as an English teacher?.....

Section Two:

EFL Preparatory School Teachers' Perception of Discovery Learning

No.	Components	No.	Items	Suitable	Unsuitable	Modification
1	Teacher Competencies	1	DL requires teachers' ability to enter in to a close, respectful, and friendly relationship with learners			
		2	DL requires teachers'			

			ability to take responsibility for determining one's own learning needs.			
		3	DL requires teachers' ability to evaluate learning processes and outcomes.			
		4	DL requires teachers' ability to be a facilitator and a source.			
		5	DL requires teachers' ability to find strategies to overcome all challenges and possible threats to DL.			
		6	DL requires teachers' ability to establish an atmosphere which is open to interaction, based on cooperation, open and secure.			
		7	DL requires teachers' ability to help			

			students gain a positive attitude toward DL.			
		8	DL requires teachers' ability to involve students in selecting materials and resources, applying relevant learning strategies, and evaluating learning outcomes.			
		9	DL requires teachers' ability to guide students to recognize their weaknesses and strengths.			
		10	DL requires teachers' ability to encourage curiosity by stepping in to learners' viewpoint to find what motivates them.			
		11	DL requires teachers' ability to be observer for each student during their activities.			

		12	DL requires teachers' ability to balance the learning process with the time available in the classroom.			
		13	DL requires teachers' ability to discuss the conclusions for each activity.			
		14	DL requires teachers' ability to enhance students' critical thinking by using high order thinking questions.			
		15	DL requires teachers' ability to provide students with certain tools for learning concept			
		16	DL requires teachers' ability to enable students to increase their ability to analyze, synthesize			
		17	DL requires teachers' ability to evaluate information in			

			objective and non-improvised ways.			
		18	DL requires teachers' ability to set goals			
2	Students' Practice of DL English Activities	1	Learners listen to English stories.			
		2	Learners read books or magazines in English			
		3	Learners watch English TV programs.			
		4	Learners listen to English songs.			
		5	Learners practice English conversations with foreigners on social media platforms			
		6	Learners practice using English with friends.			
		7	Learners do group studies in English lessons.			
		8	Learners compare			

			their results with the other students.			
		9	Learners activate their prior knowledge while studying.			
		10	Learners discuss learning problems with classmates.			
		11	Learners engage in interactive learning environment inside and outside classrooms.			
		12	Learners do assignments which are not compulsory.			
		13	Learners read newspapers in English			
		14	Learners can practice using requests and suggestions.			
		15	Learners can use extra resources			
3	Characteristics and Advantages of DL	1	Learners know their needs and work productively with the teacher towards the			

			achievement of their objectives.			
		2	Learners learn both inside and outside the classroom.			
		3	Learners create something out of what have been learned to promote future learning activities.			
		4	Learners take classroom-based material and build on it.			
		5	Learners manage and divide the time in learning properly.			
		6	Learners are curious and willing to try new things.			
		7	Learners monitor their progress.			
		8	Learners evaluate themselves to learn better.			
		9	Learners seek ongoing feedback			

			from instructors.			
		10	Learners are able to learn better.			
		11	DL encourages a habit of questioning and risk taking.			
		12	DL considers the significant role of motivation and desire in initiating and maintaining learners' efforts.			
		13	In DL control gradually shifts from teachers to learners.			
		14	DL is highly collaborative. Learners collaborate with peers.			
		15	DL can develop highly skillful learners in the range of technological applications and media.			
		16	DL bridges the gap between school knowledge and real-			

			world problems by considering how people learn in real life.			
		17	Teachers scaffold learning by making learning observable			

Appendix(D)

The Final Form of the Questionnaire

Section One: Personal Information:

1. Your school:

2. Gender: Female.....

Male

3. Age:

4. How long have you been working as an English teacher?.....

Section Two:

