

Exploring the Benefits of Educational TV Programs on EFL Writing Abilities in Iraq

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استكشاف فوائد البرامج التلفزيونية التعليمية في تنمية مهارات الكتابة

لدى متعلمي اللغة الإنجليزية كلغة أجنبية في العراق

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الملخص

يهدف هذا البحث إلى دراسة فوائد استخدام البرامج التلفزيونية التعليمية في تعزيز كفاءات الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية من الطالبات في الصف الثاني المتوسط في العراق. تُعد الكتابة مهارة أساسية في اكتساب اللغة، إلا أن الطلبة غالباً ما يواجهون صعوبات في المفردات، والدقة النحوية، وتنظيم النصوص بشكل واضح. يوفر توظيف الأدوات متعددة الوسائط، مثل التلفزيون التعليمي، خبرات تعليمية تفاعلية وسياقية وجذابة يمكن أن تساعد في معالجة هذه التحديات، وعلى الرغم من الإمكانيات الكبيرة لهذه الوسائط، إلا أن تأثيراتها المحددة على تطوير مهارة الكتابة في الصفوف العراقية لم تُوثق بشكل كافٍ. اعتمدت هذه الدراسة منهجاً شبه تجريبي لمقارنة أداء الطالبات في الكتابة بين مجموعة درست باستخدام البرامج التلفزيونية التعليمية والوسائل البصرية، وأخرى تلقت تعليمها بالطريقة التقليدية.

تكونت عينة الدراسة من ٦٢ طالبة في مدرسة أم المؤمنين المتوسطة للبنات في بغداد للعام الدراسي ٢٠٢٤-٢٠٢٥، قُسمت بالتساوي إلى مجموعتين: تجريبية وضابطة. أظهرت نتائج اختبار التحصيل النهائي في الكتابة أن الطالبات اللاتي تعرضن للبرامج التلفزيونية التعليمية أحرزن تحسناً ملحوظاً في التنظيم، والمفردات، والدقة النحوية، والطلاقة الكتابية، وتؤكد هذه النتائج على أهمية النماذج التفاعلية الواقعية التي توفرها البرامج التلفزيونية التعليمية، وتدعم التوصيات بدمج هذه الوسائط في مناهج اللغة الإنجليزية كلغة أجنبية، مع ضرورة تدريب المعلمين وتطوير الموارد الداعمة. كما تُوصي الدراسة بمواصلة البحث المستقبلي لاستكشاف هذه الفوائد بمراعاة الفروق بين الجنسين، والمراحل الدراسية المختلفة، والتأثيرات الثقافية الأوسع.

الكلمات المفتاحية: تلفزيون، تعليم، كتابة، إنجليزية، وسائط، العراق.

Abstract

This research examines the advantages of using educational television programs to enhance the writing competencies of Iraqi EFL (English as a Foreign Language) learners at the second intermediate level. Writing is fundamental to language mastery, yet students frequently encounter difficulties with vocabulary, grammar, and organizing clear written content. Employing multimedia tools such as educational TV offers engaging, contextual, and interactive experiences that can address these challenges.

Despite their potential, the specific effects of such approaches on writing development in Iraqi classrooms are not well-documented. Utilizing a quasi-experimental method, this study compared student writing performance between those taught with educational TV programs and visual aids, and those instructed via conventional pedagogies.

The participants included 62 female students from Um Al-Momineen Intermediate School for Girls in Baghdad for the 2024–2025 academic year, split evenly into experimental and control groups. Assessment through a post-achievement writing test revealed that students exposed to educational TV-based resources showed marked improvement in organization, vocabulary, grammar, and fluency.

These findings highlight the value of interactive, real-world models provided by educational television and reinforce recommendations for integrating such media into EFL curricula, along with teacher training and further resource development. Future research could further explore these benefits by considering gender, educational stages, and broader cultural impacts.

Keywords: TV, Education, Writing, English, Media, Iraq.