EFL Preparatory School Teachers' Perception of Discovery Learning

No.	Components	No.	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Teacher Competencies	1	DL requires teachers' ability to enter in to a close, respectful, and friendly relationship					

			with learners					
		2	DL requires teachers' ability to take responsibility for determining one's own learning needs.					
		3	DL requires teachers' ability to evaluate learning processes and outcomes.					
		4	DL requires teachers' ability to be a facilitator and a source.					
		5	DL requires teachers' ability to find strategies to overcome all challenges and possible threats to DL.					
		6	DL requires					

			teachers' ability to establish an atmosphere which is open to interaction, based on cooperation, open and secure.					
		7	DL requires teachers' ability to help students gain a positive attitude toward DL.					
		8	DL requires teachers' ability to involve students in selecting materials and resources, applying relevant learning strategies, and evaluating learning					

			outcomes.					
		9	DL requires teachers' ability to guide students to recognize their weaknesses and strengths.					
		10	DL requires teachers' ability to encourage curiosity by stepping in to learners' viewpoint to find what motivates them.					
		11	DL requires teachers' ability to be observer for each student during their activities.					
		12	DL requires teachers' ability to balance the learning process with					

			the time available in the classroom.					
		13	DL requires teachers' ability to discuss the conclusions for each activity.					
		14	DL requires teachers' ability to enhance students' critical thinking by using high order thinking questions.					
		15	DL requires teachers' ability to provide students with certain tools for learning concept					
		16	DL requires teachers' ability to enable students to increase their					

			ability to analyze, synthesize					
		17	DL requires teachers' ability to evaluate information in objective and non-improvised ways.					
2	Students' Practice of DL English Activities	1	Learners listen to English stories.					
		2	Learners read books or magazines in English					
		3	Learners watch English TV programs.					
		4	Learners listen to English songs.					
		5	Learners practice English conversations					

			with foreigners on social media platforms					
		6	Learners practice using English with friends.					
		7	Learners do group studies in English lessons.					
		8	Learners compare their results with the other students.					
		9	Learners activate their prior knowledge while studying.					
		10	Learners discuss learning problems with classmates.					
		11	Learners engage in interactive learning environment					

			inside and outside classrooms.					
		12	Learners do assignments which are not compulsory.					
		13	Learners read newspapers in English					
		14	Learners can practice using requests and suggestions.					
3	Characteristics and Advantages of DL	1	Learners know their needs and work productively with the teacher towards the achievement of their objectives.					
		2	Learners learn both inside and outside the classroom.					
		3	Learners create something out					

			of what have been learned to promote future learning activities.					
		4	Learners take classroom-based material and build on it.					
		5	Learners manage and divide the time in learning properly.					
		6	Learners are curious and willing to try new things.					
		7	Learners monitor their progress.					
		8	Learners evaluate themselves to learn better.					
		9	Learners seek ongoing feedback from					

			instructors.					
		10	Learners are able to learn better.					
		11	DL encourages a habit of questioning and risk taking.					
		12	DL considers the significant role of motivation and desire in initiating and maintaining learners' efforts.					
		13	In DL control gradually shifts from teachers to learners.					
		14	DL is highly collaborative .learners collaborate with peers.					
		15	DL can develop highly skillful					

			learners in the range of technological applications and media					
		16	DL bridges the gap between school knowledge and real-world problems by considering how people learn in real life.					
		17	Teachers scaffold learning by making learning observable					



الى / ادارات المدارس الاعدادية والثانوية في مركز المحافظة

م / تسهيل مهمة

تحية طيبة ...

اشارة لكتاب جامعة بابل / كلية الدراسات العليا / العلوم الانسانية المرقم ٥٠٢٦ في ٢٤/١٢/٢٠٢٠ نرجو تسهيل مهمة طالبة الدراسات العليا / الماجستير (جنان جفات حمزة حسين) في اختصاص طرائق تدريس اللغة الانكليزية في كلية التربية الاساسية والمقبولة للعام الدراسي (٢٠١٩ - ٢٠٢٠) لغرض اكمال متطلبات بحثها الموسوم (Teachers perceptions toward using discovery learning strategy to increase Iraqi EFL4th Preparatory school students achievement in writing skills) وابداء تعاونكم معها عند زيارتها مدارسكم ... مع التقدير .