1.1 Introduction

The landscape of English language learning in Iraq has evolved through curricular revisions and increased technology integration. Nevertheless, writing remains a persistent challenge for Iraqi EFL students, often due to traditional teaching methods and limited use of digital instructional media. This study seeks to evaluate whether educational television and other multimedia resources can improve writing skills and engagement among these learners, thereby suggesting directions for more effective and contemporary teaching strategies. Among the four core language skills listening, speaking, reading, and writing.

writing is often the most demanding for EFL learners, requiring linguistic knowledge as well as the ability to convey and organize ideas coherently (Graham 2018).

Despite its importance for academic, professional, and personal growth, writing proficiency remains a struggle for many Iraqi secondary students

1.2 The Problem and its Significance:

Iraq's educational system has experienced significant change, with shifts toward modern teaching methods and technology adoption. However, writing remains a major obstacle for EFL learners, largely due to entrenched, exam-focused, teacher-centered practices.

These traditional methods often neglect authentic communication, digital literacy, and the diverse needs of learners (Al-Jarf, 2022). While educational television and multimedia resources have become more accessible and are globally recognized for their instructional value (Mayer, 2009; Berk, 2009; Ramírez & García, 2017), their systematic application in Iraqi EFL classrooms is still rare.

This gap underscores the need to investigate how such media can address weaknesses in vocabulary, grammar, text organization, and writing fluency at the intermediate level. This research explores whether educational TV and related multimedia can enhance writing outcomes, foster engagement, and provide authentic language models for Iraqi EFL students.

The broader aim is to generate evidence to inform policy, curriculum design, and teacher practice, supporting Iraq's educational modernization goals (Al-Obaydi & Hazaea, 2021).

1.3 Aims of the Study:

This study aims to:

- 1- Assess the effectiveness of educational TV programs and visual aids in improving Iraqi EFL students' writing skills compared to traditional instruction.
- 2- Evaluate the influence of multimedia integration on learner motivation and engagement in writing classes, to inform future curriculum development.

1.4 Hypotheses of the study

To address these objectives, the following null hypotheses were tested:

There is no significant difference in writing achievement between students taught with educational TV and multimedia resources and those taught via conventional methods.

The use of multimedia and educational films does not significantly enhance students' writing skills, including grammar, vocabulary, and coherence, compared to traditional approaches.

1.5 Limits of the study

Second intermediate female students at Um Al-Momineen Intermediate School for Girls, Abu Ghraib district, Baghdad (Karkh/1 Directorate), Focus: First two units of the official English curriculum. Academic Year: 2024–2025. Participants: 62 students (31 experimental, 31 control).

1.6 Value of the study

This study holds significant value for several reasons:

- 1- This research provides empirical evidence on the impact of educational TV and multimedia on EFL writing, offering insights for educators, curriculum developers, and policymakers.
- 2- It also lays the ground work for further exploration of innovative, student-centered teaching strategies in Iraq and similar contexts (Rashid & Ibrahim, 2018)

2.Literature Review

Educational Films and TV in Instruction Educational films are audiovisual materials designed to facilitate specific learning objectives. In Iraq, educational television has been used since the 1970s and gained further prominence with the launch of the Iraqi Educational Satellite TV in 2007, supporting curriculum updates and reaching a broad audience, including displaced learners (Moeller, 1996; UNESCO, 2010). Global studies have highlighted the effectiveness of educational television in improving literacy rates and language skills by providing visual context, modeling authentic usage, and sustaining motivation among learners (Buckingham, 2013; Sankey et al., 2010).

2.1.1 Writing Competence Effects

Berk (2009 p.112) asserts that educational television programs present viewers with an extensive vocabulary and varied sentence structures. Repeated exposure to contextual language aids learners in internalizing grammatical structures and enhancing their vocabulary, both of which are crucial for writing proficiency. Anderson and Dill (2000 p.87) propose that educational television fosters active cognitive engagement, resulting in enhanced writing efficacy. Students who engage with educational programs are more likely to retain information and integrate learned concepts into their writing.

Educational television frequently utilizes coherent, organized scripts that exemplify proficient writing methodologies. It observes that students who consistently view well-organized educational material are more inclined to emulate these writing patterns in their own compositions, thereby enhancing their proficiency (Reed, 2012 p. 45).

Moreover Roberts (2011p. 63) asserts that numerous educational television programs introduce intricate subjects necessitating viewers to integrate information, establish connections, and construct arguments. These cognitive processes are essential for cultivating writing proficiency, especially in essay composition and argumentative assignments. Chun and Plass (1996 p.29) discovered that the utilization of educational television with subtitles aids learners in correlating spoken and written language, thereby strengthening the relationship between listening and writing. This multimodal

input can improve writing fluency, as students can reference both visual and verbal elements in their writing practice.

2.1.2 Enhancing Writing Abilities

During the past few years, the incorporation of various forms of media and technology into the process of language learning has been demonstrated to be an effective method for improving a variety of language skills, particularly composition. Learners of English as a Foreign Language (EFL) frequently face challenges when it comes to writing.

These challenges can be attributed to a variety of factors, including challenges with coherence and organization, limited vocabulary, and a lack of exposure to authentic language use (Brown & Green, 2020, p. 115).

On the other hand, the utilization of various forms of media (such as videos, podcasts, and articles) and technological tools (such as writing platforms and language learning apps) provides a multitude of advantages for the enhancement of compositional abilities. This investigates the ways in which various forms of media and technology can improve English as a Foreign Language writing skills, focusing on the effectiveness of a variety of digital tools and activities based on media in the development of writing fluency, vocabulary acquisition, and grammar.

2.1.3 The Improvement of Writing Competencies

Writing skills are essential as communication is predominantly conveyed through written media compared to other forms. Students require proficient writing skills to enhance their communication abilities and fulfill their educational requirements. Students with strong writing skills effectively express themselves and achieve their goals (Durga & Rao, 2018). Writing enables students to articulate their thoughts, ideas, feelings, and expressions in written form (Rao, 2017).

Writing significantly contributes to the enhancement of students' academic achievement. Writing reinforces grammatical structure, enhances vocabulary, shapes the scientific framework of human life, and supports other language skills, including listening, speaking, and reading (Javed, Juan, & Nazli, 2013; Nodoushan, 2014). Furthermore, writing facilitates access to advanced education, employment prospects, and overall success in life. Effective writing skills are essential for all students to meet their educational and professional requirements. Students must enhance their writing skills to engage effectively in society and the workplace (Karunasree & Francis, 2020).

Starkey (2004) argued that in order for a piece of writing to be successful, it must be well-organized, clear, and coherent, with precise word choice and mechanics. According to Asriati and Maharida (2013), organization is best defined as the capacity to develop ideas in a unified form. Through the use of various prewriting techniques, the writer makes a decision regarding the structure of his or her written work before beginning the actual act of writing. Because the plan is typically made after reading and categorizing the notes that were gathered from the prewriting activity, the

utilization of the prewriting techniques is beneficial in terms of making an effective plan that ensures the organization of the written work (Hamadouche, 2010).

Clarity is an essential component of writing that not only makes writing more readable but also ensures that readers will fully comprehend what the writer intends to convey to them. In order for the learner to achieve clarity in their writing, they should do the following: 1) eliminate ambiguity by avoiding words or phrases that can be interpreted in more than one way, and 2) make use of powerful and precise adjectives and adverbs. The appropriate modifiers, which include adjectives and adverbs, enable the learner to communicate his message in fewer words that are more accurate. Additionally, they enable the learner to be concise by getting straight to the point without engaging in pointless repetition, unnecessary spinning around, or wordiness (Starkey, 2004)

2..2 Challenges Encountered by Students in Acquiring Writing Proficiencies

Every student may encounter distinct obstacles in the acquisition of writing skills. Every student possesses distinct and exceptional qualities. These challenges will hinder students from progressing in the creation of quality writing. The subsequent points address the challenges encountered by students in writing.