سمير هاشم خليل
مدير قسم الإعداد والتدريب



نسخة منة الى //

- جامعة بابل/ كلية الدراسات العليا / كتابكم اعلاه للتفضل بالاطلاع مع التقدير .
- مكتب السيد المدير العام مع التقدير .
- قسم الاشراف الاختصاصي / لنفس الغرض اعلاه مع التقدير .
- قسم التخطيط التربوي / الاحصاء / لنفس الغرض اعلاه مع التقدير .
- المديريات الفرعية / الاحصاء / لنفس الغرض اعلاه مع التقدير .
- طالبة الدراسات (جنان جفات حمزة حسين) مع التقدير .
- الاعداد والتدريب / شعبة البحوث / تسهيل المهمة مع الاوليات / الملف الدوار .

قائمة باسماء المدارس الثانوية والاعدادية في مركز الحلة للعام الدراسي
٢٠٢٠-٢٠٢١

ت	اسم المدرسة	الجنس	القضاء	الناحية
1	ث/بابل	بنين	الحلة	مركز الحلة
2	ث/الحلة	بنين	الحلة	مركز الحلة
3	ع/الجزائر	بنين	الحلة	مركز الحلة
4	ث / الدستور	بنين	الحلة	مركز الحلة
5	ث/ذي قار	بنين	الحلة	مركز الحلة
6	ث/الباقر	بنين	الحلة	مركز الحلة
7	ث/الكرار	مختلطة	الحلة	مركز الحلة
8	ث/الحلة	بنات	الحلة	مركز الحلة
9	ث/التحرير	بنات	الحلة	مركز الحلة
10	ث/فلسطين	بنات	الحلة	مركز الحلة
11	ث/الحلة للمتميزات	بنات	الحلة	مركز الحلة
12	ث/الشهيد الصدر	بنين	الحلة	مركز الحلة
13	ث /حلب	بنين	الحلة	مركز الحلة
14	ث/التراث	بنين	الحلة	مركز الحلة
15	ث/الجنان	بنات	الحلة	مركز الحلة
16	ث/دجلة	بنات	الحلة	مركز الحلة
17	ث/ابن سينا	بنين	الحلة	مركز الحلة
18	ث/الفضائل	بنات	الحلة	مركز الحلة
19	ث/ الاخوة	مختلطة	الحلة	مركز الحلة
20	ث/الوئلي للمتميزين	بنين	الحلة	مركز الحلة
21	ث/الشموس	بنات	الحلة	مركز الحلة
22	ث/سنجار	بنين	الحلة	مركز الحلة
23	ث/ النجوم	بنات	الحلة	مركز الحلة
24	ث/ النجوم	بنين	الحلة	مركز الحلة
25	ث /الباقر	بنات	الحلة	مركز الحلة
26	ث/الزكيات	بنات	الحلة	مركز الحلة
27	ث /الشهيد عبد الصاحب	بنات	الحلة	مركز الحلة
28	ث/الطبرسي	بنين	الحلة	مركز الحلة
29	ث/الرباب	بنات	الحلة	مركز الحلة
30	ث/التراث	بنات	الحلة	مركز الحلة

31	ث/ا لاعلام	بنين	الحلة	مركز الحلة
32	ث/زهرة الفرات	بنات	الحلة	مركز الحلة
33	ث/حلب	بنات	الحلة	مركز الحلة
34	ع/الثورة	بنات	الحلة	مركز الحلة
35	ع/الحلة	بنين	الحلة	مركز الحلة
36	ع/الامام علي	بنين	الحلة	مركز الحلة
37	ع/الفيحاء	بنين	الحلة	مركز الحلة
38	ع/الطليعة	بنات	الحلة	مركز الحلة
39	ع/الخنساء	بنات	الحلة	مركز الحلة
40	ع/الثورة	بنين	الحلة	مركز الحلة
41	ع/الزرقاء	بنات	الحلة	مركز الحلة
42	ع/علي جواد الطاهر	بنين	الحلة	مركز الحلة
43	ع/الحوراء	بنات	الحلة	مركز الحلة
44	ع/شط العرب	بنات	الحلة	مركز الحلة
45	ع/ام البنين	بنات	الحلة	مركز الحلة
46	ع/بنت الهدى	بنات	الحلة	مركز الحلة
47	ع/سكينة بنت الحسين	بنات	الحلة	مركز الحلة
48	ع/طليلة	بنات	الحلة	مركز الحلة
49	ع/الجهاد	بنين	الحلة	مركز الحلة
50	ع/خديجة الكبرى	بنات	الحلة	مركز الحلة
51	ع/الكندي	بنين	الحلة	مركز الحلة
52	ع/الحلة المسائية	بنين	الحلة	مركز الحلة
53	ع/ابن السكيت	بنين	الحلة	مركز الحلة
54	ع/الرحاب المسائية	بنات	الحلة	مركز الحلة
55	ع/الدكتورة مديحة عبود البيرماني	بنات	الحلة	مركز الحلة
56	ع/الجامعة	بنين	الحلة	مركز الحلة