1. Misbah et al. (2017) asserted that a deficiency in vocabulary has hindered students' development of writing skills. Vocabulary is the essential component in sentence construction, which is central to proficient writing skills. Asep (2014). Students frequently utilize spoken and written language daily to convey their ideas, beliefs, and emotions to those around them. A robust vocabulary repertoire can assist students in articulating or composing their reflections. The utilization of electronic dictionaries and increased reading activities can assist students with restricted vocabulary.
2. Certain elementary school students are experiencing difficulties with grammar. Grammar is essential in writing. Grammar conveys information that aids readers in comprehending its meaning. It is a framework that communicates the writer's intricate meaning to the reader. Grammar elucidates the forms and structures of words, known as morphology, and their arrangement within sentences, referred to as syntax. Students with minimal grammatical knowledge will experience anxiety when attempting to construct sentences with correct grammar. Muhammad Fareed et al. (2016) show that pupils make mistakes with basic sentence constructions, subject-verb agreement, pronouns, tenses, articles, and prepositions. Reading comprehension exercises and grammar-focused games can help students become more proficient readers and writers.
3. Inadequate spelling is an additional source of anxiety for students acquiring writing skills, as corroborated by Nyang'au Benard (2014). Proficient spelling skills will facilitate the enhancement of writing abilities. If students struggle with spelling, it will impede their progress. According to Afrin (2016), kids often spell words

incorrectly because they spell them depending on how they sound. The pupils will be asked to add or remove letters from the given words. Think of "ballon" as an example rather than "balloon." According to Nyang'au Benard (2014), pupils' spelling skills will improve if they commit the words to memory.

4. Students' preparedness constitutes an additional challenge in writing acquisition, as corroborated by Foster (2015). Winarso (2016) asserts that readiness is crucial for the successful completion of a task. Readiness can encompass both physical preparedness and mental acuity. If this is not happening, students will encounter difficulties in writing. Students will lack mental preparedness for classroom learning if they are unprepared. It is crucial for students to be prepared prior to entering the classroom. Foster (2015) asserts that motivating and engaging students can enhance their preparedness for writing instruction.
5. Foster (2015) argues that primary school children face extra obstacles while trying to develop their writing abilities due to a lack of exposure to reading materials and books. Muhammad Fareed et al. (2016) indicate that numerous students encounter considerable difficulty in obtaining sufficient and substantial information sources. Insufficient extensive reading will hinder students' ability to compose effective sentences or paragraphs. This is due to the interconnection between reading and writing. If students do not engage with books or other reading materials, they will experience a deficiency in ideas and vocabulary necessary for writing. Their brain neurons will interconnect to produce effective writing if they engage in extensive reading and integrate ideas with their existing knowledge. Foster (2015) elucidated that exposure to diverse reading materials can enhance students' language awareness.
6. A deficiency in motivation constitutes another obstacle encountered by students. If students lack motivation, they may not be inclined to continue their learning process. Gbollie and Keamu (2017) asserted that motivation is crucial for enhancing students' academic outcomes. Educators could inspire students by offering encouragement through succinct motivational phrases such as "Well done!", "Nice effort!", "Continue the good work," etc. Positive reinforcement will advance students in their educational journey (Brown & Green, 2020, p. 115).

2.3 Acquiring Knowledge from TV

Television, particularly when designed as an educational medium, has the potential to exert a wide range of effects on individuals, notably in the domains of behavior, attitudes and beliefs, knowledge acquisition, and cognitive skills. Extensive research has examined these effects, illuminating both the mechanisms and outcomes associated with televised content, including its impact on literacy and language development.

2.3.1 Behavior

Behavioral effects of television have been extensively investigated, especially in the context of advertising and the portrayal of aggression. However, isolating the causal relationship between television exposure and behavior can be challenging, particularly in observational studies (Bandura, 1973; Williams, 1981). Learning through television often unfolds in two stages—acquisition and performance—whereby individuals may internalize behaviors without immediately displaying them (Bandura, 1986). This distinction is crucial for educational television, as learners can acquire academic skills or strategies that may not be immediately observable.

Three primary mechanisms have been identified regarding how television influences behavior: imitation, arousal, and disinhibition. Imitation, grounded in Social Cognitive Theory, posits that viewers learn behaviors by observing and modeling those demonstrated by characters or presenters (Bandura, Ross, & Ross, 1963; Bandura, 1986). In the context of educational TV programs, children may watch a character model effective writing strategy, which they then imitate in their own academic tasks.

Arousal refers to the emotional and physiological activation experienced during television viewing (Zillman, 1982; Condry, 1989). Educational programs that successfully engage and stimulate learners may enhance motivation and attention, thereby facilitating behavioral engagement in literacy activities. Conversely, repeated exposure to certain content can lead to desensitization, reducing responsiveness over time. Disinhibition theory suggests that repeated exposure to certain behaviors on television may reduce internal restraints, increasing the likelihood of enacting such behaviors (Berkowitz, 1974). While this mechanism is often discussed regarding aggression or social conduct, it is also relevant when educational television seeks to encourage otherwise hesitant learners to participate in new activities, such as writing or reading aloud.

2.3.2 Attitudes, Beliefs, and Values

Research has established that television can significantly shape viewers' attitudes, beliefs, and values (Gerbner, Gross, Morgan, & Signorelli, 1980; Gerbner, Morgan, & Signorelli, 1986). Cultivation theory, pioneered by Gerbner and colleagues, asserts that heavy television viewers are more likely to accept the recurrent themes and representations in televised narratives as reflective of real-world norms—a process known as mainstreaming. For educational television, this means that repeated exposure to positive portrayals of reading, writing, and academic achievement may foster favorable attitudes toward literacy and learning (Signorelli, Gross, & Morgan, 1982).

Although the mechanisms underlying these attitudinal changes are not fully understood, the influence of television is evident in shaping perceptions of social groups, academic roles, and even self-efficacy in learning contexts. Select programs can counteract prevailing stereotypes or negative attitudes by modeling inclusive, aspirational, or culturally affirming narratives (Greenberg, 1988). For example, an

educational program that features diverse learners succeeding in writing tasks can positively influence students' beliefs about their own capabilities and the value of literacy.

2.3.3 Knowledge

Television, as a vehicle for both factual and conceptual content, can significantly contribute to knowledge acquisition, especially when educational objectives are explicitly embedded (Bryant, Alexander, & Brown, 1983; Anderson & Collins, 1988). Research in advertising and social representation has shown that television can alter children's conceptions of gender roles and nutrition (Calvert & Huston, 1987; Atkin, 1982). In educational programming, this extends to the acquisition of subject-matter knowledge, vocabulary, and genre conventions.

Mechanisms for knowledge acquisition via television include the retention of visual and auditory exemplars, abstraction of rules from modeled behaviors, and increased attention due to program features that induce cortical arousal (Zillman, 1982). Educational TV programs often leverage rapid pacing, engaging visuals, and interactive segments to sustain attention and facilitate learning.

2.4 Cognitive Skills

Television can also influence the development of cognitive skills, such as spatial reasoning, creative thinking, and task persistence, through both content and formal features (Salomon, 1979; Beagles-Roos & Gat, 1983). Educational programs that incorporate visual analysis, perspective-taking, and structured problem-solving can foster skills transferable to academic tasks, such as writing or comprehension.

Salomon's research demonstrated that camera techniques and program pacing could cultivate analytical and inferential skills in children, while other studies found that slower-paced programs support greater task persistence (Friedrich & Stein, 1973). These findings are particularly relevant for educational TV, which often aims to scaffold complex cognitive processes and encourage sustained engagement with literacy activities. The mechanisms by which television affects cognitive skills are closely related to those underlying behavioral changes, notably observation and imitation. Additionally, television provides a repository of visual and narrative models that learners may draw upon during creative or analytical tasks (Brown, 1986).