مستخلص الدراسة

دائماً هناك بحث عن افضل الطرق واحسنها لتحسين العملية التعليمية. تظهر مشكلة هذه الدراسة في المدارس العراقية حيث ماتزال الطرق المستخدمة في العملية التعليمية هي الطرق التقليدية. تختص هذه الطرق باستحصال المعرفة بالمعلم فقط وبالتالي فالمتعلم يتلقى المعلومات ولكن لا يتفاعل معها .

اظهر المعلمون والباحثون في جميع انحاء العالم اهتماما كبيرا بدراسة واختيار اساليب التعلم التي تركز على الطالب مثل نموذج التعلم بالاكشاف وذلك لما لها من اهمية في تشجيع الطلاب وتدريبهم على التفكير ،جمع المعلومات واتخاذ القرار وبذلك يشعر الطلاب بالسعادة وادراك الذات عند الوصول لاكتشاف ما . لذلك تطرح الدراسة الحالية بعض الاسئلة لكشف ادراك المدرسين :

١- كيف يستقبل مدرسو اللغة الانجليزية التعلم بالاكشاف.

٢- هل يمكن ان يعزى ادراك معلمي اللغة الانجليزية كلغة اجنبية لاستخدام التعلم بالاكشاف لتطوير الطلاب في المرحلة الاعدادية الى الشهادة، سنوات الخبرة و الجنس؟

تهدف هذه الدراسة الى معرفة ادراك معلمي المدارس الاعدادية للغة الانجليزية كلغة اجنبية تجاه التعلم بالاكشاف. تم استخدام البحث المسحي في هذه الدراسة ويشمل المجتمع مدرسي المدارس الاعدادية للغة الانجليزية كلغة اجنبية في العراق /محافظة بابل وبلغت العينة (٢٨٨) مدرس و مدرسة(٩١) مدرس و (١٩٧) مدرسة حسب احصائية مديرية التربية و التعليم في محافظة بابل. تم تصميم استبيان لجمع البيانات الاولية للبحث ويتضمن هذا الاستبيان اسئلة مغلقة لتيسير عملية جمع البيانات واستخدم الباحث مقياس لكرت الخماسي .الشكل النهائي منه تكون من (٤٨) فقرة موزعة على ٣ مكونات. توصلت نتائج الدراسة الى ان معظم مدرسي المدارس الاعدادية للغة الانجليزية كلغة اجنبية في العراق يرون نموذج التعلم بالاكشاف ويفهمون اهمية ادراجه في عملية التعليم و يعتقدون ان الطلاب الذين يتعلمون بالاكشاف يمكنهم انشاء معلومات جديدة مما تم تعلمه من اجل تعزيز أنشطة التعلم المستقبلية . واخيرا قدم الباحث بعض الاستنتاجات والتوصيات والاقتراحات لمزيد من الدراسات.



جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة بابل
كلية التربية الاساسية
قسم اللغة الانكليزية

ادراك معلمي اللغة الانكليزية لغة اجنبية في المدارس الاعدادية للتعلم بالاكتشاف

رسالة ماجستير

مقدمة الى مجلس كلية التربية الاساسية في جامعة بابل وهي جزء من متطلبات نيل درجة الماجستير في التربية
/طرائق تدريس اللغة الانكليزية

بواسطة

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