2.5 Multimedia in Educational Television

Kim and Gilman (p:611) and Jacobson and Archodidou (6111: 02) identify various forms of multimedia, including audio, text, video, and graphics.

Furthermore, multimedia concurrently integrates both visual and auditory resources, and in real-world communicative contexts, it amalgamates noises and images (Labayen et al., 6112: 0).

When it comes to educational multimedia, there are two main categories. There are two main types of media: those that aren't technical and those that are. Below, we shall outline each category:

1. Non-Technical Media: Since they don't need power, these forms of media are both cheap and widely available, technical resources, or financial investment. Numerous instances within this category encompass whiteboards, blackboards, magnetic boards, board games, flashcards, photographs, line drawings, cartoons, and similar items (Brinton, 6110: 22).
2. Technical Media: Compared to non-technical media, these sorts are more expensive and less user-friendly, but they may bring the outside world's complicated complexity inside the classroom by engaging with a wider amount of psychological reality. Students may develop a habit of expecting teachers to use technology in language classes, as they frequently integrate it into their daily lives in contemporary language education. This category encompasses various devices, including audiotape players, record players, film projectors, television filmstrips, and computers (Ibid: 21).

A wide variety of media, including moving images, still images, text, and animation, make up multimedia. The following categories can provide different kinds of contributions to material acquisition:

To emphasise or clarify points in English classes, we can use either regular text or a variety of typographic effects. Because it conveys extra data, this type is an essential part of any multimedia program.

Educators can employ various font sizes, colors, and styles to capture the reader's attention when conveying info or highlighting specific words or phrases (Vanghan,).

1. There are indexes, dictionaries, and help facilities throughout the book, as well as supplementary materials like subtitles, captions, and notes (Shavinina).
2. Graphics: Wright (6110006) characterizes graphics as a combination of static images and illustrations, including charts, diagrams, and photographs, devoid of motion. They can incite interest and motivation, enhance linguistic comprehension, and provide specific reference points and topics. Visuals are essential in language instruction. Photographs, slides, and prints made from negatives or digital cameras that record photos directly as computer graphics are all part of their repertoire, along with more conventional forms of visual media like maps, drawings, and posters (Shavinina,).
3. Animation: Animation consists of a sequence of images that represent 6D or 0D artwork or model positions, designed to produce a deceptive perception of motion. The scope encompasses a fundamental graph with basic motion to an intricate image featuring complex movements. Utilizing animation, educators can emphasize essential knowledge points and enhance student motivation (Vanghan).

4. Electronically recorded and produced sounds include music, speech, and any other aural phenomena. Compared to a cassette recorder, it has more benefits. The use of more engaging and effective audio in multimedia allows teachers to supplement their students' English language acquisition (Ibid: 01) According to Mayer and Berk, video is a powerful tool for improving learning outcomes because it combines images with spoken knowledge. It is the observable part of a TV signal that shows pictures of things that are either still or moving. Videos often convey more detailed information than animations. The storage capacity requirements, nevertheless, will be higher than those of animation (Vanghan, 6111: 01).
5. Motion Picture: Film is among the earliest audio-visual technological tools utilized in education. It accommodates a larger number of simultaneous users and offers information that is challenging to obtain. An educational film facilitates the exploration of reality in its essence. It facilitates a vivid and precise connection between the spatial and temporal determination of objects and events.
6. Educational films facilitate the efficient condensation of presented developments to meet instructional requirements. Educational films can pedagogically emphasize specific moments from the sequence of events that align with teaching objectives (Švajcer, 0001:022).

2. 6 Effective Approaches for Enhancing Vocabulary and Writing Proficiency through Television

2.6.1 watch and write

Lee (2020: 98) posits that student participating in "watch and write" exercises exhibit notable enhancements in vocabulary application and writing fluency within a three-month timeframe. An uncomplicated yet efficacious approach is the "observe and document" strategy. Following the viewing of a television program, students are instructed to compose a concise summary or a response reflecting their observations. This promotes vocabulary retention and aids students in practicing writing fluency by reinforcing the vocabulary acquired through context.

2.6.2 Discourse and Peer Evaluation

Following the viewing of television content and the completion of writing assignments, students may engage in group discussions or peer review sessions. This collaborative method enables learners to evaluate their writing, receive feedback, and acquire knowledge from peers. Peer review following the composition of TV-based responses fosters critical thinking and constructive feedback, thereby enhancing writing skills (Miller, 2022, p:145).

Television-based education is an effective instrument for improving vocabulary development and writing proficiency in English as a Foreign Language learners. By engaging with authentic language and incorporating television content into writing

tasks, learners can enhance their vocabulary retention and their capacity for fluent and coherent writing. By implementing strategies such as "watch and write," peer evaluations, and discussions, educators can cultivate a dynamic and effective learning environment that promotes language development (ibid).

Lee and Thompson (2019) assert that "viewing educational programs enables students to associate vocabulary with real-world contexts, thereby improving retention and comprehension." Educational television has historically served as an influential instrument in facilitating language acquisition and literacy advancement. The potential to improve writing skills, especially among English as a Foreign Language (EFL) learners, has been examined in various studies. Educational television programs provide students with exposure to genuine language usage, vocabulary, and grammar within context, thus facilitating opportunities for writing practice.

Educational television introduces students to a diverse vocabulary within significant contexts. Through the observation of language in practice, learners can readily comprehend the significance of words and phrases. Television programs, documentaries, and educational content facilitate learners' exposure to new vocabulary in context, thereby enhancing their ability to remember and utilize these words in their writing.

2.7 Interactive Television Programs

Interactive television programs frequently offer viewers contextually rich environments that facilitate vocabulary acquisition through contextual understanding rather than rote memorization. As learners engage with the content, they encounter novel vocabulary and expressions that they can promptly associate with the presented context, enhancing their retention and application. Interactive educational programs facilitate vocabulary reinforcement in context by offering learners immediate prompts and feedback, thereby enhancing their ability to utilize vocabulary in writing tasks (Brown & Green, 2000).

It occasionally necessitates learners to complete sentences or fill in blanks as part of an activity. These exercises assist students in comprehending the principles of sentence structure and cultivating the ability to compose coherent, grammatically accurate sentences. Interactive writing exercises that entail completing sentences and short paragraphs enable learners to reinforce their grammar and sentence structure skills" (Johnson & White, 2022)

Certain interactive television programs prompt learners to participate in extensive writing assignments, including essays or lengthy responses, derived from the content they have viewed. These tasks promote critical thinking and assist students in developing cohesive writing over an extended duration. Extended writing tasks prompted by interactive television programs assist learners in enhancing their capacity to formulate complex sentences and cohesive paragraphs" (Lee & Thompson, 2020).

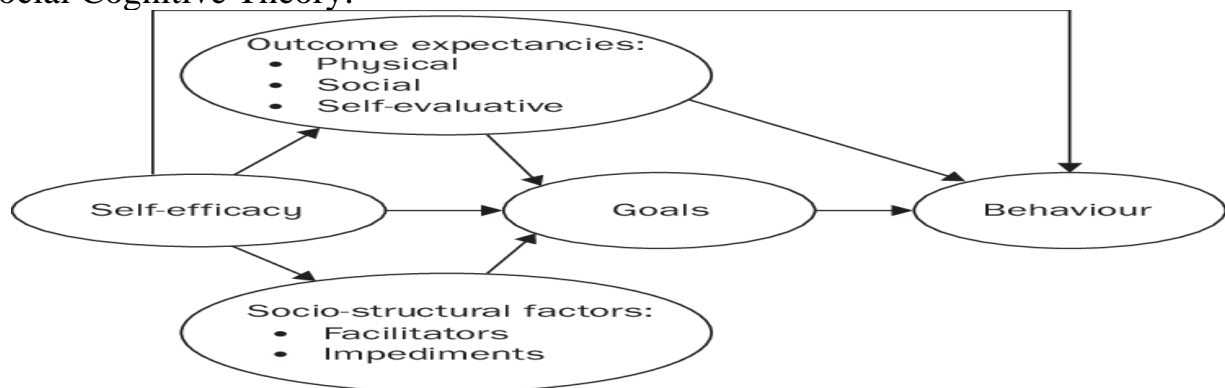
2.8. Theoretical Foundations

The examination of writing skill acquisition and development has been influenced by various significant theoretical frameworks, each emphasizing distinct facets of the writing process and learning environment. The primary theories encompass

1. Cognitive Process Theory
2. Sociocultural Theory
3. Social Cognitive Theory
4. Ecological Theory.

2.8.1. Social Cognitive Theory

Established by Albert Bandura (Bandura, 1986). Combining cognitive and social viewpoints, this theory stresses the interaction among personal, behavioural, and environmental elements in the evolution of writing. Observational learning and self-efficacy are foundations of social cognitive theory. Through constant practice and helpful feedback, students develop confidence in their own abilities and pick up fresh skills from observing others do them. When English as a foreign language (EFL) students see instructional television shows demonstrating how to write well and then use those approaches in their own writing, they participate in activities defined by Social Cognitive Theory.



Social Cognitive Theory (SCT), developed by Albert Bandura

2.9 Methodology:

Design A quasi-experimental design was implemented, involving experimental and control groups, to investigate the effects of educational TV and visual aids on writing proficiency in English.

2.10 Population and Sample

The study targeted all second intermediate female students in Baghdad's Karkh/1 Directorate, with 62 students from Um Al-Momineen selected and randomly assigned to experimental (multimedia-based instruction) and control (traditional instruction) groups.

2.11 Instrumentation

A post-achievement test, consisting of 40 multiple-choice items aligned to the English curriculum, was developed and validated by educational experts. The test assessed knowledge, comprehension, and application in writing. The test design followed best practices in assessment outlined by Haladyna et al. (2002) and Brookhart (2017). Validation and Pilot Testing Content validity was established through expert review, with a high consensus on item appropriateness. The test was piloted for clarity, timing, item difficulty, discrimination, and reliability, ensuring suitability for the study's objectives (Fraenkel et al., 2012).

2.12 Procedure

The experiment was conducted over several weeks, with the experimental group using educational TV programs and visual aids tailored to the curriculum, while the control group followed standard textbook-based instruction. Both groups took the post-achievement test at the end of the intervention.

Data Analysis Independent samples t-tests were used to compare post-test results between groups, following statistical procedures in educational research (Creswell, 2014; Field, 2017).

2.13 Results and Discussion

Analysis revealed that the experimental group significantly outperformed the control group on the writing assessment. The multimedia approach fostered better understanding, motivation, and engagement, allowing students to see real-life models of writing and apply learned concepts more effectively. Visual and auditory stimuli provided through TV programs supported retention and active participation, particularly benefiting students with diverse learning preferences (Golonka et al., 2014).

These findings are consistent with global research on multimedia-assisted language learning, which underscores the importance of multimodal resources in supporting language development (Lee & Lee, 2021; Huang & Hew, 2018). The results suggest that integrating educational TV and visual aids leads to improved writing performance by making learning more interactive, contextualized, and memorable.

2.14 Conclusion

The study demonstrates that educational TV programs and visual aids can significantly benefit the development of EFL writing skills among Iraqi intermediate students. Such multimedia resources offer engaging, practical, and multisensory learning experiences that traditional methods often lack. The evidence indicates that educational TV is a highly effective tool for enhancing writing proficiency and should be incorporated into core teaching strategies. Additionally, teacher training and resource development are recommended to maximize the benefits of multimedia in language instruction (Al-Jarf, 2022; Almusharraf & Bailey, 2021).

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